

FACILITATOR OBSERVATION TOOL FOR ONLINE CLASS DELIVERY

This Facilitator Observation Tool contains the following key observation categories:

1. Organization and Design of Virtual Class
2. Lesson Content and Delivery
3. Class Management and Interaction
4. Quality and Clarity of Assignments
5. Overall Performance (outside classroom performance)

Facilitator :

Date of Observation :

Course of Observation :

Observer :

1. Organization and Design of Virtual Class:

	<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Needs improvement</i>	<i>N/A</i>	<i>Comments</i>
Learning modules, assignments, and other class materials are set up in an easy-to-find format on the LMS for the learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator shows competence in using MS Teams and additional teaching platforms (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator enters meetings 2-5 minutes prior to the actual start to greet students upon entry and engage them in small talk while waiting for others to join.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator presents a professional classroom environment on camera, with appropriate background, posture, and position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Links and class materials are preloaded and in working order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator models and explains “ netiquette ” guidelines for the students’ online interaction. There is evidence that students are aware of these guidelines and follow them in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator uses different technology tools (e.g. text, PowerPoint presentation, discussion board, announcement, music, video) to enrich course content and accommodate for different learning styles in the online class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

1. Organization and Design of Virtual Class (cont'd):

	<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Needs improvement</i>	<i>N/A</i>	<i>Comments</i>
Lesson includes instruction, formative and/or summative evaluations and assessment of learning as well as reflection components.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator handles unforeseen challenges with technology well and adapts the lesson delivery when disruptions occur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. Lesson Content and Delivery:

	<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Needs improvement</i>	<i>N/A</i>	<i>Comments</i>
Facilitator shows evidence of content area expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator creates a welcoming and inclusive environment, addresses learners by their names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator shows enthusiasm in teaching class, speaks clearly and audibly, is energetic and confident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. Lesson Content and Delivery (cont'd):

	<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Needs improvement</i>	<i>N/A</i>	<i>Comments</i>
Facilitator reviews and summarizes the class learning objectives. Where applicable, explains how to study to achieve them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Topics and activities are relevant, sequenced logically and connected to the learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator explicitly builds on students' prior knowledge and provides real-world application of lesson content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator uses students' oral and chat responses to assess knowledge/understanding, and coaches for clarity, does not assume silence as confirmation of their understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Selected materials/activities lead to active learning and facilitate meaningful interactions among learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator provides feedback to students in a manner that encourages them to reflect on the learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator creates an environment where students take responsibility for completing task, limits teacher's talk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Workload, assignment, instructions, explanations, and class materials are suitable for learners' level of understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. Lesson Content and Delivery (cont'd):

	<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Needs improvement</i>	<i>N/A</i>	<i>Comments</i>
Facilitator engages students in higher-order thinking skills during class by posing questions and encouraging students to problem solve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator creates a learner-centered environment through both synchronous and asynchronous activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. Class Management and Interaction:

	<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Needs improvement</i>	<i>N/A</i>	<i>Comments</i>
Facilitator treats all students with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator provides concrete examples/illustrations to clarify content, adequately responds to students' questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
All students have equal opportunities to contribute; attempts are made to draw out learners who are silent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. Class Management and Interaction (cont'd):

	<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Needs improvement</i>	<i>N/A</i>	<i>Comments</i>
Facilitator uses breakout rooms or chats to support pair and/or group work activities and monitors progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator is able to engage students and build a learning community in the online classroom using a variety of activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator provides students with constructive and encouraging feedback on how to improve their performance in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator seeks feedback from students and provides additional resources or explanations when necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator effectively handles inappropriate discussions, postings or other unacceptable online behavior if during class time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Class sessions start and end as planned and facilitator respects the timelines set for the activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

4. Quality and Clarity of Assignments:

	<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Needs improvement</i>	<i>N/A</i>	<i>Comments</i>
Homework/independent self-study is assigned to the learners to enhance and reinforce further learning,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assignments are adequately challenging and students are given reasonable amount of time to finish them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator is able to understand students' learning needs and how to manage their homework in a fair and reasonable manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator explains assignments and their related due dates clearly to the learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5. Overall Performance (outside classroom performance):

	<i>Exceeds expectations</i>	<i>Meets expectations</i>	<i>Needs improvement</i>	<i>N/A</i>	<i>Comments</i>
Facilitator presents a professional image of themselves and Columbia College, adhering by the Columbia College's Professional Behaviour document.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5. Overall Performance (outside classroom performance) cont'd:

	Exceeds expectations	<i>Meets expectations</i>	Needs improvement	N/A	Comments
Facilitator communicates with students and their class consistently, effectively and in a timely manner (in the form of emails, chats or discussions) and provides them with a weekly plan for the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitator communicates with the program admin staff on a regular basis to provide updates, reports, and feedback. Admin staff are informed about students' issues and support is sought to address them in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Summary notes:

Goal Setting and Action Planning Sheet (1)*

Outcome: Provides Support to Enhance Students' Learning

Category	The goals I plan to achieve are...	I will take this action to meet my goals...	The deadlines to meet my goals are...	I will know that I have met my goals by...
Organization and design of virtual class				
Lesson content and delivery				
Class management and interaction				
Quality and clarity of assignments				
Overall performance: Focus on specific challenges you faced last year/improvement plan/provide timelines				

Facilitator's Name:	Facilitator's Signature:	Date:
Observer's Name:	Observer's Signature:	Date:

Goal Setting and Action Planning Sheet (2)*

Outcome: Provides Support to Enhance Students' Learning

The goals I plan to achieve are...	I will take this action to meet my goals...	The deadlines to meet my goals are...	I will know that I have met my goals by...

Facilitator's Name:	Facilitator's Signature:	Date:
Observer's Name:	Observer's Signature:	Date:

***Select one of the two Action Planning Sheets only.**