

**GAVILAN COLLEGE
OBSERVATION FORM
FULL-TIME AND PART-TIME FACULTY**

Faculty Member: _____ Date of Observation: _____

Course: _____ Activity Observed:
(lecture, lab, etc.) _____

Observer: _____ Class Location
or URL: _____

Overall description of face to face or online class or work environment being visited: i.e., course objectives, student composition, modules visited (for online courses) and other pertinent information:

Directions: All statements and questions should be rated. Outstanding and unusually effective instruction should receive the highest rating. Complete the appropriate section(s) as applicable.

Key: Highest = 5 Lowest = 1 Not Applicable = NA
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SECTION 1: ALL COURSES

Highest Lowest

1. Were the objectives of the class made clear? 5 4 3 2 1 NA

(Consideration for asynchronous courses): Look at the weekly module--is there a clear sense of what student will be working on and learning for the week? Can you see a connection between the weekly assignments in the module and content provided to the learning outcomes for the class?

(Consideration for face-to-face and synchronous live courses): Are the class objectives shared: agenda shared on a whiteboard or screen (someplace for a student to reference)? Are objectives shared verbally.

(Consideration for any modality): Do students have a clear sense of what they are supposed to be learning and why? Where do you see the objectives being communicated? (see Section A-1 through 3 of the Course Design Rubric)

2. Were important concepts and ideas presented clearly? 5 4 3 2 1 NA

(Consideration for asynchronous courses): Is there a questions forum where students can ask follow-up questions? If discussion boards are used, are questions, explanations and expansions of the concept addressed in the responses? In reviewing videos, handouts and other material for the class, are the ideas clear and would they make sense to someone outside of the context of a face-to-face lecture? (see Section A-9 of the Course Design Rubric)

(Consideration for face-to-face and synchronous live courses): Are there opportunities being given to ask questions and check for understanding? Are concepts explained through a variety of teaching methods?

(Consideration for any modality): Are there opportunities to process information either as a whole-class, small groups, or pair-shares? Are there opportunities to give feedback to instructors? If the class has an embedded tutor, is that person being used for support?

3. Did the class activities demonstrate preparation and organization? 5 4 3 2 1 NA

(Considerations for asynchronous courses): Do the videos, content, assignments and assessments build upon each other and can you see how the student should be progressing in their learning? Does the module provide an opportunity for students to review and learn content, to respond and question that content, and then provide some type of assessment to verify acquisition of the content? (see Section A-4 through A-7 of the Course Design Rubric)

(Consideration for face-to-face and synchronous live courses): Do content, assignments, and assessments build upon each other and can you see how the student should be progressing in their learning? Do you see timely and intentional transitions being built between learning activities/areas of focus?

(Considerations for any modality): Scaffolded assignments and effective use of time.

4. Was the class time used effectively? 5 4 3 2 1 NA

(Considerations for asynchronous courses): Look at the syllabus, modules and overall workload for the week you are observing. Does the workload make sense based on the required contact hours for the class? Is the workload of the class balanced and well-paced for the week? Was there enough time to achieve learning objectives for the week? Are there multiple opportunities for students to ask questions and get feedback before major tests or assignments? Does the workload feel do-able for students or is it overwhelming? Underwhelming--that is, the student has to do too much to fill in the blanks of what is missing? (see Section A-5 and A-6 of the Course Design Rubric)

(Considerations for face-to-face and synchronous live courses): Is the workload of the class balanced and well paced for the day? Was there enough time to achieve the learning objectives for the day? Did transitions between activities feel intentional? Was clear scaffolding built in?

(Considerations for any modality): Is the workload of the class balanced and well paced? Does the pacing of the class support classroom engagement and participation? Are there clear transitions being used between activities/areas of focus? Are there opportunities for teaching, engagement, and reflection?

5. Were students encouraged to use critical thinking and analysis? 5 4 3 2 1 NA

(Considerations for asynchronous courses): Review assessments and discussion board prompts. Are there opportunities for peer-to-peer feedback and collaborative work? (see section B-5 of the Course Design Rubric).

