

Instructor Evaluation for the Online Classroom Session 2

**Matt Calfin, Ed.D.
May 4, 2015**



**GROSSMONT
COLLEGE**

Current Topic

1. Welcome and Review Learning Objectives
2. Session 1 Content Review and Additional Examples
3. Blackboard Orientation
4. Online Instruction Competency Training
5. Conclusion



Learning Objectives

- By the end of our session, you will be able to:
 - Review and apply Session 1 content including:
 - (a) how instruction in the on-ground classroom differs from the virtual classroom,
 - (b) evaluation resources,
 - (c) the Categories of the Grossmont College Online Instructor Evaluation tool apply to the online environment
 - Identify the components of Blackboard that relate to instructor evaluation
 - Discuss strategies to ensure that instructors are prepared to teach in the online classroom
 - Learn about upcoming online instruction training opportunities

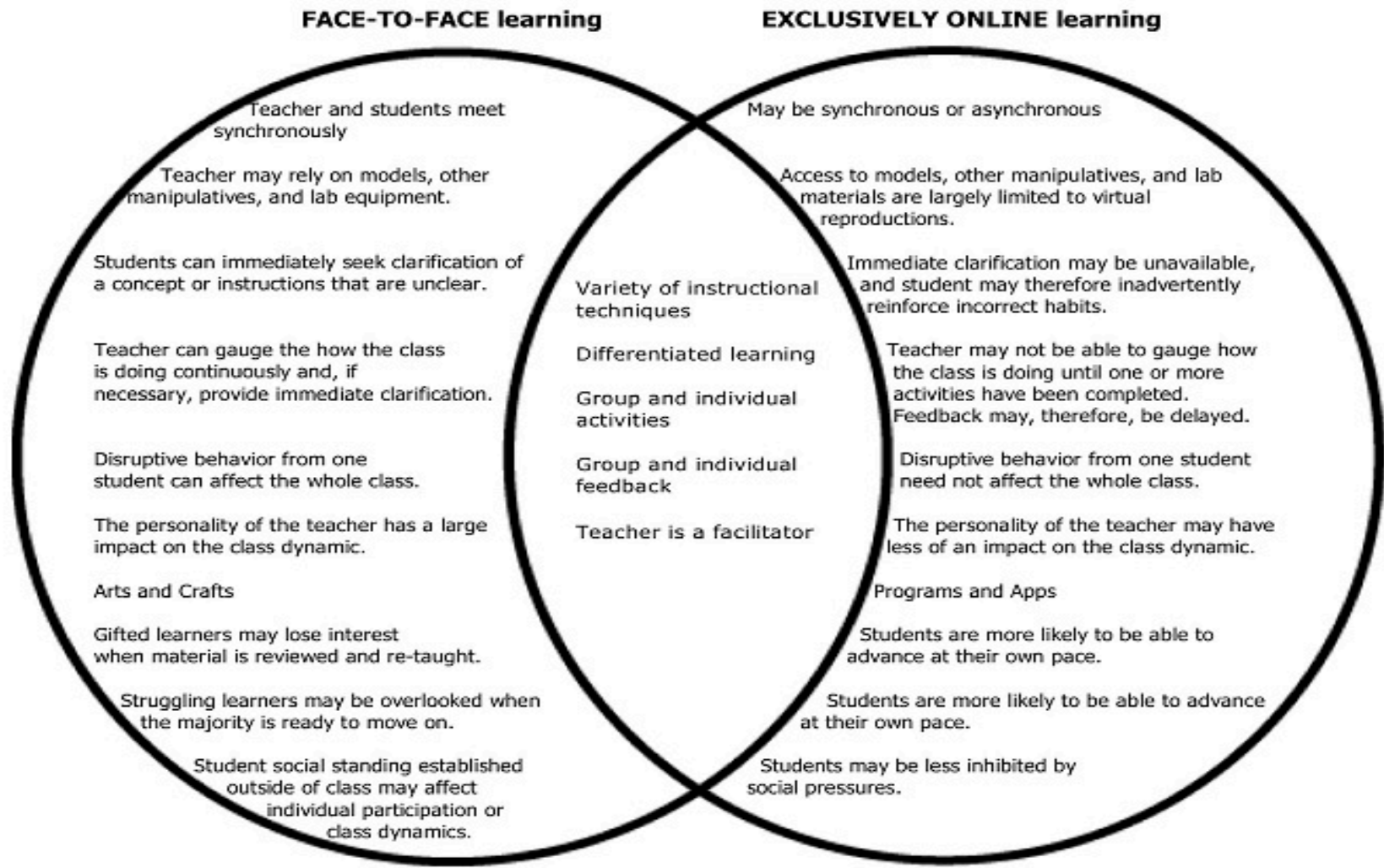


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On-Ground versus Online Learning



