

Revised Evaluation Forms and Procedures for Faculty Teaching On-Line
DRAFT – September, 2019

Included:

- Part 1: Revised CRITERIA for On-Line Instruction
- Part 2: Revised PROCEDURES for On-Line Instruction (including for Hybrid classes)
- Part 3: Revised OBSERVATION FORM for Online Instruction
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- Part 5: Revised ONLINE CLASSROOM OBSERVATION PLAN FORM

PART 1: Revised CRITERIA for On-Line Instruction

- X2.2.14.1 Demonstrate competence in the design and delivery of on-line course(s) and in other responsibilities included in the teaching load assignment.
 - X2.2.14.1.1 Provide a syllabus to students that includes the student learning outcomes for the course and is consistent with the course outline of record.
 - X2.2.14.1.2 Include in the syllabus a description of course content, contact information (including communication and participation policies), the times, mode, and places where office hours are held, the means by which student work shall be evaluated, grading standards and other relevant information, such as technology/computer-readiness requirements and accessibility support.
 - X2.2.14.1.3 Provide orientation materials and resources for students to help them prepare for and navigate the on-line course.
 - X2.2.14.1.4 Provide regular and effective interaction between instructor and students and among students.
 - X2.2.14.1.5 Provide instruction appropriate to the units offered for the course in keeping with the schedule provided to the students.
 - X2.2.14.1.6 At an appropriate time, make a clear statement of the learning objective(s) for the unit/module/session/lesson.
 - X2.2.14.1.7 Provide online access to necessary material, and present material in an organized, clear manner.
 - X2.2.14.1.8 Present material at a level appropriate to the course.

- X2.2.14.1.9 Display expertise in subject matter appropriate to the assigned discipline(s).
 - X2.2.14.1.10 When presenting controversial material, do so in a balanced manner acknowledging contrary views.
 - X2.2.14.1.11 When appropriate, combine methods and modalities of instruction (such as text, audio, video, images and/or graphics, etc.).
 - X2.2.14.1.12 Regularly assess the teaching-learning process, check student understanding, and modify strategies as necessary to improve results.
 - X2.2.14.1.13 Provide instruction in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process.
 - X2.2.14.1.14 Fairly evaluate student work by using clear, explicit criteria, relevant to the subject matter as stipulated in the course outline of record.
 - X2.2.14.1.15 Maintain accurate records and submit reports such as grade and census rosters according to published deadlines.
 - X2.2.14.1.16 Assess students as specified in the course syllabus.
 - X2.2.14.1.17 Provide regular feedback to students.
 - X2.2.14.1.18 Consistently grade and/or comment on course work and return to students within two weeks of submission for a full-term course, or the equivalent amount of time for a shorter-term course.
- X2.2.14.2 Recognize the rights of students.
- X2.2.14.2.1 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - X2.2.14.2.2 Recognize the right of students to express online points of view different from the instructor's.
 - X2.2.14.2.3 Maintain an effective learning environment while treating students fairly and respectfully.
 - X2.2.14.2.4 Be attentive to student questions and comments, and be clear and precise in response.
 - X2.2.14.2.5 Provide clear guidelines with regards to student-faculty

communications and what students can expect with regards to how quickly faculty will respond to communications.

X2.2.14.3 Participate in non-classroom professional responsibilities.

X2.2.14.3.1 Attend required management-called meetings.

X2.2.14.3.2 Serve on departmental/subarea/division/area, college, or district committee(s). This activity is required in the third and fourth years only and permitted in the second year. (It is understood, however, that such obligations are to be equitably distributed among all faculty members. An individual should not receive a negative evaluation either for failing to take on or for accepting a disproportionately large share of meetings or committees.)

X2.2.14.3.3 Maintain regular and timely office hours as specified in this contract, and clearly communicate to students the best ways to get extra help outside of class.

X2.2.14.3.4 Participate in curriculum development and course outline of record revision.

X2.2.14.3.5 Participate in the evaluation process in a professional and timely manner.

X2.2.14.3.6 Participate in professional growth activities beginning the second year and thereafter. These may include the following:

A) participating in activities designed to enhance professional performance: independent research, learning and developing strategies for more effectively serving students, advanced course work related to the discipline, creating and maintaining professional contacts, and occupational training;

B) serving on college, district, and/or statewide committees; and

C) participating in conferences and workshops, artistic exhibits, performances, internships, classroom research, and community involvement related to academic area.

