REVIEW DRAFT V2: how changes from the current Instructional Framework for SMC Faculty Observations are marked

Highlighted text is new wording. ~~Red strikethrough~~ is wording removed from the current framework. [NEW] or [REVISED] tags mark every changed element. Untagged text is unchanged. The framework still applies to the current in-person form; additions extend it to the new Online Asynchronous Faculty Observation Form. Remove this box before adoption.

Instructional Framework for SMC Faculty Observations[1]

The following contextualizes the current SMC Faculty Observation form within a pedagogical framework for instructional reflection and advancement. Instructional frameworks recognize the multiple facets of effective teaching: planning, building relationships, content delivery and assessment, and reflection, and that, while these components exist in all disciplines, they can look different in every classroom and every course shell. The benefits of instruction frameworks include:[2]

- **Consistency** - everyone has the same understanding of what effective instruction looks like and demands
- **Transparency** - expectations are clear for everyone
- **Building pedagogical capacity** - frameworks use language from current educational research and outline general principles of effective college instruction

How to Use

This document is designed to be a collaborative teaching tool for the faculty observer and observee. The following is a suggested process for how to integrate the instructional framework below within the peer-observation process.

1. **Before the observation**. Share this framework with your colleague to communicate expectations and provide examples of best practices. Consider asking if they have specific areas of their instruction they'd like feedback on (e.g., implementation of a new pedagogical technique).
    a. [NEW] Online asynchronous courses: hold a pre-observation conference to agree on a review period and the modules or weeks to be reviewed, and ask the instructor to point you to where evidence of their interaction lives in the course (e.g., discussion boards, announcements, feedback in SpeedGrader).
2. **During the class observation**.
    a. Take notes that detail specific examples of what the instructor and students say and do throughout the class period (e.g., student spoke 6 times versus "one student dominated"). Focusing on the observable and documentable provides the instructor with an additional set of eyes.
    b. As much as possible, avoid using judgmental or vague language. The goal is to provide a 'mirror' for your colleague on their instruction.
    c. [NEW] Online asynchronous courses: review instructor activity within the agreed review period. Course activity can be counted directly (e.g., "instructor replied in 9 of 14 discussion threads"; "feedback returned within 3 to 5 days"). Do not copy student work or record student names.
3. **After the observation**
    a. Revisit notes in the context of the instructional framework.
        i. *Inclusive, student-centered learning environment*: For example, how did the instructor promote a sense of belonging among students? What pedagogical practices did they utilize? Connect specific examples that qualify your overall observations and assessment.
        ii. *Effective course design*. These elements are often less visible during 'live' classroom observations. Consult the syllabus and/or Canvas shell to qualify your observations and assessment. [NEW] In online asynchronous courses the reverse is true: course design is highly visible, and teaching must be found in what the instructor does. Weight evidence of instructor activity during the review period over static course design, and note when the instructor teaches in a course shell they did not build.
    b. Complete the SMC Faculty Observation form. The numbers in brackets [ ] on the framework below correspond to the question numbers on the form.
        i. NOTE: Consider giving the instructor a narrative write-up of your observations (a part from Faculty Observation form). A separate write-up can provide important situational as well as big-picture context for your observation.
4. **Debrief with the observed instructor**. Meet with your colleague to discuss your observations. Consider asking them to start with sharing their reactions to and questions about your feedback. This can serve to help clarify any misunderstandings and spark a more generative conversation.

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[1]The instructional framework below was created through multiple cross-disciplinary discussions within the Academic Senate. The process included an analysis of best practices and frameworks from other higher education institutions and is intended to make the current faculty observation process more transparent, useful, and generative.

[2]Shawn R. Simonson, Brittnee Earl & Megan Frary (2022) "Establishing a Framework for Assessing Teaching Effectiveness", *College Teaching*, 70:2, 164-180, DOI: 10.1080/87567555.2021.1909528

INCLUSIVE, STUDENT-CENTERED LEARNING ENVIRONMENT	
CLASSROOM CLIMATE: Classroom climate promotes a sense of belonging, encourages and values diverse viewpoints, and respects individual differences, paying special attention to our disproportionately-impacted student subpopulations. Climate also encourages active cooperation and engagement [1, 5 , 17].	POSSIBLE EXAMPLES: ● Instructor may know students by name, and students may show their comfort by asking questions during class or talking to the instructor before or after class. ● Instructor may know something about the students' lives or education goals. ● Instructor uses inclusive language in syllabus and other written materials, including Canvas course shells and ppts as well as inclusive images that reflect the students in the room. ● Instructor may apply differentiated instruction ● Students may choose topics or assignments POSSIBLE ONLINE-SPECIFIC EXAMPLES: ● Instructor includes a "Get to Know You" post early in an online class. ● Instructor uses Weekly Check-In posts to connect to students in an online class. ● [NEW] Instructor monitors participation and reaches out to students who are not engaging. ● [NEW] Instructor-created and instructor-selected materials are accessible: captioned video, structured headings, alt text, accessible documents (WCAG 2.1 AA) [17].
PEDAGOGICAL CONTENT KNOWLEDGE & STUDENT MOTIVATION: Instructors use evidence-based teaching practices, and students are actively engaged with the course content, the instructor, and each other during most of class. Materials for class, including lectures and lessons, are intentionally student-centered while following the COR [2, 3, 4, 6].	POSSIBLE EXAMPLES: ● Instructor may build explicitly on students' prior knowledge. ● Instructor explicitly states classroom policies and expectations. ● Instructor uses explicit and thorough assignment instructions or explains and /or models discipline-specific language on Canvas and in class. ● Instructor may provide materials, lessons, activities, and/or assessments built on students' interests or involve student choice. ● Students may work in small groups [or pairs] to discuss material; ● Students might produce artifacts that exhibit understanding, or students may collaborate more briefly and often to learn course content/skills. ● Instructor may organize debate. ● Instructor may practice/model annotation. ● Instructor may create activities that work on skills development: synthesis activities/matrix; reading response journals; Socratic seminar; close reading activities with group or class sharing; student-led discussions; group presentations (see link to practices for more suggestions) POSSIBLE ONLINE SPECIFIC EXAMPLES: ● Students may regularly engage in online discussions to foster engagement and community in an online class. ● Course content online is structured in a clear and intuitive way. ● [NEW] Instructor discussion posts extend or challenge student thinking rather than only affirming it. ● [NEW] Instructor-created commentary or short videos connect course content to practice.

