

OBSERVATION FORM

CLASSROOM FACULTY

NOTE TO OBSERVER: Review the instructor's syllabus, the catalog description, and the course outline of record, which can be found on the Curriculum Committee website or in the Division Office, PRIOR to your observation. Evaluate the instructor's performance and contact with students using specific, detailed examples.

OVERALL OBJECTIVE: To determine whether the instructor demonstrates mastery of subject matter and proficiency in teaching.

RATING KEY:

A. Exceeds Expectations B. Meets Expectations C. Needs Improvement D. Unsatisfactory E. Not Enough Information/Not Applicable

Instructor: _____ Evaluator: _____

Class/Section: _____ Date _____ Scheduled Time: _____

Number of Students Attending: _____ Time Class Began: _____

Type of Class Observed (e.g., lecture, lab, demonstration, performance): _____

Subject Matter Covered (e.g., the primary subject matter focused upon during the session):

RATING KEY:

A. Exceeds Expectations B. Meets Expectations C. Needs Improvement D. Unsatisfactory E. Not Enough
Information/Not Applicable

Rated section	A B C D E	Comments or examples of behavior
<p>1. Methods of Instruction</p> <p>a. Please identify the methods of instruction used during the session in the Comments section (e.g., lecture, discussion, tutorial, group work, demonstration, laboratory exercise, or a combination of methods).</p> <p>b. The instructor uses the instructional method(s) effectively (e.g., the method employed was interesting, used creatively, and enabled students to engage with the material).</p>		
<p>2. Instructional Aids and Classroom Technology</p> <p>a. The instructor makes use of educational equipment and facilities, such as the white board or seating arrangements, visual or audio aids, or other forms of technology.</p> <p>b. Instructional aids are current.</p> <p>c. Instructional aids support the lesson.</p>		
<p>3. Instructional Materials</p> <p>The instructor provides the materials necessary for the lesson to be completed.</p>		
<p>4. Instructional Delivery</p> <p>a. The instructor speaks clearly and modulates the pace of his or her speech, showing enthusiasm for the subject matter and the students.</p> <p>b. The instructor's handwriting on the white/chalk board is legible, grammatically correct, and organized.</p>		

Rated section	A B C D E	Comments or examples of behavior
<p>5. Knowledge of Subject Matter</p> <p>a. The instructor demonstrates knowledge of the subject matter through a command of information, an ability to interpret that information, and an ability to answer questions and reformulate explanations.</p> <p>b. The instructor shows awareness of recent/current developments, methods, and research in the field. Provide an example.</p> <p>c. The instructor shows a sufficient understanding of the technical aspects of the field. Provide an example.</p>		
<p>6. Subject Matter</p> <p>The subject matter presented contributes to the course objectives in the course outline of record (COR) and the instructor's syllabus and relates to the description in the college catalog and schedule of classes.</p>		

Rated section	A B C D E	Comments or examples of behavior
<p>7. Student Centeredness</p> <p>a. The activities completed during the observed class period were commensurate with students' varying abilities and the objectives of the course. That is, the activities (which may include lecture) seem to meet the majority of the students where they are and guide them to the next level.</p> <p>b. The instructor presents the subject matter in a way that allows for student engagement. Give an example.</p> <p>c. Students are given the opportunity to provide feedback during the lesson to help them determine what they do and do not understand.</p> <p>d. The instructor assesses whether students are assimilating the information and offers help when needed.</p> <p>e. The instructor gives safety reminders/suggestions, if relevant.</p> <p>f. (For Kinesiology classes) The instructor demonstrates progression/regression of movement.</p> <p>g. (For Kinesiology classes) If a new movement is presented, the instructor demonstrates and explains the movement.</p>		
<p>8. Content Logic</p> <p>a. Describe how the class period is organized.</p> <p>b. The class follows an observable logic and leads to clear objectives.</p> <p>c. (For Kinesiology classes) Class format is appropriate for activity.</p>		

Rated section	A B C D E	Comments or examples of behavior
<p>9. Communication with Students. Regardless of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or pregnancy or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics, the instructor:</p>		
a. Listens to the students.		
b. Answers questions clearly.		
c. Pursues discussion to ensure students' understanding.		
d. Encourages all students to participate in discussion or activity.		
e. Allows students to express divergent viewpoints.		
f. Treats all students respectfully.		
g. Fosters a climate of respect.		

