

Revised Evaluation Forms and Procedures for Faculty Teaching On-Line
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The following documents reflect recommendations of the On-Line Evaluations Workgroup, whose members included: Anne Kingsley; Judy Flum; Mario Tejada; Lisa Orta; Kevin Horan; Richard Robinson; Ken Sherwood; Penny Wilkins; Laurie Huffman; Neal Skapura; Gene Huff; Dio Shipp; Jeffrey Michels; and Joanna Miller.

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 On-Line Instruction
- Part 4: Revised STUDENT EVALUATION FORM for On-Line Instruction
- 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, 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; it is especially important that students be made aware of exactly what is required of them in order to succeed in the course.
 - X2.2.14.1.3 Provide orientation materials for students to help them prepare for and navigate the on-line course.
 - X2.2.14.1.4 Provide regular instructor-initiated substantive interaction and instruction (appropriate to the units offered for the course) in keeping with the schedule provided to the students.
 - X2.2.14.1.5 At an appropriate time, make a clear statement of the learning objective(s) for the unit/module/session/lesson.

- X2.2.14.1.6 Provide necessary materials and present material in an organized, clear manner.
- X2.2.14.1.7 Present material at a level appropriate to the course.
- X2.2.14.1.8 Display expertise in subject matter appropriate to the assigned discipline(s).
- X2.2.14.1.9 When presenting controversial material, do so in a balanced manner acknowledging contrary views.
- X2.2.14.1.10 When appropriate, combine methods and modalities of instruction (such as text, audio, video, images and/or graphics, etc.).
- X2.2.14.1.11 Regularly assess the teaching-learning process, check student understanding, and modify strategies as necessary to improve results.
- X2.2.14.1.12 Provide instruction in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process.
- X2.2.14.1.13 Fairly evaluate student work by using clear, explicit criteria, relevant to the subject matter as stipulated in the course outline of record.
- X2.2.14.1.14 Maintain accurate records and submit reports such as grade and census rosters according to published deadlines.
- X2.2.14.1.15 Assess students as specified in the course syllabus.
- X2.2.14.1.16 Provide regular feedback to students.
- X2.2.14.1.17 Consistently grade and/or comment on course work and return to students within two weeks of submission.

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 have 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~~ **instructor** 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 during the 7-day period of the evaluation, but may access additional material 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. Fully on-line 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) During the regularly scheduled evaluation, when an evaluatee is teaching at least one hybrid course and has not been previously evaluated teaching a hybrid course (and received a summary score of satisfactory or better), at least one hybrid class must be evaluated as both an on-line class and an in-person class, with one evaluator reviewing both sides of the course,

completing two observations forms that will be factored into one summary form. This evaluation of both sides of a hybrid class shall be considered for both evaluator and evaluatee to be two evaluations.

- 3) When an evaluatee has already been evaluated once teaching a hybrid class and where the evaluation was satisfactory (with no improvement plan), either the on-line 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, where both sides of a hybrid class are being evaluated after the first evaluation as described in #2, 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.

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.

Preparation: The professor provided students with all necessary materials for the lesson or assignment.

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

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 understanding and modified teaching strategies as necessary.

Responsiveness: The professor was attentive to student questions and 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.

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. answers questions within two days or as described in the syllabus.
2. participates regularly in my course.
3. presents online material and instruction in an organized way.
4. teaches and answers questions clearly.
5. checks to see if I understand the material.
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.

PART 5: Revised ONLINE CLASSROOM OBSERVATION PLAN FORM

<i>Online Classroom Observation Plan</i>	
(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.

<p>1. State the objective(s) of the class for this seven-day evaluation period (and indicate where this is communicated to students).</p>
<p>2. How do you plan to achieve this/these objective(s)? What teaching methods/activities will you use?</p>

3. Explain how the content of this evaluation period fits into the overall course.

4. Describe where in your on-line classroom your evaluator can observe regular and substantive interaction, including but not limited to:

- a. feedback to students about their work**
- b. responses to student questions**
- c. students interacting with one another**
- d. students engaging with an interacting with course material**