Source: Retrieved from: <http://onlinelanguagelearning.blogspot.com/2013/05/face-to-face-learning-versus.html>



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Comparing Instructional Delivery

On-Ground

Syllabus

Instructor Announcements

Room arranged in an inviting,
accessible format

Course content synchronous

Classroom discussions,
presentations

Course
Expectations

Course
Layout

Course
Content

Student
Engagement

Online

Syllabus

Instructor Announcements

Course site structure is welcoming
and accessible

Concepts shared asynchronous in
an intentional course design

Discussion and message boards,
Wikis, blogs, group presentations



Online Instructor Evaluation Form

GROSSMONT/CUYAMACA COMMUNITY COLLEGE DISTRICT

PEER/MANAGER
ONLINE INSTRUCTOR EVALUATION

Instructor: _____ Course: _____ Date: _____

Evaluation statement prepared by: _____

Categories for evaluation are based on the official *Job Description* and include the following:

A. Subject Matter Mastery

Command of subject matter
Communication of subject matter

B. Organizational Skills

Preparation for class
Relationship of content to course objectives

C. Teaching Skills *Online Examples Attached

Teaching methods used
Responsiveness to students
Availability to students
Classroom climate created
Awareness of student differences
All materials required of, and provided to, students are ADA & FRA Sect. 508 compliant

D. Professional Skills

Evidence of professional growth
Quality of professional relationships
Department, Division, College and District requirements are followed
Related duties as specified in the official *Job Description*

COMMENTS/SUGGESTIONS

The instructor meets the standards for employment at this institution.

Strongly Agree 5 4.5 4 3.5 3 2.5 2 1.5 1 Strongly Disagree

RECOMMENDATIONS: The Collective Bargaining Agreement (sections 5.6.2.14, 5.7.5.1, 5.8.5.1) states that IF recommendations are made by the evaluator(s), a written response to these recommendations is required by the evaluatee and that response must be submitted to the appropriate dean within ten working days of receipt of the Summary Report.

Evaluator

Date

C. Examples of Online Teaching Skills*

- The instructor knows and understands current effective practices for online teaching that support student success, and can apply that knowledge to the design and implementation of his/her course. EXAMPLES:
 - The instructor can cogently discuss barriers to and support of student success within the online environment;
 - The syllabus and/or course materials include explicit policies and procedures, such as a communication policy, that address and support regular and effective contact;
 - The instructor incorporates tools and/or strategies to assist student readiness for online success.
- The instructor effectively uses a range of technologies tools both within and outside of the Learning Management System that support student learning and engagement to meet the Title 5 requirements for regular and effective contact hours. EXAMPLES:
 - The instructor incorporates tools that meet the content demands of the course;
 - The instructor uses a variety of tools for communicating with students, delivering content, assessing student learning, and analyzing effective teaching;
 - The instructor incorporates a variety of tools to meet various learning needs of his/her students.
- The instructor knows and understands the value of active learning, participation, and collaboration within the online classroom, and applies this knowledge to the design of his/her course. EXAMPLES:
 - The instructor incorporates a variety of tools that support interaction and community;
 - The instructor promotes active learning through collaborative activities;
 - The instructor facilitates and monitors appropriate student-student interactions;
 - The instructor fosters an environment that welcomes and engages each individual learner
- The instructor knows and understands the importance of teacher student communication, and applies this knowledge in various ways within the course environment to meet the Title 5 requirements for regular and effective contact hours. EXAMPLES:
 - The instructor uses a variety of tools for contacting students;
 - The instructor models and facilitates appropriate communication;
 - The instructor sets clear expectations through course policies and well written assignments with rubrics;
 - The instructor provides timely and useful feedback.
- The instructor knows, understands, and facilitates legal, ethical, and safe technology use. EXAMPLES:
 - The instructor knows and follows guidelines for fair use, copyright, and acceptable use;
 - The content, grading, and feedback comply with FERPA guidelines;
 - The instructor discusses and incorporates Netiquette within the course.
- The instructor knows and understands the implications of the Americans with Disabilities Act and Sect. 508 of the Federal Rehabilitation Act, and ensures that course material is accessible. EXAMPLES:
 - The instructor provides a link to campus services, and/or discusses available services with the course;
 - The instructor includes accessible material, including multi-media;
 - The instructor is aware of accessibility issues with the Learning Management System (LMS).
- The instructor is able to arrange media and content that supports student learning, success, and progression through the course and to meet the Title 5 requirements for regular and effective contact hours. EXAMPLES:
 - The instructor explains to students how they should proceed through the course;
 - The instructor appropriately and effectively uses tools within the LMS;
 - The instructor can create and modify content within the LMS