Rated section	A B C D E	Comments or examples of behavior
<p>10. Critical Thinking Skills The instructor stimulates critical thinking. Ways to promote critical thinking include but are not limited to: * Presenting material inductively * Asking open-ended questions * Encouraging metacognition * Inviting inference and interpretation * Promoting independent thinking and the evaluation of ideas or principles Give examples.</p>		

OVERALL PERFORMANCE RATING

- A. Exceeds expectations.
- B. Meets expectations.
- C. Needs improvement. (Improvement plan required. See Improvement Plan form.)
- D. Is unsatisfactory. (Improvement plan required. See Improvement Plan form.)

EVALUATOR COMMENTS:

I have met with the evaluatee and discussed the evaluatee's classroom observation.

Signed: _____ Date: _____
Evaluator

EVALUEE COMMENTS:

I have met with the evaluator and discussed my classroom observation.

Signed: _____ Date: _____
Evaluatee

OBSERVATION FORM
ONLINE FACULTY

NOTE TO OBSERVER: Review the instructor's syllabus, the catalog description, and the course outline of record, which can be found on the Curriculum Committee website or in the Division Office, PRIOR to your observation. Evaluate the instructor's performance and virtual contact with students using specific, detailed examples.

OVERALL OBJECTIVE: To determine whether the instructor demonstrates mastery of subject matter and proficiency in teaching.

RATING KEY:

- A. Exceeds Expectations B. Meets Expectations C. Needs Improvement D. Unsatisfactory
E. Not Enough Information/Not Applicable

Instructor: _____ Evaluator:

Class/Section: _____ Date: _____

Number of Students Enrolled: _____

Number of Students Logging in Regularly: _____

Instructor uses the District-designated course management system. Please check one: Yes ___ No ___

Type of Class Observed (e.g., lecture, lab, demonstration, performance):

Subject Matter Covered (e.g., the primary subject matter focused upon during the session):

Rated section	A B C D E	Comments or examples of behavior
<p>1. Organization and Accessibility (Presentation Logic)</p> <p>a. Course navigation is clear.</p> <p>b. The logic and progression of the course are efficient, consistent, and user-friendly.</p> <p>c. Components and structure of the course are easy to comprehend.</p> <p>d. The technologies that the instructor uses are functioning, readily accessible, and user-friendly including for students with disabilities.</p> <p>e. The course points students to academic and student support services and resources.</p> <p>f. The means through which to contact the instructor and/or seek technical assistance are clear.</p> <p>g. The syllabus is easily accessible.</p>		
<p>2. Syllabus</p> <p>a. The course syllabus identifies and clearly delineates the role that technology and the online environment will play in the course as a whole.</p> <p>b. The course syllabus addresses all the requirements in the course outline.</p> <p>c. All course policies, including assignment load and grading, are clearly stated.</p> <p>d. The technical requirements for the course are stated.</p> <p>e. Course objectives, expectations, and materials are clear.</p>		

Rated section	A B C D E	Comments or examples of behavior
<p>3. Learning Objectives</p> <p>a. Learning objectives are clearly identified and measurable and consistent with the course outline of record.</p> <p>b. Activities clearly support learning objectives.</p>		
<p>4. Knowledge of Subject Matter</p> <p>a. The instructor demonstrates knowledge of the subject matter through a command of information, an ability to interpret that information, and an ability to answer questions and reformulate explanations.</p> <p>b. The instructor shows awareness of recent developments and research in the field? Give an example.</p> <p>c. The instructor shows a sufficient understanding of the technical aspects of the field? Give an example.</p>		
<p>5. Subject Matter and Content Logic</p> <p>a. Subject matter presented contributes to the course objectives in the course outline of record (COR) and the instructor's syllabus and relates to the course description in the college catalog and schedule of classes.</p> <p>b. Lessons follow an observable logic and lead to clear objectives.</p> <p>c. Students are given the opportunity to provide feedback before the completion of each lesson to help them determine what they do and do not understand.</p> <p>d. (For Kinesiology classes) Class format is appropriate for activity.</p>		

