



# Online Colleague Observation

FACULTY'S LAST NAME

FACULTY'S FIRST NAME

OBSERVER NAME

FULL TIME / PART TIME

- ☐ Full Time  
☐ Part Time

COURSE  
PREFIX
COURSE  
NUMBER
COURSE  
SECTION

COURSE TITLE

DATE OF OBSERVATION

SEMESTER

CLASS FORMAT

- ☐ Online  
☐ Hybrid

## DESCRIPTION

This form serves as one part of the faculty evaluation process. The function of this observation is to provide feedback on classroom instruction that will help focus professional development and the continuous improvement of student learning. This observation represents a single "snapshot" and not a complete representation of a faculty member's teaching.

## DIRECTIONS

Colleague observations should be scheduled at least as often as stated in the evaluation policy, however, a faculty member can request a colleague observation at any time.

Anyone can perform an observation, not just supervisors.

The faculty member should be notified of the observation at least one day in advance.

The observer should come to the classroom prior to class starting and stay the entire period.

If the observer does not already have access to the course, they will need to request access from the faculty member and Distance Education.

All fields in this form should be completed.

A post observation conference will be held within one week of the observation. The faculty member should receive the comments of the observation form at least one day prior to the conference. During this conference the observer and the faculty member will discuss these comments and sign the form.

The faculty member will keep the form and turn it in as part of the annual self-evaluation.



## I. SUBJECT MATTER EXPERTISE

	Shown Very Well	Needs More Emphasis	Not Observed
Easily answers student questions with depth and examples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses appropriate terminology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Covers content thoroughly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## II. STUDENT SUCCESS

### Course Overview Introduction

	Shown Very Well	Needs More Emphasis	Not Observed
Instructions make clear how to get started and where to find various course components	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The self-introduction by the instructor is appropriate and is available online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syllabus is easy to find	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course and/or institutional policies are clearly stated, or a link to current policies is provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learners are asked to introduce themselves to the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learners are introduced to the purpose and structure of the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor's plan for classroom response time and feedback is clearly stated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The enrollment verification assignment is present	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Learner Support

	Shown Very Well	Needs More Emphasis	Not Observed
Course instructions articulate or link to a description of technical support and how to obtain it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course instructions articulate or link to an explanation of how the institutions's academic support services and resources can help learners succeed and how learners can obtain them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course instructions articulate or link to an explanation of how the institutions's student services and resources can help learners succeed and how learners can obtain them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Course Usability and Interactions

	Shown Very Well	Needs More Emphasis	Not Observed
Course navigation facilitates ease of use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course and resource design facilitate readability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor is attentive and responsive to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor and students show respect for one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is activation of students' prior knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All instructional materials used in the course are appropriately cited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The pace and weekly workloads are appropriate for the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional materials are easy for the student to use and find	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## III. Teaching Methods

### Course Activities

	Shown Very Well	Needs More Emphasis	Not Observed
Requirements for learner interaction in activities are clearly stated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities call for high levels of collaboration, discussion, peer review, and interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities provide opportunities for interaction that support active learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities promote higher-order thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities motivate students to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignments require students to make effective use of external resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignments provide ample opportunities to practice and apply concepts and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guides students to recognize problems, determine appropriate solutions, and determine the effectiveness of their solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps students generate questions, form hypotheses, make connections, or challenge previously held views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenges students to support ideas with evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps students improve their summarizing, time management, and information evaluation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Instructional Materials & Technologies

	Shown Very Well	Needs More Emphasis	Not Observed
The instructional materials are current	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructions clearly explain how to use technology and include links to any needed software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technologies required in the course are readily obtainable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A variety of instructional materials are used in the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tools used in the course support the learning objectives and competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please check any of the below being used in this course.

### Learning Activities Used

- ☐ Lecture
- ☐ Debates
- ☐ Case Study
- ☐ Project-Based Learning
- ☐ Troubleshooting
- ☐ Presentations / Speech
- ☐ Peer Review
- ☐ Flipped Learning
- ☐ Advance Organizer
- ☐ Problem Based Learning
- ☐ One-Minute Paper
- ☐ Muddiest Point
- ☐ Socratic Questioning
- ☐ Think-Pair-Share
- ☐ Student Note Comparisons
- ☐ Group Activities
- ☐ Other

### Technology Used

- ☐ Gmail
- ☐ Google Drive
- ☐ Mediasite
- ☐ WebEx
- ☐ Multimedia Cart
- ☐ Microsoft PowerPoint
- ☐ Microsoft Excel
- ☐ Microsoft Word
- ☐ SMART Board
- ☐ Student Response Systems
- ☐ Surveys
- ☐ Links to External Websites
- ☐ Animations / Simulations
- ☐ Turnitin
- ☐ myCourses
- ☐ Other

### Learning Materials

- ☐ Textbook
- ☐ Journal Articles
- ☐ Blogs
- ☐ Videos
- ☐ Online text
- ☐ Other

**WHAT ADDITIONAL LEARNING ACTIVITIES COULD ALSO HELP MEET THE CLASS OBJECTIVES?**

## IV. Assessment

	Shown Very Well	Needs More Emphasis	Not Observed
All learning objectives are stated clearly and written from the learner's perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationships between learning objectives and course activities are clearly stated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessments measure the stated learning objectives or competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a variety of assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessments have the appropriate amount of rigor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formative assessments are used to measure student progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment measures various levels of learning from basic recall to analysis and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course grading policy is stated clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following assessments are used in this course? Please check all that apply

- ☐ Self-check or practice tests
- ☐ Online testing
- ☐ Face to face testing
- ☐ Discussion forums
- ☐ Projects
- ☐ ePortfolios
- ☐ Student presentations
- ☐ Peer evaluations
- ☐ Case studies
- ☐ Papers
- ☐ Reports
- ☐ Group work
- ☐ Other

## Observer General Comments for Post Observation Conference

What worked really well in this class period?