EFFECTIVE COURSE DESIGN	
CURRICULUM AND CURRICULAR ALIGNMENT: Course materials, content, and objectives align with the COR. Instructor knows and considers student needs while preparing and presenting course content both in person and online in course shells. Instructor chooses materials which reflect the interests and educational goals of students in the room and in the course shell [10, 11, 12, 13, 14, 17].]. [NEW] For online courses, methods of instructor contact match those in the approved distance education addendum to the COR.	No examples needed–description is sufficient and not discipline-specific.
PLANNED DELIVERY OF INSTRUCTION: Students will be actively engaged with the course content, the instructor, and each other during most of class. [7, 8, 9, 16]	POSSIBLE EXAMPLES: ● Instructor checks for understanding and re-teaches as necessary. ● Students have many opportunities to ask questions. ● Instructor uses multiple avenues (Pronto; Zoom office hours; Q & A discussion posts) to elicit student questions online. ● A variety of instructional strategies are used (independent, small group, lecture) to engage with class material. ● For labs, instructor provides adequate support for successful completion [NEW] POSSIBLE ONLINE-SPECIFIC EXAMPLES: ● The course timeline is maintained as published: modules release on schedule, and due dates match across the syllabus, calendar, and assignments. [7] ● Course organization and weekly workload are purposeful and consistent with the course's unit value. [8] ● Content and deadlines follow a predictable weekly rhythm without pileups. [9]
FEEDBACK AND ASSESSMENT: Instructor checks for student understanding and student learning by using a variety of frequent low-stakes assessments (formative), monitoring student learning to help the instructor clarify lessons for re-teaching opportunities. Instructor also uses high-stakes evaluative assessment of student learning at the end of the instructional unit [15, 16]	POSSIBLE EXAMPLES: ● **Formative**: thesis draft for feedback; concept map; research paper proposal; annotated bibliographies; reading journal; low-stake quizzes; in-class presentations; demonstration of skills; analysis, application, and reflection of course concepts in lived experience; practice problems; labs; ● **Summative**: essay final draft; midterm and final exam (includes but is not limited to questions representative of homework and practice questions); final research paper, final presentation; demonstration of skills [NEW] POSSIBLE ONLINE-SPECIFIC EXAMPLES: ● Instructor returns feedback within the turnaround time stated in the syllabus. ● After an assignment, instructor posts an announcement or short video addressing common misconceptions (online re-teaching).

EFFECTIVE COURSE DESIGN	
[NEW] **REGULAR AND SUBSTANTIVE INTERACTION (ONLINE COURSES):** Online courses include regular and substantive interaction between the instructor and students, as required by ACCJC's Policy on Distance Education and on Correspondence Education (Standard 2.6). Interaction is *substantive* when it includes at least two of the following: assessment and feedback on coursework; information or responses to questions about course content; facilitating group discussions; or direct instruction (counted only when synchronous). Interaction is *regular* when the instructor provides it on a predictable, scheduled basis and monitors students' academic engagement, engaging promptly and proactively when needed or when a student asks.[16].	[NEW] POSSIBLE ONLINE-SPECIFIC EXAMPLES: ● Weekly announcements posted on a predictable day that summarize, clarify, and preview content. ● Syllabus states expected response and feedback times, and the instructor meets them. ● Instructor participates in and steers discussions rather than only grading them. ● Individualized feedback on submitted work that addresses the student's thinking. ● Outreach to students who miss assignments or stop participating. ● Automated messages with no instructor-authored content do not count as substantive interaction.

SMC Faculty Observation Form Questions

1. Establishes a student-instructor relationship conducive to learning
2. Communicates ideas clearly and effectively
3. Stimulates students' interest and desire to learn
4. Promotes active involvement of students in learning activities
5. Demonstrates sensitivity in working with students from diverse backgrounds and with different needs
6. Employs appropriate pedagogy
7. Begins class promptly and ends at time designated on schedule of classes
8. Uses class time efficiently
9. Maintains an appropriate pace during class session
10. Provides students with a syllabus which includes a written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information
11. Teaches course content that is consistent with the official course outline of record
12. Uses materials pertinent to the course content
13. Teaches at a level appropriate to the course content
14. Has appropriate command of the subject matter to be able to respond to students' needs
15. Assesses students' progress regularly and provides timely, substantive feedback
16. **[NEW]** Engages in regular and substantive interaction with students, consistent with ACCJC's Policy on Distance Education and on Correspondence Education
17. **[NEW]** Ensures that course materials the instructor created or selected are accessible