**Name of Faculty Member:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Name of Observer:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## Type:

The Observer will be added to Learning Management System in the role of ‘Observer’ This role provides access to discussion, rubrics, announcements, assessments, modules, homepage, syllabus, analytics and editing abilities to check for accessibility. Due to privacy concerns, there is no gradebook access and no inbox access.

## Amount:

The Observer will observe the Orientation module and at least two (other) course modules chosen by the faculty. The basis for this is that the FO needs access to at least this much to observe how the criteria listed in the Online Faculty Observation Form are met.

## Length of time:

The Observer has access to the course: 48 to 72 hours (about 3 days). The faculty member will give access to the Observer. In the interest of practicality when the access starts can be decided between the faculty member and Observer to meet their schedule and availability. The Faculty and Observer will mutually agree to the start time for access to the Learning Management shell based on their schedules and availability.

**RATING SCALE:**

1. Distinguished 2. Proficient 3. Needs Improvement 4. Unsatisfactory 5. Not observed/Not applicable

**JOB PERFORMANCE:**

## Online Faculty

**RATING COMMENTS**

|  |  |  |
| --- | --- | --- |
| 1. Course shell is organized and easy for the students to navigate. (Includes a homepage with course information and instructor contact, has an orientation on how the course is organized in the Learning management (LMS), course requirements, policies, office hours, and other relevant information). The Course shell presents online content clearly, concisely, and effectively. |  |  |
| 1. Demonstrates current knowledge of the subject material and teaches at an appropriate level for the course. |  |  |
| 1. Elements of the course created by the instructor and publisher (or other) material used demonstrate appropriate depth and rigor of the subject matter; and adheres to the course outline or content. |  |  |
| 1. Course content is placed in Learning management system (LMS), in self-contained segments (modules, units, lessons) that are appropriately paced to meet the weekly contact hours requirement for the course; and initiates and maintains regular and substantive contact with the class. |  |  |
| 1. To address the student’s various learning styles, the course content is delivered using variety of media (text, audio, video, graphics) and makes effective use of the Learning management (LMS) tools. External Links, software, programs for delivering course content are current, active, functional, and integrated into the LMS. |  |  |
| 1. A variety of assessments are used that indicate the course Student Learning Outcomes (SLO’s) will be appropriately assessed. employs effective teaching methodology and materials consistent with online/hybrid instruction. |  | . |
| 1. Promotes student opportunities for questions about course content by providing a Q&A forum and Virtual Synchronized office hour as well as email contact information with response time; and communicates expectations that are well-defined regarding student and participation in the course. |  |  |
| 1. Ensures there is instructor presence in the course through regular announcements, responding to student questions, timely feedback (in form of submission comments, and grading rubrics) and grade posting; maintains student-faculty relationship conducive to learning. |  |  |
| 1. Includes Assignments or activities that offer opportunities for regular and substantive student interaction (discussion forums with graded peer replies, group projects etc.). |  |  |
| 1. Reasonable accommodations (videos have captions, all LMS course materials pass the accessibility checker) are made so that all materials are accessible and compliant with section 508. |  |  |
| 1. Demonstrates sensitivity and working with students of diverse racial and ethnic backgrounds, sexual orientations, and disabilities. Examples could include statements in Syllabus or orientation module, content in announcements, assessments, lecture materials, and representation through images that show diversity and differences. |  |  |