

Instructor: Jessie Ebie	Observer: Rachel Smith	Date of Observation: 2/23/2021
Course/Section #: BIO100	Course Title: Introductory Biology for non-majors	# of Students: 24
Format: <input type="checkbox"/> 8-week class <input checked="" type="checkbox"/> 16-week class <input type="checkbox"/> Other:	Delivery: <input type="checkbox"/> Live online <input checked="" type="checkbox"/> Traditional online <input type="checkbox"/> In-Person <input type="checkbox"/> Hybrid – Session Observed In-Person <input type="checkbox"/> Online <input type="checkbox"/>	LMS: <input type="checkbox"/> Canvas course master <input type="checkbox"/> Instructor modified Canvas course master <input checked="" type="checkbox"/> Canvas course designed solely by the instructor <input type="checkbox"/> Other:
Rating Scale: 0 =Not observed/no opinion 1 =Ineffective 2 =Satisfactory 3 =Effective 4 =Very effective		

Criteria 1: Organization/Preparation
 To what extent does the instructor demonstrate attention to the preparation and organization of their course? This includes but is not limited to:

- Provides clear instructions for activities and assignments
- Provides examples/models for activities and assignments
- Presentation or activities are well organized
- Uses class time effectively

LMS examples/where to look for evidence: course materials- are present & easy to locate, syllabus, calendars, announcements, voice/video...

Notes/Comments/Suggestions:

Jessie has completely redesigned her syllabus to present information in a visual manner - It's fantastic! Her Office hours are designated as "Student Assistance Hours" to be more descriptive of the intent of the time... Students are still not using them very much though....

She is using Slack instead of Q&A discussion boards. Students seem to use it more - possibly because it seems less formal than submitting a post to the discussion board. Students are using it for assignment help more than as a discussion board.

Jessie also added a Canvas scavenger hunt to the getting started module to get students used to navigating the course and looking for items of information... but she didn't feel it worked out.

LOTS of great ideas tried!!

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

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:

Since Fall Jessie has looked at Jeff's BIO100 course and feels her course aligns well with his.

Students like the case studies, even if they don't necessarily do well on them. She has increased the guiding questions and cleaned up the instructions for the Case Study Assignments. The guided questions have helped a lot and they are doing much better in the case assessments. This is a great example of closing the assessment loop :)

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:

To promote student engagement and interaction Jessie posts an article on Monday or Tuesday, and then they have a Science Chat at 11am scheduled on Friday. No one comes.

We discussed a lot about an XT option for 181 students and how to use the extra class period to intervene with learning strategies tied to BIO content

This semester Jessie is being more deliberate with the learning outcomes and using them in ways that help students. She has changed her learning outcomes into a study guide by making them questions.

She has also adjusted all assignments to include the following in the instructions:

Here's what I want you to do
Here's why I want you to do it
Here's how to do it.

Collecting data on student success in these modified assignments would also be a great example of closing the assessment loop.

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:

Jessie has been thinking over ways to make students better at answering "explain" questions.

The BIO100 final project has detailed rubric, and Jessie has added mini-rubrics associated with each question (!This represents a LOT of work!). This helps to prompt students to answer paragraph question in appropriate detail and length, and also provides the justification for why a student would get a 2/5 on any given question

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Strengths and/or best practices observed:

Jessie is planning on submitting a collaborative Innovations and Learning grant for the development of material to support the XT BIO courses.

She has shown multiple examples of action research / SOTL principles in action over her first Fall and Spring semesters at EMCC! I congratulate her on a fabulous first year, under less than ideal conditions !!

Suggestions for improvement:

Jessie puts feedback in with each question in an assignment - It's questionable if students will see that - One suggestion is to put in Speedgrader Comments "look at individual questions to see feedback"

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

Jessie mentioned that she has really appreciated the feedback, support and evaluations she has received thus far at EMCC. We will keep it up :)

Evaluator Signature: Rachel Smith Digitally signed by Rachel Smith
Date: 2021.03.15 22:10:45
-0700' Date: 3/15/2021

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: Jerome D. Ovi

Date: 3/16/21

Instructor response to evaluation:

Rachel,

Thank you for being so helpful and supportive this year!

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**