**Online Classroom Observation Checklist**

**NOTE: This is a "Checklist" form, not a scaled rating form. It asks reviewers to indicate the presence of teaching activities/behaviors already established as indicative of high quality teaching. This kind of form contrasts with scaled forms which, to ensure statistical reliability and validity, require that all reviewers agree, in advance, on the meaning of each score or level. Instructor and observer should agree on two course modules to review in addition to items on course homepage( ie syllabus, virtual office, etc)**

Instructor: Date:

Course No: Time:

Course Title: Course Level:

Reviewer: No. Students:

Course modules reviewed:

(2 modules in addition to homepage)

Directions: Indicate with a check () the presence of the following actions and behaviors that indicate high quality teaching. Leave blank items you do not observe. Use N/A if an item is not relevant for this class or the instructor’s teaching style.

**Instructor Presence and Communication**

\_\_\_\_ Instructor introduces themselves in a personal way with a photo, welcome video, or personal or professional details

\_\_\_Posts course announcements or news updates on a regular basis, holds regular office hours (for example, discussion board, email, or video conference), or provides other activities to demonstrate presence

\_\_\_\_ Checks student comprehension and responds openly to questions

\_\_\_\_ Communicates using clear language

\_\_\_\_ Conveys availability and approachability

Examples of instructor actions or behaviors that support the ratings above.

**Prompt and Effective Feedback**

\_\_\_\_ Has a policy regarding timeliness of response to student inquiries and responds to students according to the timeline set by this policy

\_\_\_\_ Grading policy allows students to receive feedback in a timely manner and instructor returns graded work according to the timeline set by this policy with substantive comments as appropriate

\_\_\_\_ Personalizes comments and feedback for students

\_\_\_\_ Effectively answers questions and diagnoses incorrect solutions

\_\_\_\_ Offers encouragement and constructive criticism as appropriate

\_\_\_\_ Uses empowering and empathetic language; shows how to work through challenge or failure

\_\_\_\_ Demonstrates expert knowledge and ability to enhance student knowledge of course content through feedback in discussions, announcements and individual/group assignments

Examples of instructor actions or behaviors that support the ratings above

**Student Engagement**

\_\_\_Proactively facilitates regular course discussions that involve all students

\_\_\_Encourages students to engage with each other

\_\_\_Encourages students to articulate connections between what they say and what others have said

\_\_\_Facilitates discussions that encourage intellectual growth and make clear connections to course content and evidence.

Examples of instructor actions or behaviors that support the ratings above

**Time on Task**

\_\_\_\_Communicate progress of the whole class toward course goals, such as through language in announcements that recognizes progress through course content, schedule, and requirements

\_\_\_\_Stays on topic; ensures class discussions stay on topic

\_\_\_\_Monitors group activity and guides groups to stay on task, such as by checking in or requiring and responding to progress updates

\_\_\_\_Communicates realistic goals for what students can accomplish

\_\_\_\_Provide individual progress milestones for graded work when assignments are scaffolded or require submission of draft components

Examples of instructor actions or behaviors that support the ratings above