**REVIEW DRAFT V2: how changes from the current SMC Faculty Observation Form (11.06.2014) are marked**

Highlighted text is new or replacement wording. ~~Red strikethrough~~ is wording removed from the current form. [REVISED] or [NEW] tags mark every changed item. Items without a tag keep the current wording.

Italic "Look for" lines under each item are new evaluator guidance drawn from the Instructional Framework for SMC Faculty Observations. They are examples of evidence, not rated criteria or a checklist. Remove this box before adoption.

# FACULTY OBSERVATION FORM

## [NEW] Online Asynchronous Instruction

Evaluation of: _____ Semester: _____

Department: _____

Evaluator: _____ Position: _____

[NEW] Area(s) the instructor asked for feedback on: _____

[NEW] **Directions:** Use this form to observe instruction in an asynchronous online course, alongside the Instructional Framework for SMC Faculty Observations. At the pre-observation conference, the evaluator and instructor agree on a review period and the modules or weeks to be reviewed, and the instructor points the evaluator to where evidence of their interaction lives in the course. Weight evidence of what the instructor does during the review period over static course design. If the instructor teaches in a course shell they did not build, note this in the comments. Record specific, countable evidence where possible (for example, "replied in 9 of 14 discussion threads"). Do not copy student work or include student names in this report.

| Knowledge, Skill and Ability as an Instructional Faculty Member | Satisfactory or Better | Needs Improvement | Unsatisfactory | Not Observed (NO)<br>Not Applicable (NA) |
|---|---|---|---|---|
| 1. [REVISED] Establishes ~~a student-instructor relationship~~instructor presence and a relationship with students conducive to learning<br>*Look for: Welcome message or video and instructor introduction; a "Get to Know You" post early in the term; Weekly Check-In posts; feedback that addresses students by name and responds to what they wrote; a clear invitation to reach out (Q&A forum, Pronto, office hours).* | ○ | ○ | ○ | ○ |
| Comments: | | | | |
| 2. [REVISED] Communicates ideas, expectations, and instructions clearly and effectively in written, audio, and video formats<br>*Look for: Module overviews that explain what is happening and why; assignment instructions a student could complete without emailing for clarification; announcements that recap the past week and preview the next.* | ○ | ○ | ○ | ○ |
| Comments: | | | | |
| 3. Stimulates students' interest and desire to learn<br>*Look for: Instructor-created commentary or short videos that connect content to practice; current examples; student choice in topics or formats.* | ○ | ○ | ○ | ○ |
| Comments: | | | | |

| Knowledge, Skill and Ability as an Instructional Faculty Member | Satisfactory or Better | Needs Improvement | Unsatisfactory | Not Observed (NO)<br>Not Applicable (NA) |
|---|---|---|---|---|
| 4. **[REVISED]** Promotes active involvement of students in learning activities with the course content, the instructor, and each other<br>*Look for: Regular online discussions that build community; prompts that generate real exchange rather than parallel posts; instructor posts that extend or challenge student thinking; collaborative or applied tasks.* | ○ | ○ | ○ | ○ |
| Comments: | | | | |
| 5. **[REVISED]** Demonstrates sensitivity in working with students from diverse backgrounds and with different needs, fostering a sense of belonging with attention to disproportionately impacted students<br>*Look for: Inclusive language and images in Canvas and course materials; differentiated options or student choice; flexible or grace policies; visible links to DSPS, tutoring, and basic needs resources; outreach to students who are not participating.* | ○ | ○ | ○ | ○ |
| Comments: | | | | |
| 6. **[REVISED]** Employs appropriate pedagogy for asynchronous online learning<br>*Look for: Content chunked into manageable segments; activities that build explicitly on prior knowledge and align to SLOs; modeling of discipline-specific language; tools chosen for a purpose.* | ○ | ○ | ○ | ○ |
| Comments: | | | | |
| 7. **[REVISED]** ~~Begins class promptly and ends at time designated on schedule of classes~~Maintains the course timeline as published<br>*Look for: Course open and functional on the first day; modules released on schedule; due dates consistent across syllabus, calendar, and assignments; announcements posted at a steady interval.* | ○ | ○ | ○ | ○ |
| Comments: | | | | |
| 8. **[REVISED]** Uses ~~class~~students' time efficiently through clear course organization and purposeful workload<br>*Look for: Course content structured in a clear and intuitive way; no busywork; weekly workload roughly consistent with the course's unit value.* | ○ | ○ | ○ | ○ |
| Comments: | | | | |
| 9. **[REVISED]** Maintains an appropriate pace ~~during class session~~of content and deadlines across the term<br>*Look for: Predictable weekly rhythm; reasonable windows to complete work; no deadline pileups; reminders before major due dates.* | ○ | ○ | ○ | ○ |
| Comments: | | | | |

