

# NORTH IDAHO COLLEGE

## CLASSROOM OBSERVATION for Internet Classes

Instructor \_\_\_\_\_

Course \_\_\_\_\_

Date \_\_\_\_\_

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|   | Good                     | Satis-<br>factory        | Needs<br>Improve<br>ment | N/A                      |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| <b><u>ORGANIZATION:</u></b>   |                          |                          |                          |                          |
| Is the course clearly laid out?<br><i>(Effective homepage; links to course components work.)</i>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Are the schedule and any timelines clear?<br><i>(Well designed, up-to-date calendar.)</i>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organizes course so relationship between points is clear.<br><i>(Tests, readings, Internet research, Forum work together.)</i>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Uses class time well, allotting enough time to important aims<br>and points. <i>(No "down time," waiting for assignments, etc.; course<br/>moves at consistent, manageable pace from beginning to end.)</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Is it easy to navigate between different components of the course?<br><i>(Adequate # of working links; clear, logical link paths, including<br/>multiple paths to important pages.)</i>                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b><u>DELIVERY:</u></b>   |                          |                          |                          |                          |
| Does the instructor respond in a timely manner and keep the<br>students informed? <i>(Addresses students' questions, monitoring<br/>students' responses to assure concerns have been addressed.)</i>        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|   | Good                     | Satisfactory             | Needs Improvement        | N/A                      |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Does the instructor foster student-to-student interaction?<br><i>(e.g., facilitating interactive student discussions in Forum)</i>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Does the instructor foster student-to-instructor interaction?<br><i>(e.g., instructor-initiated e-mail with struggling students)</i>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Does the instructor foster student/curricular interaction?<br><i>(e.g., course allows some flexibility in pace, accommodating individual differences in student schedules, learning styles, etc.)</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Does the instructor use internet “handouts”/audio-visual aids/other aids effectively?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b><u>CLIMATE:</u></b>  |                          |                          |                          |                          |
| Monitors student-to-student discussions to assure mutual civility, openness, fairness, etc.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shows enthusiasm for the material and makes students want to learn. <i>(e.g., enthusiastic tone, responsive, maintains “live” presence)</i>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Encourages and is responsive to student participation.<br><i>(e.g., thanks students for participation, encourages timid students)</i>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Serves various learning styles (feelings/watching/thinking/doing).  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b><u>CONTENT:</u></b>  |                          |                          |                          |                          |
| Shows mastery of the subject matter or skill being presented.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Conveys expectations that are reasonable & challenging.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Gives clear explanations using appropriate vocabulary and examples.

Good      Satisfactory      Needs Improvement      N/A

Encourages independent critical or reflective thinking.

**AWARENESS & FLEXIBILITY:**

Communicates effectively to the level of the students involved.

Asks questions or uses other strategies to check frequently for student understanding.

Shows appropriate flexibility in shifting teaching strategies if students don't show the expected comprehension or mastery.

**OTHER CONSIDERATIONS/COMMENTS:**

Specific recommendations to further improve this instructor's teaching:

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Observer's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**(Instructor's signature does not necessarily indicate agreement with evaluation.)**