X.2.2.14.3.7 The District and the United Faculty recognize that the successful performance of professional duties includes effective classroom instruction, and various teaching obligations

beyond the classroom such as coaching, journalism, forensics, and the performing arts. In addition, performance of professional duties will include participation in non-instructional responsibilities described herein.

X2.2.14.3.8 The District the UF recognize that compliance and student authentication issues are particularly important to on-line instruction and agree that faculty and management will work cooperatively to ensure that on-line courses comply with all regulatory requirements.

PART 2: Revised PROCEDURES for On-Line Instruction

X2.2.4 ON-LINE CLASSROOM OBSERVATION PROCEDURES

- X2.2.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables. It is recommended that to the extent possible the evaluation of on-line faculty be conducted by evaluators with experience teaching on-line.
- X2.2.4.2 In the pre-evaluation conference, the evaluator shall obtain appropriate materials and information regarding course syllabi, outlines, sample current examinations or quizzes, and graded assignments, **and other evidence of faculty/student interactions (such as discussion board posts, live web-conferencing archives, or other communications)**. The confidentiality of student work shall be maintained. During this conference (**face-to-face or using web-conferencing**) the evaluator will also be given an orientation to and instructions for navigating the online classroom (**such as how to access external tools and proprietary materials, and how best to view interactions between faculty and students**).
- X2.2.4.3 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated. Prior to the observation the evaluatee shall also complete and submit the Classroom Observation Information Sheet to the evaluator. The evaluatee is responsible for granting the evaluator(s) ~~student~~ **evaluator** access to the online classroom. **The evaluator shall focus primarily on material outlined in the classroom observation plan form and on regular and substantive instructor-initiated interactions and student-student interactions during only the 7-day period of the evaluation, but may access additional non-private material referenced during the evaluation period as needed. Gradebook review shall not be included in the evaluation.**

X2.2.4.4 The evaluator(s) shall observe for a reasonable amount of time to obtain understanding of job performance (for instructors – at least one cumulative classroom or lab hour within a consecutive ~~five~~-seven-day period).

X2.2.4.5 Class sections and various teaching obligations beyond the classroom of faculty to be evaluated shall be selected by mutual consent when possible as follows:

For probationary faculty, the evaluator(s) shall observe three class sections, at least two of which will be different courses when possible. Evaluatee will chose one class section and the committee will choose the other two. -For faculty whose assignments regularly span more than one discipline or methodology **mode of delivery**, the TRC will evaluate performance in each ~~area~~ **discipline/mode** at least once during the probationary period.

X2.2.4.6 The documentation used for classroom observation shall include narrative comments (see On-Line Classroom Observation Form).

X2.2.4.7 Within two weeks of the classroom observation, each evaluator shall complete the classroom observation form and meet with the evaluatee to discuss the observation.

X2.2.4.8 The counselor, librarian, and learning disabilities specialist assigned as a classroom instructor shall be evaluated for classroom teaching in the same manner as all other classroom instructors.

X2.2.4.9 To determine the number of students “in attendance” during the observation, the evaluator will check to see how many students have logged in to the course during the 7-day observation period. Under “People” in Canvas, count “active” students during the week being observed. This is the number of students in attendance to be listed on the observation form.

For HYBRID CLASSES

- 1) If any regularly scheduled portion of the course will be on-line, the course will be considered hybrid for the purposes of the evaluation procedure. Online classes where the only in-person portion of the course involves exams given in-person shall not be considered hybrid, but shall be treated as on-line classes for the purpose of evaluation.
- 2) The first time a faculty member teaches a hybrid class, if the faculty member has never been evaluated teaching online in the past, Article 27.5 shall apply. (Note: 27.5 requires that first-time online faculty be evaluated and clarifies that process.)

- 3) For hybrid classes, either the online or the in-person portion of a hybrid class or both may be evaluated, depending on the decision of the department and evaluatee following normal evaluation procedures. For these already-evaluated-once hybrid evaluations, the course may be treated as two courses (one on-line and one in-person) for the purposes of evaluation.
- 4) Whenever possible, the same evaluator shall evaluate both sides of the class, and the evaluation will reflect (in the comments section) the connection between both sides of the course.