| Knowledge, Skill and Ability as an Instructional Faculty Member | Satisfactory or Better | Needs Improvement | Unsatisfactory | Not Observed (NO)<br>Not Applicable (NA) |
|---|---|---|---|---|
| 10. **[REVISED]** Provides students with a syllabus which includes a written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, communication policies, expected instructor response and feedback times, how and how often the instructor will interact with students, technology requirements, links to student support services, and other information, posted in an accessible format in the course | ○ | ○ | ○ | ○ |
| Comments: | | | | |
| 11. **[REVISED]** Teaches course content that is consistent with the official course outline of record and its approved distance education addendum<br>*Look for: Methods of instructor contact match those listed in the DE addendum; student-to-student interaction is included where the course outline or syllabus describes it.* | ○ | ○ | ○ | ○ |
| Comments: | | | | |
| 12. **[REVISED]** Uses current, accessible, and functional materials pertinent to the course content<br>*Look for: No broken links; working media; textbook costs noted (ZTC/OER status, if relevant).* | ○ | ○ | ○ | ○ |
| Comments: | | | | |
| 13. Teaches at a level that is appropriate to the course content<br>*Look for: Readings, assignment prompts, and discussion expectations reflect appropriate rigor.* | ○ | ○ | ○ | ○ |
| Comments: | | | | |
| 14. **[REVISED]** Has appropriate command of the subject matter to be able to respond to students' needs, as shown in instructor-authored content, discussion responses, and feedback<br>*Look for: Replies and feedback that correct misconceptions and deepen understanding.* | ○ | ○ | ○ | ○ |
| Comments: | | | | |
| 15. **[REVISED]** Assesses students' progress regularly and provides timely, substantive feedback<br>*Look for: Frequent low-stakes (formative) checks as well as summative assessment; feedback returned within the turnaround stated in the syllabus; comments that are specific and forward-looking; an announcement or short video addressing common misconceptions after an assignment.* | ○ | ○ | ○ | ○ |
| Comments: | | | | |

| Knowledge, Skill and Ability as an Instructional Faculty Member | Satisfactory or Better | Needs Improvement | Unsatisfactory | Not Observed (NO)<br>Not Applicable (NA) |
|---|---|---|---|---|
| 16. **[NEW]** Engages in regular and substantive interaction with students, consistent with ACCJC's Policy on Distance Education and on Correspondence Education<br>*Look for: Substantive: at least two of the following: assessment and feedback on coursework; responses to questions about course content; facilitation of group discussions. (ACCJC counts direct instruction only when it is synchronous.) Regular: interaction on a regular and predictable schedule, plus monitoring of student engagement and prompt, proactive outreach when needed or when a student asks. Automated messages with no instructor-authored content are not evidence of substantive interaction.* | ○ | ○ | ○ | ○ |
| Comments: | | | | |
| 17. **[NEW]** Ensures that course materials the instructor created or selected are accessible<br>*Look for: Captioned video; structured headings; alt text on images; accessible documents and PDFs; sufficient color contrast (WCAG 2.1 AA). Rate only materials within the instructor's control, not publisher or vendor platforms.* | ○ | ○ | ○ | ○ |
| Comments: | | | | |
| Additional comment: | | | | |

~~Date(s) of Visit:~~Review Period (dates of course activity reviewed): _____

~~Length of visit:~~Modules / Weeks Reviewed: _____ Course ~~(if applicable)~~and Section: _____

**[NEW]** Pre-Observation Conference Date: _____

Conference Date: _____

Evaluator's Signature: _____

Evaluatee's Signature: _____

Faculty member's signature does not necessarily imply agreement. It is merely an acknowledgement that the complete report has been read and a copy received.