# OBSERVATION OF TEACHING GLOSSARY

The purpose of this glossary is to provide examples of some of the components contained in the Evaluation of Teaching Form. It is intended for use by observers as a guide with selected (but, not inclusive) examples of teaching effectiveness, and by instructors as a guide with selected (but, not inclusive) components to consider when delivering content. It is not meant for use as a checklist. The observed class/teaching may include, but is not limited to the following components.

**COURSE MATERIALS**
Syllabus clearly communicates:
- course policies and expectations
- due dates/course calendar
- course, program, college, and CCCS student learning outcomes
- (syllabi for online courses are tailored to delivery method and divided into smaller documents)
- course syllabus and other materials are maintained in accessible format

**LESSON PLAN OR COURSE CALENDAR/OUTLINE MEETS COURSE OBJECTIVES**
D2L shell contains course syllabus and is easy to navigate:
- content is divided into logical modules, units, chapters etc.; announcement items give clear instruction; discussions and assignments follow logical sequences
- supports all instructor/student functions (example: discussion, drop box, grade book) relevant to the course and documents are posted in PDF or rich text file (RTF) whenever possible
- first day announcement item includes welcome, course description, contact information and clear instruction on where to begin for online courses
- contains links to the universal syllabus and other sites as appropriate
- (design follows current standards for Online and Hybrid courses) (see appendix to this document)

**CLASS STRUCTURE AND ORGANIZATION**
Organized delivery may include:
- beginning class with statement of outcomes
- summarizing where previous class left off
- connecting content to previous learning
- concluding session with discussion supporting objectives or reviewing upcoming assignments

**PROMOTES STUDENT ACHIEVEMENT**
Facilitates, and monitors, group activity/discussion:
- discussions/activities are clearly tied to course outcomes
- manages inappropriate, or off-topic student participation

**COMMAND OF SUBJECT MATTER**
Demonstrates mastery and currency of the subject matter and/or skill being presented:
- compares outdated information/ideas to current trends in the discipline
- conveys expectations which are both reasonable and challenging
- provides clear explanations using appropriate vocabulary and examples
- encourages independent, critical, or reflective thinking

**PRESENTATION SKILLS**
Communicating effectively may include:
- uses gestures and body movement effectively
- speaks distinctly, with volume, and appropriate speed
- uses lecture notes sparingly
- makes eye contact with students throughout the room
- moves around the room

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- monitors and participates in online discussion to reinforce, correct, or redirect as appropriate

**PRESENTATION SKILLS** (continued)
Effectively utilizes materials, including technology and use of the following items to engage/interest students:
- models, examples, teaching aids
- markers/ white board
- handouts/assignments
- exam/quizzes
- use of smart classroom technology
- PowerPoint
- videos

**PROFESSIONAL BEHAVIOR AND COURTEOUS INTERACTION WITH STUDENTS**
Encourages an atmosphere of mutual respect:
- promotes appropriate and courteous two-sided communication/interaction (may include use of inoffensive language or humor)
- begins and ends class on time
- deals with inappropriate online D2L postings as quickly as possible
- corrects, clarifies, and coaches
- shows enthusiasm for the material and makes students want to learn
- notices and praises student mastery and/or concept comprehension
- respects the confidentiality of student information

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**OBSERVATION OF TEACHING APPENDIX**

**Standards for Online and Hybrid Course Design at PPCC**
**DESIGN**

**Course Overview and Introductory Materials**
- first-day Announcements item that includes: a welcome to students, a brief course description, contact info for faculty and clear instructions about what to do to begin the course.
- introduction module under Content that includes syllabus tailored to delivery method and divided into smaller documents: course description and competencies, college-wide policies, class policies, schedule of due dates

and other information students need but that isn't part of a specific unit of the course

**Course Materials**
- content divided into logical modules, units, chapters, etc.
- list of outcomes (competencies) for each module
- instructor –produced overview of each module (can also be a Announcment item)
- documents in PDF or rich text file (rtf) format whenever possible
- publisher materials as appropriate
- instructions about accessing publisher materials if they are not inside course shell
- links to other sites as appropriate
- make course materials accessible: add descriptive alt tag to images; avoid mixing colors with text; post transcripts for audio/video elements

**Learner Engagement, including Discussions**
- discussions that are clearly tied to course outcomes
- at least one ongoing discussion available throughout the semester
- discussions as a bridge between online and F2F in hybrid classes
- open discussion topic in which students can talk about issues not tied to specific unit
- clear explanation of requirements for graded discussions: number of postings, length, grammatical correctness, timing

**Assessment and Measurement**
- all assessments clearly tied to course outcomes
- varied assignments that tap into a variety of learning styles
- clear instructions about how exams will work that students can access before opening exam itself: timing, ability to skip questions and go back to them, etc.
- clear explanation of requirements for assignments and how assignments will be evaluated
- grade book includes a column for each graded assignment, discussion, or assessment

**TEACHING PRACTICES**

**Course Overview and Introductory Materials**
- double-check all dates for accuracy before term begins
- add Announcement items at regular intervals throughout semester

**Course Materials**
- update availability for Content modules and topics before term begins, including course syllabus
- make sure all links are working before semester begins
- review all content items for potential updating and additions to enrich course

**Instructor Engagement, including Discussions**
- update availability for Discussions before term begins
- monitor Discussion postings at least every 48 hours and participate as appropriate to reinforce, correct, redirect
- deal as quickly as possible with inappropriate postings
- respond to student emails within 48 hours

**Assessment and Measurement**
- update deadlines on all Assignment and Quizzes items before semester begins
- monitor course closely during testing periods to troubleshoot student problems
- grade all Assignment and Quizzes items promptly

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