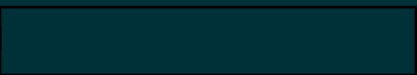## PHASE 1: SHARE COURSE MATERIALS

Provide access to BlazeVIEW course with modules for syllabus, content units, and assignments. May also share examples of student work (assessments) and student evaluations (e.g., SOIs, other student feedback collected).

PHASE 2: PRE-OBSERVATION MEETING

Areas of focus for pre-observation discussion between instructor and observer:

- What is the target audience for this course and how does it fit into the major, minor, or core curriculum (if applicable)?
- How does the synchronous online class session, asynchronous online unit, or face-to-

- What do you plan to do during this specific synchronous online class session, asynchronous online unit, or face-to-face class session to help students meet those goals?
- What do you expect your students to do to engage with the learning process?
- How will you know or assess if students meet or make progress towards these goals?

- What specific area of interest or concern would you like the observer to focus on?

instructor and each other.					
Instructional Technology: Pedagogical use of video conferencing, videos, slideshows, digital whiteboards, audience response systems, discussion forums, group chats, Web 2.0 tools, etc.					
Assessments: Various formative and summative assessments are present, align with learning outcomes for the course or module/online unit, and meaningful feedback is given.					
Gradebook: Grading criteria is clearly defined through rubrics and models, gradebook is visible for checking progress, and grades are posted in accordance with stated response times.					

Academic Student Support: Instructor provides clear, easy to locate resources to assist students
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Observer name and title:	
Observer signature:	Date:
Instructor name and title:	
Instructor signature:	Date:

Optional: Instructor has attached additional comments to this observation.   Instructor initials _____