Rated section	A B C D E	Comments or examples of behavior
<p>6. Student Centeredness</p> <p>a. The activities assigned are commensurate with students' varying abilities and the objectives of the course. That is, the activities (which may include recorded lectures) seem to meet the majority of the students' learning capabilities and guide them to the next level.</p> <p>b. The instructor assesses whether students are assimilating the information and offers help when needed.</p> <p>c. The instructor gives safety reminders/suggestions, if relevant.</p> <p>d. (For Kinesiology classes) The instructor demonstrates progression/regression of movement.</p> <p>e. (For Kinesiology classes) If a new movement is presented, the instructor demonstrates and explains the movement.</p>		
<p>7. Instructional Design and Delivery (Use of technology)</p> <p>a. The course uses a variety of technology tools to facilitate communication and learning.</p> <p>b. The course uses a variety of multimedia elements and/or activities to accommodate different learning styles.</p> <p>c. Teaching methods and aids are current, innovative, and support the lesson.</p>		

Rated section	A B C D E	Comments or examples of behavior
<p>8. Learner Interaction and Engagement</p> <p>a. There is/are a mean(s) through which the students and instructor can introduce themselves.</p> <p>b. The requirements for student interaction are clearly stated.</p> <p>c. Course materials and assignments create active learners and encourage student engagement.</p> <p>d. The instructor presents the subject matter in a way that allows for student engagement and lesson assimilation. Give an example.</p> <p>e. Course offers ample opportunities for interaction and communication student to student, student to instructor, and student to content.</p>		
<p>9. Assessment and Evaluation of Student Learning</p> <p>a. Students can easily and quickly access their grades for both individual assignments and for the course as a whole.</p> <p>b. The types of assessments measure the stated learning objectives for the course.</p> <p>c. Grading standards are clear.</p> <p>d. The course provides continuous and timely assessment and feedback.</p> <p>e. The course provides students the opportunity for self and peer assessment and instructor feedback.</p>		
<p>10. Critical Thinking Skills Activities help students develop critical thinking and problem-solving skills.</p>		

Rated section	A B C D E	Comments or examples of behavior
11. Communication with Students. Regardless of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or pregnancy or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics, the instructor:		
a. Replies promptly to student communications and inquiries.		
b. Answers questions clearly.		
c. Pursues discussion to ensure students' understanding.		
d. Encourages all students to participate in discussion or activity.		
e. Allows students to express divergent viewpoints.		
f. Treats all students respectfully.		
g. Fosters a climate of respect.		

INSTRUCTIONS FOR ADMINISTERING STUDENT QUESTIONNAIRES

CLASSROOM FACULTY

To faculty member being evaluated:

The survey will take students approximately 15 minutes to complete. You will be asked to leave the room during this time.

To person conducting the questionnaire:

- 1) Please read the following to students before they begin their response to the survey:

All faculty are evaluated periodically, and your instructor is being evaluated this semester. Evaluation is a valuable process for the instructor, the college, and future students. The intent is to assure teaching quality and professional growth by providing a useful assessment of your teacher's performance.

Because student feedback is an important part of your instructor's evaluation, we ask that you take time to answer each question thoughtfully and candidly. Please note that your answers should be for this instructor and this class only.

Please do not put your name anywhere on the form. The questionnaire is anonymous; your responses will be processed before they are shared with your instructor after the semester has ended.

Before responding to the prompts on the evaluation form, please write the instructor's name, the course number, the CRN, and today's date at the top of the form. Then respond to Questions 1, 2, and 3 in the spaces provided. After you have answered Questions 1-3, respond to the remaining prompts by indicating STRONGLY AGREE (4), AGREE (3), DISAGREE (2), STRONGLY DISAGREE (1), or NOT APPLICABLE (0), or EXCELLENT (4), GOOD (3), SATISFACTORY (2), POOR (1), or NOT APPLICABLE (0).

Thank you for your participation.

- 2) Before students leave, please try to ensure they have completed all the questions on the survey, especially the written responses to Questions 1, 2, and 3.

INSTRUCTIONS FOR ADMINISTERING STUDENT QUESTIONNAIRES

ONLINE FACULTY

****THIS PAGE SHOULD ACT AS A “COVER SHEET” FOR THE ONLINE QUESTIONNAIRE****

To students:

The survey will take you approximately 15 minutes to complete and must be completed within 5 days of receipt.

All faculty are evaluated periodically, and your instructor is being evaluated this semester. Evaluation is a valuable process for the instructor, the college, and future students. The intent is to assure teaching quality and professional growth by providing a useful assessment of your teacher's performance.

Because student feedback is an important part of your instructor's evaluation, we ask that you take time to answer each question thoughtfully and candidly. Please note that your answers should be for this instructor and this class only.

