**FACULTY ONLINE TEACHING OBSERVATION**

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| **INSTRUCTOR:** |       | **SEMESTER/YEAR:** |       |

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| **FULL-TIME** [ ]  | **PART-TIME** [ ]  |

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| **COURSE AND SECTION NUMBER:** |       |

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| **COURSE TITLE:** |       |

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| **OBSERVER’S NAME:** |       | **TITLE:** |       |

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| **DATE OF OBSERVATION:** |       | **LENGTH OF VISIT:** |       | **# OF STUDENTS:** |      |

**DIRECTIONS: The Observer will use the Faculty Online Observation Rubric when evaluating the Instructor. Every category must contain specific comments and/or examples to quantify the observer’s rating and suggestions for improvement when applicable. The observation rubric gives concise, descriptive prompts (placed within parentheses); however, the observer’s comments are not just limited to those descriptors. Mark the observation scale in the relevant area.**

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| **REVIEWED LESSON AND RELEVANCE TO SYLLABUS/COURSE OUTLINE:** |
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| **SYSTEM COMPONENTS BEING USED:** |
| [ ]  **Announcements** | [ ]  **Discussion Board** | **[ ]  Resources** |
| [ ]  **Assignments** | [ ]  **Documents** | **[ ]  Other:**  |
| [ ]  **Calendar** | [ ]  **Grades** |  |  |
| [ ]  **Chatroom** | [ ]  **Grouping** |  |
| [ ]  **Collaborate** |  |  |

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| **INSTRUCTIONAL TECHNIQUES BEING USED:** |
| [ ]  **Audio/Visual** | [ ]  **Interactive Activity** | **[ ]  Small Group Activities** |
| [ ]  **Class Discussion** | [ ]  **Internet** | **[ ]  Web-Enhanced** |
| [ ]  **Hybrid** | [ ]  **Lecture** |  |
| [ ]  **Individual Student Assistance** | [ ]  **Online** |  |

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| **GOALS & OBJECTIVES:**(Clearly written; relevant to larger goals; connected to other planned activities) | [ ]  **Exceeds Expectations**[ ]  **Meets Expectations**[ ]  **Below Expectations**[ ]  **N/A or N/O** |
| **Comments:**       |

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| **Instructor’s Name:** |       | **Course:** |       |

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| **ORGANIZATION OF LESSON PLAN:**(Organized progression from each activity to the next) | [ ]  **Exceeds Expectations**[ ]  **Meets Expectations**[ ]  **Below Expectations**[ ]  **N/A or N/O** |
| **Comments:**       |

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| **RESPONSE TIME:**(Punctuality responding to student queries, discussions, and grade postings) | [ ]  **Exceeds Expectations**[ ]  **Meets Expectations**[ ]  **Below Expectations**[ ]  **N/A or N/O** |
| **Comments:**       |

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| **COURSE MANAGEMENT:**(Structure of course content) | [ ]  **Exceeds Expectations**[ ]  **Meets Expectations**[ ]  **Below Expectations**[ ]  **N/A or N/O** |
| **Comments:**       |

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| **PRESENTATION & DELIVERY:**(Uses wide variety of current & appropriate media, materials and research)  | [ ]  **Exceeds Expectations**[ ]  **Meets Expectations**[ ]  **Below Expectations**[ ]  **N/A or N/O** |
| **Comments:**       |

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| **Instructor’s Name:** |       | **Course:** |       |

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| **STUDENT INVOLVEMENT:**(Evidence of active engagement and participation by students) | [ ]  **Exceeds Expectations**[ ]  **Meets Expectations**[ ]  **Below Expectations**[ ]  **N/A or N/O** |
| **Comments:**       |

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| **RAPPORT:**(Evidence of mutual respect and professionalism) | [ ]  **Exceeds Expectations**[ ]  **Meets Expectations**[ ]  **Below Expectations**[ ]  **N/A or N/O** |
| **Comments:**       |

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| **Instructor’s Name:** |       | **Course:** |       |

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|  **SUMMARY OF OBSERVATION****OVERALL CLASS OBSERVATION RATING:** | [ ]  **Exceeds Expectations**[ ]  **Meets Expectations**[ ]  **Below Expectations**[ ]  **N/A or N/O** |
| **Observer’s Comments:**       |
| **Observer’s Signature:** |       | **Date:** |       |
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| **Instructor’s Comments:**       |
| **Instructor’s Signature:** |       | **Date:** |       |
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| **Division Chair’s Comments:**       |
| **Division Chair’s Signature:** |       | **Date:** |       |
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| **Dean’s Comments:**       |
| **Dean’s Signature:** |       | **Date:** |       |
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**Faculty Online Teaching Observation Rubric**

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|   **Rating**  **Scale****Areas****Being****Evaluated**  | **Exceeds****Expectations** | **Meets****Expectations** | **Below****Expectations** |
| **Goals****&****Objectives** | Instructor clearly presents and refers to the goals and objectives and how they support the learning outcome(s) for the chapters, units, and modules. | Instructor’s goals are sufficiently clear and adhere to course objectives. | Instructor’s presentation and reference to goals and objectives are very weak to non-existent. |
| **Organization****of****Lesson Plan** | Instructor’s lesson is very well organized and builds the lesson utilizing previous online lessons to enhance students’ learning of the materials. | Instructor’s lesson is prepared and follows course outlines and provides learning opportunities. | Instructor has a lesson prepared but it does not support course objectives. |
| **Response Time** | Instructor’s response times and grade postings exceed established standards which is optimal for online learning. | Instructor’s response times and grade postings meet established standards to facilitate student learning and progress. | Instructor’s response times and grade postings do not meet established standards and/or does not facilitate student learning. |
| **Course Management** | Course site is very well structured; content is well organized, cohesive, logical, and relevant. The instructor frequently updates and actively searches for ways to improve the online course. | Course site is clear, direct, and relevant. The instructor updates and maintains course currency. | Course site is very confusing, not relevant, and disorganized. The instructor fails to update or maintain course currency. |
| **Presentation****&****Delivery** | The instructor uses a wide variety of current and appropriate media, materials and research to fully support student learning and meets ADA standards. | The instructor uses limited media and materials that are appropriate to support student learning and meets ADA standards. | Instructor has no variety, or demonstrates inappropriate use of media and materials, and does not meet ADA standards. |
| **Student****Involvement** | Instructor challenges the students by providing opportunities for student interaction and collaboration through questions, discussion, and/or group assignments. | Instructor plans and provides for student involvement and collaboration through questions, class activities, discussions, and/or group assignments. | Instructor provides limited or no opportunities for students to become involved through questions, collaborations, discussion, and/or group assignments. |
| **Rapport** | Instructor connects and interacts well with students, provides clear explanations and demonstrates a strong atmosphere of learning, mutual respect, and professionalism. | Instructor connects and interacts with students, provides sufficient explanations and demonstrates a comfortable learning atmosphere. | Instructor does not interact well with students, provides minimal feedback and demonstrates a lack of respect towards students. |