What improvements would you suggest?

## Faculty Comments from Post Observation Conference

Faculty Signature \_\_\_\_\_

Date

Observer Signature \_\_\_\_\_

Date

Dean Signature \_\_\_\_\_

Date



# Face to Face Colleague Observation

**FACULTY'S LAST NAME**

**FACULTY'S FIRST NAME**

**OBSERVER NAME**

**FULL TIME / PART TIME**

- ☐ Full Time  
☐ Part Time

**COURSE  
PREFIX**

**COURSE  
NUMBER**

**COURSE  
SECTION**

**COURSE TITLE**

**DATE OF OBSERVATION**

**SEMESTER**

**TYPE OF ACTIVITY OBSERVED**

## DESCRIPTION

This form serves as one part of the faculty evaluation process. The function of this observation is to provide feedback on classroom instruction that will help focus professional development and the continuous improvement of student learning. This observation represents a single "snapshot" and not a complete representation of a faculty member's teaching.

## DIRECTIONS

Colleague observations should be scheduled at least as often as stated in the evaluation policy, however, a faculty member can request a colleague observation at any time.

Anyone can perform an observation, not just supervisors.

The faculty member should be notified of the observation at least one day in advance.

Prior to the observation, the faculty member being observed should provide the syllabus and the assessment used to measure learning on this class period's objectives

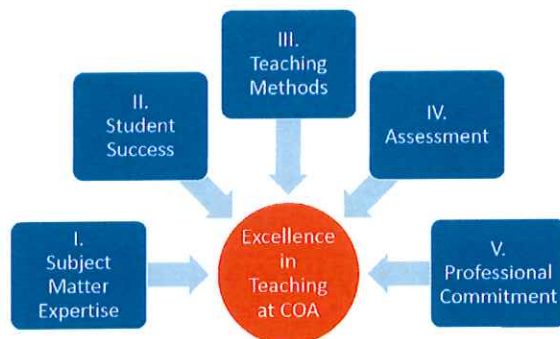
The observer should come to the classroom prior to class starting and stay the entire period.

Prior to the observation, the faculty member being observed should provide the syllabus and the assessment used to measure learning on this class period's objectives

All fields in this form should be completed.

A post observation conference will be held within one week of the observation. The faculty member should receive the comments of the observation form at least one day prior to the conference. During this conference the observer and the faculty member will discuss these comments and sign the form.

The faculty member will keep the form and turn it in as part of the annual self-evaluation.



## I. SUBJECT MATTER EXPERTISE

	Shown Very Well	Needs More Emphasis	Not Observed
Easily answers student questions with depth and examples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses appropriate terminology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Covers content thoroughly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## II. STUDENT SUCCESS

### Syllabus Components

	Shown Very Well	Needs More Emphasis	Not Observed
Course and/or institutional policies are clearly stated, or a link to current policies is provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed and how learners can obtain them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Shown Very Well	Needs More Emphasis	Not Observed
The class period is organized in a logical manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor maintains control of the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor is attentive and responsive to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor and students show respect for one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor conveys enthusiasm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is activation of students' prior knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All resources and materials in the course are appropriately cited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directions are clear and concise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class time is used effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor is well prepared for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom is physically safe and orderly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is ample opportunity for student involvement and questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If students with special needs are observed, do learning activities accommodate these individuals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### III. Teaching Methods

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Learning activities call for high levels of collaboration, discussion, peer review, and interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities provide opportunities for interaction that support active learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Helps students improve note taking, summarizing, time management, and information evaluation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guides students to recognize problems, determine appropriate solutions, and determine the effectiveness of their solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities motivate students to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lecture based class periods drive discussion and are periodically broken up with other activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Draws non-participating students into activities/discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refrains from answering own questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Learning Activities Used

- ☐ Lecture  
☐ Debates  
☐ Case Study  
☐ Project-Based Learning  
☐ Troubleshooting  
☐ Presentation / Speech  
☐ Peer Review  
☐ Flipped Learning  
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☐ Microsoft PowerPoint  
☐ Microsoft Excel  
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☐ SMART Board  
☐ Student Response Systems "Clickers"  
☐ Surveys  
☐ Links to External Websites  
☐ Animations / Simulations  
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☐ myCourses  
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- ☐ Group work
- ☐ Other

## Observer General Comments for Post Observation Conference

What worked really well in this class period?

What improvements would you suggest?

## Faculty Comments from Post Observation Conference

Faculty Signature \_\_\_\_\_

Date

Observer Signature \_\_\_\_\_

Date

Dean Signature \_\_\_\_\_

Date