|  |  |
| --- | --- |
| Instructor & Title: Instructor, Signature | Course: |
| Observer & Title:Observer, Signature | Date: |
| Pre-Observation Conference Date: | Post-Observation Conference Date: |
| Course Delivery method: Synchronous Asynchronous |
| Faculty Member’s Focus for Observation (e.g., strategies, content delivery, engagement, assessments, flow and pacing, use of ai) |
| Instructions: Respond to each of the following by checking the answer that best expresses your judgmentIn each section below, mark an X in the column that corresponds with your rating of each item. Use the following criterion:2 - Observed 1 - Observed, but needs improvement0 - Not observedNA - Not applicable*The scale above is nominal. Therefore, the scores should not be summed or averaged*. |

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| **Section 1 Pre-Evaluation of Course Materials** |
|  | **2** | **1** | **0** | **NA** | **Comments** |
| Instructions are provided that make clear how to get started and where to find course components. |  |  |  |  |  |
| The objectives of the course are clearly stated in the syllabus. |  |  |  |  |  |
| The modules are aligned to course goals. |  |  |  |  |  |
| The activities are aligned to course goals. |  |  |  |  |  |
| The assessments are aligned to course goals. |  |  |  |  |  |
| Summary |
| **Section 2 Online Module Setup** |
|  | **2** | **1** | **0** | **NA** | **Comments** |
| ***Knowledge of Subject Matter*** |
| Modules exhibit knowledge and mastery of content. |  |  |  |  |  |
| The level of the material is appropriate to the course and students. |  |  |  |  |  |
| There is a focus on conceptual development. |  |  |  |  |  |
| The content is important within the discipline. |  |  |  |  |  |
| Critical thinking is fostered. |  |  |  |  |  |
|  | **2** | **1** | **0** | **NA** | **Comments** |
| ***Organization and Design*** |
| The course is easy to navigate. |  |  |  |  |  |
| Course information is provided and easy to find. |  |  |  |  |  |
| Technology is utilized to enhance learning and is appropriate to content and learning objectives. |  |  |  |  |  |
| The course activities engage students in the learning process.  |  |  |  |  |  |
| The course includes a list of resources and materials relevant to student success. |  |  |  |  |  |
| The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies. |  |  |  |  |  |
| Course design facilitates ease of use. |  |  |  |  |  |
|  |  |  |  |  |  |
|  | **2** | **1** | **0** | **NA** | **Comments** |
| ***Content*** |
| Content is up-to-date and delivered in a logical sequence. |  |  |  |  |  |
| Course goals and objectives are clearly stated. |  |  |  |  |  |
| Course contains clear overview, syllabus, and calendar. |  |  |  |  |  |
| Summary and reinforcement of content is present. |  |  |  |  |  |
| Content is presented in appropriate modules/sections and uses multiple learning methods. |  |  |  |  |  |
| All course links connect and open to the resources provided. |  |  |  |  |  |
| Summary |
|  | **2** | **1** | **0** | **NA** | **Comments** |
| ***Student Assessment and Evaluation*** |  |  |  |  |  |
| Assignments are appropriate for achieving learning outcomes/objectives of course.  |  |  |  |  |  |
| Course grading practices are easy to understand.  |  |  |  |  |  |
| Course includes meaningful and appropriate assessment activities.  |  |  |  |  |  |
| Course has clearly defined methods and timeframe of feedback and expectations in the syllabus.  |  |  |  |  |  |
| Instructions for assignments/assessments are clear and well defined.  |  |  |  |  |  |
| Summary |

|  |  |  |  |  |  |
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|  | **2** | **1** | **0** | **NA** | **Comments** |
| ***Communication*** |
| Course has clearly defined methods of communication for both student-to-instructor, instructor-to-student and student-to-student interaction. |  |  |  |  |  |
| Encourages and provides appropriate opportunities for both student-to-instructor and student-to-student interaction. |  |  |  |  |  |
| Clear methods are established for reaching instructor during office hours and other times of availability. |  |  |  |  |  |
| Clear standards are established for expected instructor response time (turnaround time). |  |  |  |  |  |
| Summary |
| **Section 3 Post Evaluation of Course Materials** |
| **Observer:** Reflect on your experiences as the observer. Describe strength and weaknesses of the session.**Instructor:** Reflect on your experiences of being observed. Describe supports and changes to be implemented in future teaching. |