Please do not put your name or G number anywhere on the form. The questionnaire is anonymous; your responses will be processed before they are shared with your instructor.

Before responding to the prompts on the evaluation form, please select the instructor's name, the course number, and the CRN from the drop-down menu. Then respond to Questions 1, 2, and 3 in the spaces provided. After you have answered Questions 1-3, respond to the remaining prompts by indicating STRONGLY AGREE (4), AGREE (3), DISAGREE (2), STRONGLY DISAGREE (1), or NOT APPLICABLE (0), or EXCELLENT (4), GOOD (3), SATISFACTORY (2), POOR (1), or NOT APPLICABLE (0).

Thank you for your participation.

STUDENT QUESTIONNAIRE
CLASSROOM/ONLINE FACULTY

<https://surveys.smccd.edu/n/PETFSurvey.aspx>

PORTFOLIO REVIEW FORM

CLASSROOM/ONLINE FACULTY

College: _____ Division: _____
Academic year of evaluation _____ Semester: _____
Name of evaluatee: _____
Name of evaluator: _____

Please note that portfolios may be submitted in hard copy or as a PDF in a well-organized, comprehensible, and succinct manner and should include materials from both onsite and online classes.

The portfolio contains the following items:

- ___ course syllabi, including description of grading policy, texts (title, author, publisher, and date), student learning outcomes, and supplemental materials, such as computer software used in lab or student guides.
- ___ sample quizzes, midterm(s), and examinations.
- ___ key information handouts.
- ___ representative assignments and key projects.
- ___ evidence of professional development activities.
- ___ statement of teaching philosophy. (Optional)
- ___ other information the evaluatee feels should be included to adequately describe the instructional strategies employed in his or her courses. (Optional)

OVERALL PORTFOLIO RATING

- ___ A. Exceeds expectations.
- ___ B. Meets expectations.
- ___ C. Needs improvement. (Improvement plan required. See Improvement Plan form.)
- ___ D. Is unsatisfactory. (Improvement plan required. See Improvement Plan form.)

EVALUATOR COMMENTS:

I have met with the evaluatee and discussed the evaluatee's portfolio.

Signed: _____ Date: _____
Evaluator

EVALUEE COMMENTS:

I have met with the evaluator and discussed my portfolio.

Signed: _____ Date: _____
Evaluatee

MANDATORY SELF-ASSESSMENT FORM

CLASSROOM/ONLINE FACULTY

College: _____ Division: _____
Academic year of evaluation _____ Semester: _____
Name of evaluatee: _____

Provide the requested information since your last evaluation.

1. Describe or list ways you have participated in Department and/or Division activities.
2. Describe or list ways you have participated in College and/or District activities.
3. Describe or list how you have engaged in professional development related to discipline expertise and/or teaching techniques.
4. Identify any publications, presentations, and/or job-related community activities in which you have been engaged.
5. Describe or list ways you have participated in the development and assessment of Student Learning Outcomes (SLOs). SLO assessment may include but is not limited to faculty-faculty dialogue, working in professional organizations or groups, working with an institutional researcher, curriculum mapping as part of a retreat, reviewing curriculum for external organizations, addressing student equity questions, using student input through surveys, exams, exam analysis, and registering changes as a consequence.
6. Identify any awards, honors, and/or external evaluations you have received.
7. Provide information not addressed above.

DEAN/RESPONSIBLE ADMINISTRATOR'S ASSESSMENT OF
NON-TEACHING RESPONSIBILITIES FORM

CLASSROOM/ONLINE FACULTY

College: _____ Division: _____
Academic year of evaluation _____ Semester: _____
Name of evaluatee: _____
Name of evaluator: _____

1. Evaluatee participates constructively in Division and Department meetings and other activities related to area of responsibility. (Optional for adjunct faculty.)
2. Evaluatee participates constructively on College-wide committees. (Optional for adjunct faculty.)
3. Evaluatee submits grades and other information in a complete, accurate, and timely manner.
4. Evaluatee collaborates well with and is respected by faculty, staff, and students.
5. Evaluatee fulfills professional responsibilities.
6. Evaluatee participates in professional growth activities.

DEAN/RESPONSIBLE ADMINISTRATOR'S COMMENTS:

I have met with the evaluatee and discussed the evaluatee's classroom observation.

Signed: _____ Date: _____
Evaluator

EVALUEE COMMENTS:

I have met with the evaluator and discussed my classroom observation.

Signed: _____ Date: _____
Evaluatee