

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:

EMCC Faculty Classroom Evaluation Form 2020-2021

Purpose

The design of this form is to address the changes to instructional delivery for the 2020-2021 academic year due to the COVID-19 pandemic's required physical environment changes. The goal is to allow for equity and flexibility for evaluations of all course delivery methods (traditional online, live online, face-to-face, and hybrid) in a way that provides meaningful and constructive feedback to instructors on the critical aspects of their development as teachers.

Evaluation Process

The faculty member and evaluator will agree upon a time to meet. The faculty member will receive the *Faculty Classroom Observation Form* before the meeting.

In-Person Evaluation Process: Evaluations will be conducted and completed in a single class session.

Live-Online Evaluation Process: Evaluations will be conducted and completed in a single virtual class session. The faculty member will send an invite to the Chair, VPAA, Dean, or designee for access.

Traditional Online Evaluation Process: Evaluations will be conducted and completed in a single virtual meeting. The faculty member will take the evaluator through a tour of their online course addressing the areas of the evaluation. The evaluator will have an opportunity to ask further questions about the evaluation criteria if it is not apparent from the guided tour provided.

The evaluator will complete and sign the *Faculty Classroom Observation Form* then forward the form to the faculty member to sign and comment.

FORM INSTRUCTIONS This form can be filled out digitally or printed.

EVALUATOR

- **Complete the following:**

Instructor Name, Observer Name, Date, Course/Section #, Course Title, and # of students (if applicable)

- **Check the appropriate boxes for each of the following:**

Format, Delivery Method, LMS (if applicable)

Since most classes during the 2020-2021 academic year will likely be online, it is essential to distinguish the learning management system used by the instructor. Some new faculty are required to use a Canvas course master that has already been developed by their respective divisions, while others may be allowed or required to create and develop their courses in Canvas. Some disciplines may use another learning management system besides Canvas (e.g., MOER).

- **Complete the following fields:**

Criteria 1-4

Each Criterion provides bulleted items as examples of evidence and suggested LMS areas of where to look for evidence. It is essential to note that other evidence seen in an instructor's course might also be present. The evaluator may provide a narrative description of the observation, along with specific feedback or suggestions relevant to each Criterion. The evaluator will indicate a numerical score using the rating scale provided.

Strengths and/or best practices observed:

The evaluator may provide summative comments regarding the instructor's strengths observed.

Suggestions for improvement:

Evaluators may provide summative comments regarding areas the instructor may need to address in their professional development.

Action items for the evaluator:

Evaluators may explain specific things they will do to assist the instructor in their professional development.

- **Sign and Date the Form - **IMPORTANT: Once signed all fillable fields are locked except instructor's page.****
- **Route the form to the instructor**

INSTRUCTOR

- **Sign and date the form**
- **Instructor response to evaluation:**
Optional: Respond to the evaluator's comments and suggestions.
- **Save and Return the form to the evaluator**