*This is not a check list; it is a list of suggestions that may be beneficial regarding each teaching skill listed in Category C.



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A. Subject Matter Mastery

GROSSMONT/CUYAMACA COMMUNITY COLLEGE DISTRICT

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 - Command of subject matter
 - Communication of subject matter
- B. **Organizational Skills**
 - Preparation for class
 - Relationship of content to course objectives
- C. **Teaching Skills *Online Examples Attached**
 - Teaching methods used
 - Responsiveness to students
 - Availability to students
 - Classroom climate created
 - Awareness of student differences
 - All materials required of, and provided to, students are ADA & FRA Sect. 508 compliant
- D. **Professional Skills**
 - Evidence of professional growth
 - Quality of professional relationships
 - Department, Division, College and District requirements are followed
 - Related duties as specified in the official *Job Description*

COMMENTS/SUGGESTIONS

The instructor meets the standards for employment at this institution.

Strongly Agree 5 4.5 4 3.5 3 2.5 2 1.5 1 Strongly Disagree

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Evaluator

Date

Subcategories:
Command of subject matter
Communication of subject matter

Online Course Examples

- Classroom Expectations
- Asynchronous versus synchronous
- [Lecture Material](#)
- Instructor Assignments
- Student Feedback
- [Announcements](#)



Subject Matter Mastery: Lecture Material

The screenshot displays a course management system interface. At the top, there are navigation tabs for "Welcome", "My Courses", and "System Admin". Below this, a breadcrumb trail shows "(Course is unavailable to students) > Course Doc: Ppt & Lecture".

On the left is a sidebar menu with several yellow buttons. The button labeled "Course Doc: Ppt & Lecture" is circled in red. Other menu items include "Announcements", "Syllabus", "Discussion Board", "Tests & Final", "Research Paper", "My Grades", "CD Text Info", "Tools for the Historian", "Rubric for Written Work", "Accessibility & Services", "Tools", "FAQ", and "Your Instructor".

The main content area is titled "Course Doc: Ppt & Lecture" and contains a list of documents:

- Chapter One of Text: Early World: An Interactive Text**
Attached Files: [Chapter One of Early World TExt.doc](#) (1.564 MB)
I have copied chapter one of the text for those of you still waiting for the book.
- Chapter 1A: Prehistory**
Attached Files: [Lecture1APrehistory.rtf](#) (19.996 KB)
- Chapter One: Prehistory Power Point**
Attached Files: [ChapterOne.ppt](#) (662.5 KB)
- Chapter Two: Mesopotamia**
Attached Files: [Lecture2AMesopotamia.rtf](#) (21.62 KB)



