

Criteria 2: Academic Rigor

To what extent does the instructor demonstrate dedication to the academic rigor of community college instruction? This includes but is not limited to:

- Instructor demonstrates command of the subject
- Activities and assignments are appropriate for the level of course
- Activities and assignments promote critical thinking and intellectual curiosity
- Uses a variety of sources, mediums, and technologies to promote student learning

LMS examples/where to look for evidence: videos, course content, assignments, discussion boards, white boards, add-ins....

Notes/Comments/Suggestions:

0=Not observed/no opinion 1=Ineffective 2=Satisfactory 3=Effective 4=Very effective

Criteria 3: Learning Environment

To what extent does the instructor create and maintain an environment, either in person or online, that supports student learning? This includes but is not limited to:

- Demonstrates dynamic and enthusiastic engagement with students
- Provides encouragement and substantive, constructive feedback helpful to students' learning in a timely manner
- Responds to questions in a timely manner and address student concerns
- Provides opportunities for students to interact with one another in an authentic way
- Promotes inclusiveness, reciprocal respect, willingness to listen, and patience
- Evidence of instructional techniques

LMS examples/where to look for evidence: welcome page, announcements, embedded voice, or video, use of LMS analytics, FAQs, boards, group activities, icebreakers, add-ins, emails, chats, peer-to-peer...

Notes/Comments/Suggestions:

0=Not observed/no opinion 1=Ineffective 2=Satisfactory 3=Effective 4=Very effective

Criteria 4: Assessment

To what extent does the instructor create opportunities for assessing and evaluating student learning? This includes but is not limited to:

- Provides authentic and appropriate evaluation of student learning
- Uses assessment methods that are appropriate for course competencies/learning objectives
- Uses rubrics for grading, or provides clearly stated criteria for grading
- Communicates how course content will lead to mastery of course outcomes
- Provides learners with opportunities to track learning progress

LMS examples/where to look for evidence: presents assignment criteria, rubrics, use of CLOs and/or ILOs, variety of assignments, grade checks, postings, objectives present, peer-to-peer, voice/video...

Notes/Comments/Suggestions:

0=Not observed/no opinion **1**=Ineffective **2**=Satisfactory **3**=Effective **4**=Very effective

Strengths and/or best practices observed:

Suggestions for improvement:

Action items. What needs to be done to better support this instructor?

Evaluator Signature: _____ Date: _____

IMPORTANT - Once you digitally sign, you will not be able to edit any of the fields above

INSTRUCTOR:

I have read this report, and I am aware that my signature does not necessarily indicate that I concur with the evaluation.

Instructor Signature: _____

Date: _____

Instructor response to evaluation: