OCEAN COUNTY COLLEGE
Record of Classroom Observation for Full-Time Online Instruction - #3125 - DL1

Faculty/Lecturer II Name:
Course Title/Section:
Number of Students Present:
Date:
Time:

Scale:
 1 = Does Not Meet Expectations
 2 = Partially Meets Expectations
 3 = Meets Expectations
 4 = Exceeds Expectations in Some Areas

Criteria	Score
I. KNOWLEDGE OF MASTER COURSE MATERIAL (Scale 1-4)	
I-A. Has the instructor adequately prepared the course for the start of the semester?	
I-B. Do the instructor's additions to the Master Course content address the stated course objectives?	
I-C. Has the instructor addressed student navigation and assessment deadline needs such as course schedule and due dates on the calendar?	
I-D. Has the instructor made additions that help create a positive and interactive atmosphere in the online course before the course starts?	
Average score for section I	
Comments (required):	
II. TEACHING STRATEGIES (Scale 1-4)	
II-A. Does the instructor communicate with respect for students?	
II-B. Does the instructor meet deadlines for grading and feedback so students can make timely adjustments and improvements?	
II-C. Does the instructor utilize course assignment grading rubrics and apply these to grading?	
II-D. Does the instructor provide helpful, individualized, constructive feedback on all syllabus-identified component assessments?	
II-E. Does the instructor substantively interact in the course discussion threads four days, minimum, per week?	
II-F. Does the instructor assess higher order and critical thinking skills?	
II-G. Are the professor's instructions and comments on assessments professional, clear, precise, and supportive of student learning?	
II-H. Does the instructor promptly grade tests and assignments and provide timely feedback?	
Average score for section II	
Comments (required):	

III. STUDENT INVOLVEMENT (Scale 1-4)	
III-A. Does the instructor strive to create an open and inviting climate for communication?	
III-B. Are the discussion boards used adequately?	
III-C. Does the instructor attempt to utilize multimedia resources in communication with students?	
III-D. Does the instructor set the tone for interactions via course tools and provide feedback?	
III-E. Are the instructor's communications with students adequate to meet the students' needs?	
III-F. Does the instructor make regular contact with all students?	
III-G. Is there a sense of a "learning community" among the students?	
Average score for section III	
Comments (required):	

IV. MECHANICS OF TEACHING (Scale 1-4)	
IV-A. Is the instructor compliant with online course policies, procedures, and standards?	
IV-B. Does the instructor utilize online platform features to enhance the course delivery and online learning experience?	
IV-C. Does the instructor provide augmentations to course discussions in a manner that complements the course objectives?	
IV-D. Has the instructor supplemented the provided course content to add value to the course?	
Average score for section IV	
Comments (required):	

Average of scores for sections I, II, III, and IV	
GENERAL COMMENTS BY THE REVIEWER (following post-evaluation conference):	

GENERAL COMMENTS BY THE INSTRUCTOR (following post-evaluation conference):

Signatures:	
Observer Signature:	
Print Name:	Date
Faculty/Lecturer II Signature:	
Print Name:	Date

Record of Classroom Observation Rubric #3125 - DL1
Full-Time Instruction

Philosophy: Ocean County College views effective instructors as those who exhibit appropriate knowledge of content and who utilize a variety of teaching strategies to promote a high level of thinking and to actively engage students in the learning process.