Subject Matter Mastery: Announcements

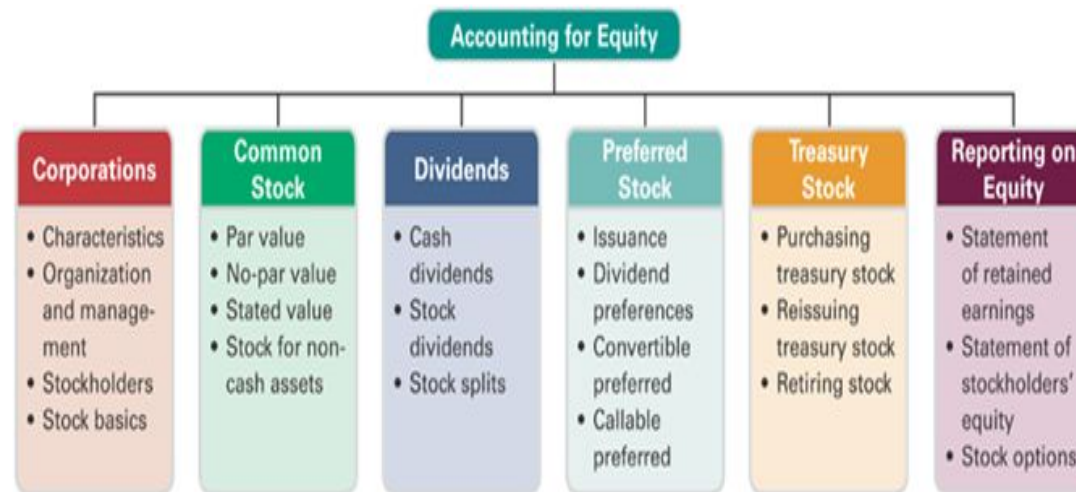
Chapter 11 - Reminder & Tips

Item is not available.

Posted on: Sunday, November 16, 2014 8:34:57 AM PST

The Chapter 11 IPs are due tomorrow night, Monday, November 17th. This chapter covers Accounting for Equity so you'll be delving more into stocks & dividends. You'll find lots of information that will be very helpful to your Group Project analysis.

I highly recommend that you get started early on the LS & HW assignments as there is a LOT of material in this one.



B. Organizational Skills

GROSSMONT/CUYAMACA COMMUNITY COLLEGE DISTRICT

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Relationship of content to course objectives

C. Teaching Skills *Online Examples Attached
Teaching methods used
Responsiveness to students
Availability to students
Classroom climate created
Awareness of student differences
All materials required of, and provided to, students are ADA & FRA Sect. 508 compliant

D. Professional Skills
Evidence of professional growth
Quality of professional relationships
Department, Division, College and District requirements are followed
Related duties as specified in the official *Job Description*

COMMENTS/SUGGESTIONS

The instructor meets the standards for employment at this institution.

Strongly Agree 5 4.5 4 3.5 3 2.5 2 1.5 1 Strongly Disagree

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Evaluator

Date

Subcategories:
Preparation for class
Relationship of content to course objectives

Course Design Components

- [Structure of the Course](#)
- Learning Objectives
- [Organization of Content](#)
- Instructional Strategies

-OEI Course Design Rubric



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Organizational Skills: Syllabus

Announcements

Syllabus

Discussion Board

Course Doc: Ppt & Lecture

Tests & Final

Research Paper

My Grades

CD Text Info

Tools for the Historian

Rubric for Written Work

Accessibility & Services

Tools

FAQ

Your Instructor

COURSE MANAGEMENT

Syllabus



Syllabus Online [redacted]

Attached Files: [redacted].doc (64 KB)

I have attached our course syllabus for your viewing. You can download the syllabus so you always have a copy on your desktop or to print out. Please read through it carefully so you don't miss important dates. All the due dates and assignments are also open and described in detail on the Discussion Board.

[redacted] 100

Fall 2014

Grossmont Community College

Dr. [redacted]

Dr. [redacted]

Office: [redacted]

E-mail: [redacted]@gcccd.edu

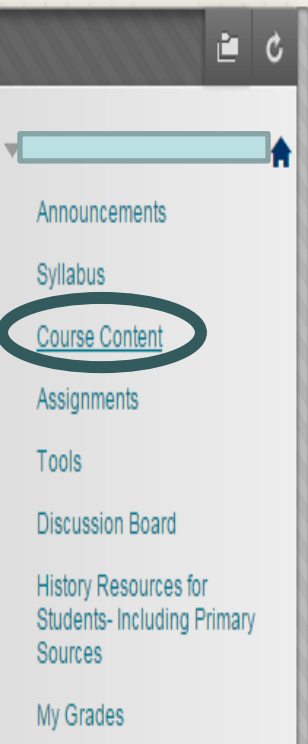
Phone: 644-[redacted]

Office Hours: T & F 9-12:30 or by appointment. Please email me if you are coming to my office so I can arrange my



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Organizational Skills: Course Content



Course Content



Organization of "Course Content"

Below, you will find all of our course materials, from lectures, Powerpoints, films, articles and external links. They are organized by topic, the same topics you have in your syllabus. In this way, when we're on a certain topic, Africans in the Americas for example, you will scroll down to that topic (they're all in order), open that folder called "Africans in the Americas," and inside you'll see the lecture notes, Powerpoint, articles, and film clips for that topic.



