

Please refer to Online Course Evaluation Procedure document before completing this form.

## MONTGOMERY COLLEGE INSTRUCTIONAL FACULTY PERFORMANCE REVIEW

### ALTERNATE FORM B: Distance Learning Course Observation

Name of Faculty Member Sample Faculty  
 Course/CRN \_ENXXX\_

Name of Observer Sample Observer  
 Length of Time of Observation Oct – Nov 20XX Date 12/3/XX

Materials Provided for Observer (as appropriate)      a. Syllabus \_X\_      b. Handouts \_X\_      c. Other \_X\_

<p>Observer Lists Instructor Activities (these may include activities that are not completed in real time. See Online Course Evaluation procedures document for examples)  <u>Complete with faculty member.</u>  <u>Post announcements; Send regular email messages to the class;</u>  <u>Monitor participation in weekly discussions; Monitor and grade weekly quizzes; grade essays and exams.</u></p>	<p>Observer Lists Student Activities  <u>Complete with faculty member.</u></p> <ul style="list-style-type: none"> <li>• <u>Complete the readings for next week’s discussions.</u></li> <li>• <u>Read the professor’s course notes on the readings.</u></li> <li>• <u>Complete the weekly quiz on the current readings.</u></li> <li>• <u>Actively participate in the current discussions on the previous week’s readings.</u></li> <li>• <u>Prepare for and moderate one week’s discussions on the readings; write two essays and take two exams.</u></li> </ul>
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#### Instructional Delivery

<p>A. <u>Evidence of Planning</u> (For example, is there evidence that the instructor has planned objectives with learner outcomes; planned instruction to achieve objectives; is prepared with appropriate materials; designed the site to facilitate student navigation; has provided information about appropriate student support services?)</p>	<p>Observations  <u>This is a very well designed, fully online course. The word elegance comes to mind, “something that is unusually effective and simple.” The focus is on getting the students fully engaged in their learning through student-led weekly discussions. The student moderator poses initial questions to kick-off the discussion, at mid-week poses additional questions, and then summarizes the entire discussion at week’s end. The result is effective student engagement.</u></p>
<p>B. <u>Implementation</u> (For example, does the instructor implement the planned procedure in a timely and logical sequence; foster higher level thinking skills; vary teaching strategies and materials to address learner needs; motivate and involve students; evaluate learner progress and provide feedback; provide closure and preparation for next unit/module?)</p>	<p>Observations  <u>The course has a clear organization (see the list of student activities) that is repeated in almost every week. It’s impressive to see the students rise to the challenge of moderating their own discussions on the readings. I prefer the term “plate spinner” over “guide on the side” to describe an online instructor and Sample Faculty’s course is an excellent example of plate spinning. Sample Faculty’s role as the instructor is to get and keep the students engaged in the readings, literary analysis and the student-led discussions. This is done very effectively.</u></p>

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FORM B: Course Observation  
(Continued)

<p>C. <u>Classroom Management and Climate</u> (For example, does the instructor organize instructional learning time and use appropriate pacing; organize and utilize technological tools [for example email, discussion boards, Web pages, slide presentations, graphics, etc] and materials effectively; manage student behavior to enhance learning; create a positive learning climate, communicate enthusiasm and respect; use effective communication skills to enhance learning <b>and respond to students in a timely fashion</b>)</p>	<p>Observations Sample Faculty's teaching style is friendly and approachable, while clearly focused on getting students to rise to expectations. As luck would have it, the week that I was added to the course as an observer, the students suddenly hit a dry spell as only one student had posted in the discussion during the first half of the week. Sample Faculty sent an e-mail to the class to reinforce the discussion participation guidelines. The message was friendly, a bit humorous, while still clearly communicating the importance of active participation. It was firm and encouraging.</p>
<p>D. <u>Mastery of Subject Matter/Discipline</u> (For example, does the instructor present accurate and current information on concepts and skills; provide meaningful definitions, examples and applications related to the content; answer questions correctly or direct learner to appropriate sources; demonstrate the ability to use the platform and tools?)</p>	<p>Observations The instructor has a clear mastery of the subject. The weekly course notes are detailed and comprehensive "lectures" on the readings.</p>
<p><b>Other General Observations:</b> Sample Faculty's ENXXX is both rigorous and manageable. It is clear that Sample Faculty is actively monitoring the weekly discussions and intervening and congratulating students vi email as needed. The weekly email messages to the class provide evidence of active monitoring and serve to establish a very friendly instructor presence. Sample Faculty was willing to ask about and eventually move the deadline for an essay by several days during a very busy time of the semester for students.</p>	
<p><b>Suggestions:</b> 1) Consider upgrading to the new course template (optional). 2) Add a file to the Course Information to describe a typical week to your students. The course has very effective pattern of activities. Explain it to students on one page in the orientation. 3) Add a closing page to the Course Information area to direct students to the next step.</p>	

Meeting to discuss the observation was held on 12/3/XX.

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Signature of Faculty Member\*

Signature of Administrator/Faculty Colleague

\*Signifies only that the faculty member has read the report and does not necessarily imply concurrence with judgments made.