Rating	Criteria	1 Does Not Meet Expectations	2 Partially Meets Expectations	3 Meets Expectations	4 Exceeds Expectations
	I. KNOWLEDGE OF THE MASTER COURSE MATERIAL (Scale I-4)				
I-A	Has the instructor adequately prepared the course for the start of the semester?	Instructor has neglected to prepare the course for the start of the semester.	Instructor has partially prepared the course for the start of the semester.	Instructor has prepared the course for the start of the semester.	Instructor has prepared the course for the start of the semester. Instructor has also added more materials to the course that help guide and motivate students.
I-B	Do the instructor's additions to the Master Course content address the stated course objectives?	Materials provided are off topic or no added materials found.	Quality materials that address the course objectives added sporadically throughout the modules of the course.	Quality materials that address the course objectives added throughout the modules of the course.	Quality materials that address the course objectives added throughout the modules of the course. Further, Instructor provides materials that move beyond the course objectives and provide an in-depth understanding of the concepts.
I-C	Has the instructor addressed student navigation and assessment deadline needs such as course schedule and due dates on the calendar?	Instructor has not addressed student navigation and assessment deadline needs such as course schedule and due dates on the calendar.	Instructor has addressed student navigation and assessment deadline needs such as course schedule and due dates on the calendar.	Instructor has addressed student navigation and assessment deadline needs such as course schedule and due dates on the calendar. Further, instructor often uses his or her role as a leader to model time management best practices	Instructor has addressed student navigation and assessment deadline needs such as course schedule and due dates on the calendar. Further, instructor routinely models excellent time management and organization habits for students.
I-D	Has the instructor made additions that help create a positive and interactive atmosphere in the online course before the course starts?	Instructor has made no effort to create or maintain a positive and interactive atmosphere in the course.	Instructor has made some effort to create or maintain a positive and interactive atmosphere in the course.	Instructor maintains a positive and interactive atmosphere in the course at all times.	Instructor routinely serves as a model of positive thinking and robustly interacts with all students in the course.
	II. TEACHING STRATEGIES (Scale 1--4)				
II-A	Does the instructor communicate with respect for students?	The instructor's tone, word selection, chromatics, and other communications demonstrate a lack of respect for students.	The instructor's tone, word selection, chromatics, and other communications demonstrate respect for students. However, in some cases, the communication lacks the expected richness a teaching scenario demands.	The instructor's tone, word selection, chromatics, and other communications demonstrate respect for students. Further, nearly all communication contains the expected richness a teaching scenario demands.	The instructor's tone, word selection, chromatics, and other communications demonstrate respect for students. Instructor uses communication opportunities to create rich learning opportunities.
II·B	Does the instructor meet deadlines for grading and feedback so students can make timely adjustments and improvements?	Instructor did not meet deadlines for grading and feedback to students.	Instructor sometimes met deadlines for grading and feedback to students.	Instructor met all deadlines for grading and feedback to students.	Instructor provided detailed feedback and grading to students in advance of deadlines.

II-C	Does the instructor utilize course assignment grading rubrics and apply these to grading?	Instructor did not utilize course assignment grading rubrics and did not apply them to grading.	Instructor sometimes utilized course assignment grading rubrics and applied them to grading.	Instructor often utilized course assignment grading rubrics and applied them to grading.	Instructor consistently utilized course assignment grading rubrics and applied them to grading.
II-D	Does the instructor provide helpful, individualized, constructive feedback on all syllabus-identified component assessments?	Instructor did not provide helpful, individualized, constructive feedback on all syllabus-identified component assessments.	Instructor provided helpful, individualized, constructive feedback on some syllabus-identified component assessments.	Instructor provided helpful, individualized, constructive feedback on most syllabus-identified component assessments.	Instructor provided helpful, individualized, constructive feedback on all syllabus-identified component assessments.
II-E	Does the instructor substantively interact in the course discussion threads four days, minimum, per week?	Instructor rarely interacts in the course discussion threads.	Instructor sometimes interacts in the course discussion threads.	Instructor substantively interacts in the course discussion threads one to two days per week.	Instructor substantively interacts in the course discussion threads four days, minimum, per week.
II-F	Does the instructor assess higher order and critical thinking skills?	Instructor does not assess higher order and critical thinking skills.	Instructor assesses some higher order and critical thinking skills.	Instructor sometimes provides opportunities for students to assess their own higher order and critical thinking skills.	Instructor consistently provides opportunities for students to assess their own and their peers' higher order and critical thinking skills.
II-G	Are the instructor's instructions and comments on assessments professional, clear, precise, and supportive of student learning?	Instructor's instructions and comments on assessments are unprofessional or vague.	Instructor's instructions and comments on assessments are sometimes unprofessional or vague.	Instructor's instructions and comments on assessments are consistently professional and precise.	Instructor's instructions and comments on assessments are consistently professional, precise, and supportive of student learning.
II-H	Does the instructor promptly grade tests and assignments and provide timely feedback?	Instructor does not promptly grade tests and assignments nor provides timely feedback. Instructor occasionally takes longer than permitted by OCC Guidelines and Standards for Online Instructors.	Instructor does not promptly grade tests and assignments nor provides timely feedback. Instructor occasionally takes longer than permitted by OCC Guidelines and Standards for Online Instructors.	Instructor promptly grades tests and assignments and provides timely feedback. Instructor occasionally returns work earlier than required by OCC Guidelines and Standards for Online and Hybrid Instructors.	Instructor promptly grades tests and assignments and provides timely feedback. Instructor consistently returns work earlier than required by OCC Guidelines and Standards for Online and Hybrid Instructors.
	III. STUDENT INVOLVEMENT (Scale 1-4)				
III - A	Does the instructor strive to create an open and inviting climate for communication?	Instructor does not create an open and inviting climate for communication.	Instructor makes some attempts to create an open and inviting climate for communication.	Instructor makes significant effort to create an open and inviting climate for communication.	Instructor successfully creates and maintains an open and inviting climate for communication.
III - B	Are discussion boards used adequately?	Discussion board feedback is absent or inadequate.	Discussion board feedback is sporadic or often does not add value to student learning.	Discussion board feedback encourages students to ask questions and uses the resulting dialog to enhance student learning.	Discussion board feedback creates a dynamic learning environment by eliciting questions and answers from students.
III-C	Does the instructor attempt to utilize multimedia resources in communication with students?	Instructor did not attempt to use multimedia in communication with students.	Instructor made some attempts to use multimedia in communication with students.	Instructor uses multimedia in communication with students.	Instructor uses multimedia in communication with students. Instructor varies media type often and has created a "multimedia Friendly" environment.
III-D	Does the instructor set the tone for interactions via course tools and provide feedback?	Instructor does not properly utilize course tools or provide an adequate amount of feedback for students.	Instructor properly utilizes some course tools and provides some feedback for students.	Instructor properly utilizes most course tools and provides an adequate amount of feedback for students.	Instructor properly utilizes all course tools and provides a significant amount of feedback, setting an excellent example for students.
III-E	Are the instructor's communications with students adequate to meet the students' needs?	Instructor communications do not meet students' needs.	Instructor communications minimally meet students' needs.	Instructor communications adequately meet students' needs.	Instructor communications are robust and not only meet, but exceed, student needs.

III-F	Does the instructor make regular contact with all students?	Instructor never or rarely contacts students to add value to the course materials.	Instructor makes contact with some students.	Instructor promoted student interest by maintaining contact often with all students.	Instructor demonstrated ongoing success in promoting student interest by regular contact with all students. Instructor follows-up on earlier contact and expands communication to enrich learning.
III-G	Is there a sense of a "learning community" among the students?	Instructor has not attempted to create a "learning community" among the students.	Instructor has minimally attempted to create a "learning community" among the students.	Instructor promotes student success as part of an ongoing effort to create and maintain a sense of a "learning community" among the students.	Instructor promotes student success and fosters interaction with and among students by creating and maintaining a sense of a "learning community" among the students.
	IV. MECHANICS OF TEACHING (Scale 1-4)				
IV- A	Is the instructor compliant with online course policies, procedures, and standards?	Instructor is not compliant with online course policies, procedures, and standards.	Instructor is compliant with some online course policies, procedures, and standards.	Instructor is compliant with online course policies, procedures, and standards.	Instructor is compliant with all online course policies, procedures, and standards and makes suggestions for process and procedure improvement for the department.
IV- B	Does the instructor utilize online platform features to enhance the course delivery and online learning experience?	Instructor does not utilize the online platform features to enhance the online learning experience.	Instructor utilizes some online platform features to enhance the online learning experience.	Instructor utilizes most online platform features to enhance the online learning experience.	Instructor utilizes all online platform features to significantly enhance the online learning experience.
IV-C	Does the instructor provide augmentations to course discussions in a manner that complements the course objectives?	Instructor does not provide augmentations to course discussions to complement the course objectives or the instructor is not present in the discussions.	Instructor sometimes provides augmentations to course discussions to complement the course objectives.	Instructor frequently provides augmentations to course discussions to complement the course objectives.	Instructor frequently and consistently provides augmentations to course discussions to complement the course objectives. Further, the instructor leads discussions to deepen and expand course content and learning objectives.
IV-D	Has the instructor supplemented the provided course content to add value to the course?	Instructor has not supplemented the provided course content to add value to the course.	Instructor has added some supplements to the provided course content to add value to the course.	Instructor has added numerous supplements to the provided course content to add value to the course. Further, instructor has added some materials that deepen and expand course learning objectives	Instructor has added numerous supplements to the provided course content to add value to the course. Further, instructor has added extensive materials that deepen and expand course learning objectives.