(Considerations for any modality): Are students being asked to go beyond summary of content into extrapolation of concepts and development of connections among ideas. Do questions provide opportunities to evaluate, synthesize, and/or apply knowledge? Is there encouragement to apply ideas and concepts to relevant issues and topics? (see Section A-9 and C-1 through C-3 of the Course Design Rubric). Where appropriate, do questions invite in different perspectives and interpretations? Are students encouraged to support their responses and/or share reasoning? Are there opportunities to process, either individually or with partners?

6. Were clear and consistent methods and procedures evident? 5 4 3 2 1 NA

(Considerations for asynchronous courses): Consider whether or not unit learning objectives offer clear and demonstrable outcomes. Are those outcomes clearly stated in student-centered language? Do the activities and lessons help a student meet the stated outcomes? Are they easy to locate? While you are only focusing on a targeted week, you can look to see if some of the same instructional strategies, approaches or features/structures are offered in different modules: for example, you can ascertain whether or not there is consistency in the module introductory pages, discussion boards, lectures, etc. You can think about how consistency of strategies impact a student's ability to navigate expectations more easily.

(Considerations for face-to-face and asynchronous live courses): Consider whether or not learning objectives are clearly stated at the beginning of each lesson. While you are only focusing on a targeted day of the class, you can see if students are familiar with protocols, procedures, instructional approaches, and/or features/structures within the class. For instance, if you are observing a class where group work is involved, is it clear that students know what to do within their groups, either based on instruction or through repetition of practices. If unsure, you can ask the instructor for further clarification.

(Considerations for any modality): You can consider whether or not assessment methods in the syllabus and learning objectives are aligned with assignments, activities, etc. within the class.

7. Did the instructor involve students when relevant? 5 4 3 2 1 NA

(Considerations for asynchronous courses): This question along with questions 8 and 9 reflect the instructor's regular and personal contact with students. Is the faculty member responding to questions in a question forum, for example? Are students being asked to communicate with the faculty member and with others in the class in groups, in discussion boards, in forums, in critiques? Where do you see attempts to actively engage students in classroom discussion and/or activities? What are students expected to do and are they clearly directed to do these activities by the instructor? (see Section B-4 through B-6 of the Course Design Rubric). Are students given opportunities to ask questions, problem-solve, provide input, share their own experiences, knowledge, strategies, etc. with the class? Do you see attempts to actively engage students in classroom discussion or activities?

(Considerations for face-to-face and synchronous live courses): Are students being asked to communicate with the faculty member and/or with others in the class in groups, Where do you see attempts to actively engage students in classroom discussion and/or activities? Are students given opportunities to ask questions, problem-solve, provide input, share their own experiences, knowledge, strategies, etc. with the class or within peer groups? What are students being asked to do and are they clearly directed to do these activities by the instructor?

8. Did the instructor recognize the need to communicate with students of varying abilities? 5 4 3 2 1 NA

(Considerations for any modality): Are materials ADA compliant? Are there texts and materials that help meet varied student learning styles? Are there opportunities for students to ask questions and engage with peers and the instructor to answer questions? (see Section D and Section B-1 and B-2 of the Course Design Rubric). Do instructors offer visible opportunities to seek immediate support? Where do you recognize students receiving individualized instruction and attention? Where do you see instructors partnering with or directing students towards support services? Are there resources listed such as tutoring, AEC

9. Did the instructor relate to the students as individuals? 5 4 3 2 1 NA

(Considerations for asynchronous courses): Does the instructor provide forums, chats, discussions, Zoom sessions, or other opportunities for students to have one-on-one conversations, connections, etc.? Is there an opportunity for office hours and other access points for students? (see Section B-2 and B-3 and C-7 of the Course Design Rubric) Note: While some instructors interact within discussion board forums, others resist out of concern that their voices will dominate the conversation. There are good arguments for both approaches.

(Considerations for face-to-face and synchronous live courses): Does the instructor acknowledge and respond to students in class discussions? Do instructors directly ask students questions about their learning/understanding? Does the instructor acknowledge students by name? Do you see instructors providing supportive and respectful feedback? Does the instructor use student's names?