To view our films from our Library's Intelecom and Films on Demand service- full guide attached

Attached Files: Viewing our films from Intelecom and Films on Demand.pdf (89.018 KB)

All of our short documentaries are in Course Content, arranged by week and topic (a folder for each week and topic). They are required and very important to this course. To view the Intelecom and/or Films on Demand films in Blackboard: these are library films, so as a



C. Teaching Skills

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- C. **Teaching Skills *Online Examples Attached**
 - Teaching methods used
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 - Awareness of student differences
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- D. **Professional Skills**
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Evaluator Date

Subcategories:


- Teaching methods used
- Responsiveness to students
- Availability to students
- Classroom climate created
- Awareness of student differences
- All materials required of, and provided to, students are ADA & FRA Sect. 508 compliant

Online Course Areas Examples

- Variety of learning activities utilized
- Posting regularly to the discussion board
- [Evaluative Feedback](#)
- [Rubrics used to differentiate student learning](#)



Teaching Skills: Discussion Boards

2014FA 




- Announcements
- Syllabus
- Discussion Board**
- Course Doc: Ppt & Lecture
- Tests & Final
- Research Paper
- My Grades
- CD Text Info
- Tools for the Historian
- Rubric for Written Work
- Accessibility & Services
- Tools
- FAQ
- TA Info
- Your Instructor

COURSE MANAGEMENT

Control Panel




Select: [All](#) [None](#) [Message Actions](#) [Expand All](#) [Collapse All](#)

2 Posts in this Thread [0 Unread](#)

 **Lorena** 
 Lorena  8 months ago

Hello classmates! My name is Lorena and I am a nursing major. This is my first time taking an online course, which I am nervous about since I am used to a classroom setting. I decided to take online classes this semester since I believe it would work out better with my work schedule. I am most curious to learn about how societies from the past grew and improved their way of living and how it compares to the way our society is growing today. But if I had to choose a specific theme it would be learning about China. My reason for taking history this semester is to fulfill general education units. Best of luck to all of us this semester.


[Reply](#)

 **Angela** 
 RE: Lorena  8 months ago

Hi and welcome Lorena. I hope you enjoy the online format. It is a great way to balance school and work. We will cover the background of how civilizations emerged and then work forward in time through many major civilizations to see how they progressed and developed. China will be one of the places we cover a few times this semester. I look forward to reading your work.

Teaching Skills: Learning Activities

Group Project Instructions

Attached Files:  Online Group Project F14.docx (25.558 KB)

Fall 2014

Group Project

100 points – due Saturday, December 6, 2014

Your group will choose a publicly traded company [on the New York Stock Exchange (NYSE), NASDAQ, or the S&P 500] that has a "green" emphasis, meaning that it is heavily involved with sustainable efforts relating to the environment. Those efforts could include using solar energy, wind power, reducing waste, etc. It does not have to be a company specializing in the environment, simply one that has created and implemented a plan to become more "green".

CHAPTER 9

IPs	Monday	Nov 3
LS & HW	Thursday	Nov 6
LAST DAY TO DROP	FRIDAY	NOV 7
Quiz	Saturday	Nov 8

CHAPTER 10

IPs	Monday	Nov 10	
HOLIDAY	VETERANS DAY	TUESDAY	NOV 11
LS & HW	Friday	Nov 14	
QUIZ	Saturday	Nov 15	

CHAPTER 11

IPs	Monday	Nov 17
LS & HW	Thursday	Nov 20
Quiz	Saturday	Nov 22

CHAPTER 12

IPs	Monday	Nov 24	
HOLIDAY	THANKSGIVING	TH-SAT	NOV 27-29
LS & HW	Monday	Dec 1	
Quiz	Wednesday	Dec 3	
GROUP PROJECT	Saturday	Dec 6	
TEST 3	Thursday	Dec 11	



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D. Professional Skills

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Examples

- Received training in online instructional best practices
- [Utilized emerging technology in the online classroom](#)
- Attended relevant conferences (e.g. Online Teaching Conference)
- Participated in online course peer reviews (Quality Matters)



Evaluation Resources



Preparing for Success through Technology

Standards for
Quality
Online Teaching



Online Education Initiative



Quality Matters

The Quality Matters Program (QM) is an international organization representing broad inter-institutional collaboration and a shared understanding of online course quality.

Standards for Quality Online Teaching

The @ONE Project makes it easy for California Community College faculty and staff to learn about technology that will enhance student learning and success.

Online Education Initiative (OEI) Course Design Rubric

The OEI is an initiative to increase the number of CCC students who obtain college associate degrees and transfer to four-year colleges each year by providing online courses.