The UF and 4CD recognize that hybrid class are unique, and we agree to work in consultation with our District Education committees, to develop a guidebook with forms and procedures specific to hybrid classes. We agree that Article 17 (Evaluations) and Appendix X will reopen automatically so that we may better address the evaluation of hybrid classes in the next round of negotiations.

PART 3: Revised OBSERVATION FORM for On-Line Instruction

On-Line Classroom Observation Form

Revised Questions

(using the same scoring system with room for comments as has been used previously)

Objectives: At an appropriate time, the professor made a clear statement of the learning objective(s) for the unit/module/session/lesson connected to the Student Learning Outcomes of the course.

Preparation: The professor provided students with online access to all necessary materials for the lesson or assignment, appropriate to the contact hours of the period observed.

Organization: The professor presented the material in an organized manner and provided clear and consistent guidance about access to and navigation of course content related to the 7-day evaluation period.

Clarity: The professor presented instructional material clearly.

Expertise: The professor displayed expertise in the subject.

Class Level: The professor presented material at a level appropriate to the course.

Teaching Methods: The professor provided instruction in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process. When appropriate, the professor combined methods and modalities of instruction (such as text, audio, video, images and/or graphics, etc.).

Respect: The professor treated all students respectfully.

Controversial Material: When presenting controversial material, the professor did so in a balanced manner, acknowledging contrary views.

Comprehension/Interaction: The professor provides regular instructor-initiated substantive interaction and instruction (appropriate to the units offered for the course) including periodically checking student interaction and understanding and modifying teaching strategies as necessary.

Responsiveness: The professor was attentive to student questions and/or comments and provided clear explanation and examples.

On-Line Class Management: The professor demonstrated appropriate technical skills necessary for managing an on-line class, including making all materials accessible in compliance with regulations, and created a structure that encourages student/student and student/faculty interaction.

Course Outline: The professor's syllabus conforms to the existing course outline of record.

Syllabus: The professor's syllabus includes a description of course content, contact information, office hours if applicable, the means by which students will be evaluated, grading standards, and other relevant information.

Evaluation Process: The Professor participated in the evaluation process in a professional and timely manner.

Professional Obligations: The professor meets professional obligations outside of class (submits rosters and grades on time, etc.).

PART 4: Revised STUDENT EVALUATION FORM for On-Line Instruction

My professor

1. is available online to answer questions as described in the syllabus.
2. participates regularly in my course.
3. teaches and answers questions clearly.
4. checks to see if I understand the material.
5. presents online material in an organized way.

6. encourages me to ask questions and participate.
7. provides opportunities for me to interact with other students in the course.
8. helps me understand the value and usefulness of the material that we are studying.
9. encourages me to think and explore new ideas.
10. tells the class what we are going to do and what we are expected to learn.
11. treats all students respectfully.
12. grades my papers, tests, and other work within two weeks.
13. responds to my work so I know how I am doing and how I can improve.
14. follows the grading guidelines in our course syllabus and explains my grade if I ask.
15. helps me meet the goals and learning objectives of the course.

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PART 5: Revised ONLINE CLASSROOM OBSERVATION PLAN FORM

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|---|---------------|
| Online Classroom Observation Plan | |
| (To be completed by the evaluatee prior to the online classroom visit) | |
| Course _____ | Section _____ |
| Date of visit (beginning and ending – consecutive seven-day period) _____ | |
| Number of students enrolled _____ | |
| Evaluatee _____ | |
| Evaluator _____ | |

Please attach your course syllabus.

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| 1. State the objective(s) of the class for this seven-day evaluation period (and indicate where this is communicated to students). |
| 2. How do you plan to achieve this/these objective(s)? What teaching methods/activities will you use? |
| 3. Explain how the content of this evaluation period fits into the overall course. |
| 4. Describe where in your on-line class your evaluator can observe regular and substantive interaction, including but not limited to: <ul style="list-style-type: none">a. feedback to students about their workb. responses to student questionsc. students interacting with one anotherd. students engaging with an interacting with course material |