10. Were the students responsive and engaged? 5 4 3 2 1 NA

(Considerations for online courses): Examine how students are being encouraged to participate in the course? What types of student contact are created within the course design? Can you see students engaging in a variety of forums, assessments, group work, peer review, etc.? (see Section B of the Course Design Rubric). Note: Instructors may set up discussion boards where you are not able to see interactions unless you post first. If you are unable to see responses to students, you can ask about how instructors address students individually during your post-observation conferences.

(Considerations for face-to-face and synchronous live courses): Do you notice widespread, active participation in classroom conversations? Do students ask clarifying questions? Do students share their perspectives and experiences when appropriate? Do you see students actively engaged in work groups or activities? Do you see notetaking or other signs of active listening?

11. Did the instructor anticipate difficulties and prepare students beforehand? 5 4 3 2 1 NA

(Considerations for online courses): Some things to look for: Did the instructor provide a "week zero" module (including links to online orientations and support services)? Does the instructor ensure that the course is easy to navigate and intuitive in its design? If there are media or other materials that may be difficult to navigate, does the instructor explain how to access it? With regards to content, are there announcements or other methods of setting students up for difficult topics or heavy workloads? Are there other opportunities provided (supplemental office hours, Zoom sessions, etc.) to assist student with challenging materials? (see Section B-1 through B-2 of the Course Design Rubric)

(Considerations for face-to-face and synchronous courses): Does the instructor anticipate challenges by offering strategies, such as pacing of work and asking questions. If there are new skills being introduced, which are needed to complete an assignment, does the instructor take time to address or clarify what might support success. Does the instructor address support services or resources? Does the instructor provide models for how to approach work?

12. Does the instructor emphasize ways of solving problems rather than offering solutions? 5 4 3 2 1 NA

(Considerations for any modality): Are there opportunities for collaborative learning in class? Are students encouraged to share their thinking and to ask questions? Are the question being asked of students closed-ended or open-ended or both? In discussion boards, for example, are students encouraged to help each other problem solve? Do the types of questions asked encourage critical thinking and persistence through difficult concepts? (see Section B-6, A-11 and C-8 of the Course Design Rubric) Does feedback (whether verbal or written) raise any new questions for students, challenge student thinking, and provide space for processing? Are multiple perspectives being invited into class discussions and activities?

13. Did the instructor use multimedia? 5 4 3 2 1 NA

(Considerations for any modality): Does the instructor have a variety of media to meet student needs, including videos, ensuring that the media used is accessible, including the use of captions? Is the instructor utilizing advanced tools to create interactive multimedia (which could include quiz features, discussion, annotation tools, etc)? Are students provided an opportunity to use or upload or access multimedia in the course shell to ensure that content presented meets a variety of learning styles and modalities? (see Section A-8 and A-14 of the Course Design Rubric).

Note: Using multimedia is not necessary in enhancing the effectiveness or engagement within the class you are observing. You should consider context. If you choose to write N/A, offer an explanation.

14. Is the syllabus up to date and does it guide instruction? 5 4 3 2 1 NA

(Considerations for asynchronous courses): Is the syllabus easy to find in the online course?

(Considerations for all modalities) Does the syllabus contain the correct SLOs for the course? Does it provide students a sense of what is required to be successful in the class? (see Section A-12 through A-14 and A-10 of the Course Design Rubric). Is grading criteria made it clear. If certain assignments are weighted heavily, is there discussion of what is expected in those assignments? Are clear attendance and plagiarism policies provided for students? Is there clarity about how you want students to communicate with you, and how you will communicate with students. Is there a detailed calendar so that students can pace themselves? Does the syllabus have a welcoming tone. Is it clear from reading the syllabus, the value of the class and what will be learned together?

Comments:

SECTION 2: ONLINE COURSES

1. Are content pages easy to read and do they effectively direct the student throughout the course? 5 4 3 2 1 NA

2. Does the instructor send regular communication to students? (e.g. e-mails or announcements at least weekly, feedback to students regarding student questions, grading, etc) 5 4 3 2 1 NA

SECTION 3: PROFESSIONAL WORK ENVIRONMENT

1. Were the objectives of the work made clear? 5 4 3 2 1 NA

2. Were important concepts and ideas presented clearly? 5 4 3 2 1 NA

3. Did the work activities demonstrate preparation and organization? 5 4 3 2 1 NA

4. Was the time used effectively? 5 4 3 2 1 NA