Grossmont College Regular and Effective Contact Policy

This policy provides guidelines to ensure proper student-instructor interaction in online courses.



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2. Session 1 Content Review and Additional Examples
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Online Instruction in the Faculty Agreement

Article VII, Section 7.18 of the faculty agreement is dedicated to Online Instruction

Section 7.18.1

- Online education includes both Hybrid and Online classes as defined by Title 5 where the instructor and student are separated by distance and interact through the assistance of technology.
- For all courses offering online components there shall be regular and effective contact between the faculty member and the students as required by Title 5, Accreditation and GCCCD Standards.



Section 7.18.3 of Faculty Agreement

- All online instructors, **prior to their first assignment**, shall **complete training in online pedagogy**, an **online learning management system** and **accessibility standards or demonstrate mastery or competencies in these areas as approved by the appropriate Dean or designee**.
- Such training shall be compensated either via the unit member's professional development obligation and/or at the unit member's non-classroom rate of pay, at the option of the unit member with approval of the dean.
- A unit member who, during employment with the District, is **required to complete any of the aforementioned training in order to receive approval to instruct an online course** shall be reimbursed for the cost of tuition, books or materials, and/or training fees, if any.
- The unit member shall first **notify his/her dean** of the anticipated costs and receive **the approval of the dean** for reimbursement before the training begins.



Grossmont College Online Teaching Checklist

Section 7.18.3 of Faculty Agreement

All online instructors, prior to their first assignment, shall complete training in online pedagogy, an online learning management system and accessibility standards or demonstrate mastery or competencies in these areas as approved by the appropriate Dean or designee.



Grossmont College - Requirements for Online Teaching Checklist (To be completing by Chair or Dean)

- ✓ **Completion of Online Training Teaching Certification
Options 1 or 2 or Equivalent**
- ✓ **Demonstrated ability to build a course container**
- ✓ **Prior online teaching experience preferred, but not required**



Online Teaching Certification Options (Fall 2015)

ONLINE TEACHING CERTIFICATION OPTION 1 WITH



@One Introduction to Online Teaching & Learning

(3 week training - \$65)

plus

Grossmont College Blackboard Training

(2 day sessions - free)

or

@One Introduction to Teaching with Blackboard Training

(3 week training - \$65)

Option 1 Registration Information

Access for @One: Enroll online - <http://www.onefortraining.org/certification>

Access for Grossmont College Blackboard Training – Contact Janet Gelb

Permission: Divisional Dean approval prior to enrollment for reimbursement



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Online Teaching Certification Options (Fall 2015)

ONLINE TEACHING CERTIFICATION OPTION 2 WITH



Quality Matters Introduction to Rubric
(2 week training - \$200)

plus

Grossmont College Blackboard Training
(2 day sessions - free)

or

@One Introduction to Teaching with Blackboard Training
(3 week training - \$65)

Option 2 Registration Information

Access for Quality Matters: <https://www.qualitymatters.org/rubric>

Access for Grossmont College Blackboard Training – Contact Janet Gelb

Permission: Divisional Dean approval prior to enrollment for reimbursement



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Online Teaching: Training Opportunities

Date	Training
April 27 & May 4	Chairs/Coordinators/Senators Online Evaluation Training
May 29, 9:00 a.m. - 1:00 p.m.	“Designing your Online Course” Workshop
June 16	Summer Faculty Online Learning Summit featuring Pat James (OEI); Anna Sterling (@One); Online Learning Best Practices Break-out sessions
June 18-19	Online Teaching Conference, San Diego 43 delegates from GC to attend
Summer TBA	GC Blackboard 2 day training sessions
Fall FLEX	Best Practices; Universal Design; GC 2 day Blackboard training; Video creation; Blackboard Open Lab Walk in Support, etc.; Online Course Evaluation



Current Topic

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Learning Objectives Revisited

- Are you able to:
 - Understand how instruction in the on-ground classroom differs from the virtual classroom
 - Apply the categories of the Instructor Evaluation tool to the online environment
 - Identify the components of Blackboard that relate to instructor evaluation
 - Inform other faculty about online instruction competency training opportunities to ensure that your fellow colleagues are prepared to teach in the online classroom



Questions?

For questions regarding Online Teaching and Learning at Grossmont College, please contact:

Janet Gelb

CSIS Coordinator/DE Coordinator

CSIS Department

Office: Room 507B

Telephone: 619-644-7708

E-mail: janet.gelb@gcccd.edu



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