**Live Online**

**Faculty Observation Report**

**Instructions:**

* Both the observer and faculty being observed should review this form prior to observation.
* The faculty member being observed should submit a Pre-Observation Questionnaire to the observer prior to the observation.
* The learning unit in Blackboard being assessed should correspond to the observed live online session.
* Each department should determine how to conduct the observation. The live online session should be observed, followed by a review of the Blackboard shell. This secondary review can take place via remote session or individually by the observer, in which case the Department Chairperson should request access for the observer or a specific time frame, via DEIS/FAC (614-287-5991, teaching@cscc.edu), to conduct the observation.
* Encourage/participate in Online Faculty Observation training and discussion at the department level.

|  |  |
| --- | --- |
| **Instructor** |  |
| **Department** |  |
| **Course Title** |  |
| **Semester & Year** |  |
| **Observer** |  |
| **Date & Time of Visit** |  |
| **Number of Students Present** |  |

**Summary of Topic/Unit Being Presented**

Observer: The following scale applies to each category within the report and should reflect to what extent the instructor demonstrates each behavior.

|  |  |
| --- | --- |
| Exceeds | No recommendations for improvement |
| Meets | Minor improvements may be recommended, but meets college standards |
| Does Not Meet | Development/revision is necessary. |

1. **Learning Organization and Management**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exceeds** | **Meets** | **Does not Meet** |
| 1. Presented a well-prepared lesson in a systematic and organized fashion |  |  |  |
| 1. Clearly explained the learning objectives for the class session |  |  |  |
| 1. Summarized the major points |  |  |  |
| Made reasonable attempts to maintain student engagement and acted if students were not engaged and/or if behavioral issues arose |  |  |  |

**Comments:** Click here to enter text.

1. **Knowledge of Subject Matter**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exceeds** | **Meets** | **Does not Meet** |
| 1. Explained concepts clearly |  |  |  |
| 1. Demonstrated command of subject matter |  |  |  |
| 1. Gave relevant examples to illustrate concepts |  |  |  |
| 1. Responded to student questions accurately |  |  |  |

**Comments:** Click here to enter text.

1. **Teaching Methods**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exceeds** | **Meets** | **Does not Meet** |
| 1. Spoke clearly and technology didn’t interfere with clarity |  |  |  |
| 1. Showed enthusiasm for the subject matter and teaching |  |  |  |
| 1. Encouraged student questions and participation |  |  |  |
| 1. Interacted with individual students effectively |  |  |  |
| 1. Determined student understanding of the material |  |  |  |
| 1. Promoted critical thinking through approach and materials |  |  |  |
| 1. Emphasized relationships between key concepts |  |  |  |
| 1. Established an appropriate balance between lecture, discussion, and active and collaborative learning |  |  |  |
| 1. Effectively used the features of the online meeting space (i.e. Zoom) and incorporated other technology as appropriate |  |  |  |

**Comments:** Click here to enter text.

1. **Course Design and Assessments**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exceeds** | **Meets** | **Does not Meet** |
| 1. Course adheres to the Standard Course Navigation structure (see Live Online AQR for details). |  |  |  |
| 1. An appropriate mix of low stakes and high stakes assessments are made during the term (explain further in comments below). |  |  |  |
| 1. Different assessment methods (e.g. quizzes, exams, journals, exercises, essays, projects, discussion board posts) are used in the course (explain further in comments below). |  |  |  |
| 1. Grade Center is transparent to students and includes a total or weighted total column. |  |  |  |

**Comments:** Click here to enter text.

1. **Unit Being Reviewed***Note: The learning unit in Blackboard being assessed should correspond to the observed live online session.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exceeds** | **Meets** | **Does not Meet** |
| 1. The learning unit under review includes adequate guidelines, resources, and requirements for completion within the unit folder. |  |  |  |
| 1. The online materials and live online session complement and support one each other (i.e. the unit reviewed in Blackboard complements the live online session being observed). |  |  |  |
| 1. There is continuity in the Blackboard materials in this unit and the earlier units in the course (design, structure, and style). |  |  |  |

**Comments:** Click here to enter text.

1. **Critical Thinking**

How does the instructor foster practices and strategies to help learners move beyond factual information to higher-level reasoning skills (e.g. analysis, application, and/or creativity)?

Click here to enter text.

1. **Diversity, Equity, and Inclusion**

Considering the diversity of the CSCC student population, what does the instructor do to help create a more inclusive and equitable learning environment for students in this course and/or how does the course content address diversity, inclusion, and equity issues?

Click here to enter text.

**Overall Summary**

**Strengths:**

**Opportunities for Continued Development:**

**Instructor Comments:**

**Signatures**

Faculty Member: Date: \_\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_

Observer: Date: \_\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_

Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_