



Formal Faculty Observation

This form is for Online courses.

Approval Status

In Progress

As a rural Hispanic Serving Institution with open enrollment, CGCC serves a diverse community of students, including many who have been historically marginalized. In support of these and all students, CGCC's Strategic Plan and Vision calls for instruction that "innovates and excels, champions equity and inclusion, and nurtures belonging among our students."

Please keep in mind these qualities as you complete your observation form. Feel free to refer to the ["Applying Inclusive Teaching Practices Form"](#) for more information on inclusive teaching.

Instructor Observed	Test Tester
Instructor Observed Email	test@cgcc.edu
Course Number & Title Observed	IS101
Date of Observation	Tuesday, September 9, 2025

Instructor Presence

From your observation please evaluate how the Instructor works within the online classroom to establish a presence that is welcoming, inclusive and supportive of all students' learning. You may want to consider some of the following questions:

- How does the Instructor welcome students into the online classom, giving them a sense of belonging?
- Does the Instructor use the students' preferred names and correct pronouns?
- Does the Instructor have regular and sustained interaction with all students?
- What innovative strategies does the Instructor utilize in the online classroom to acknowledge the lived experiences of diverse and historically marginalized students?
- Give examples of how the Instructor uses language that is inclusive, affirming and equitable?

What does the instructor do to create a learning environment that is welcoming, inclusive and supportive of all student learning?

Faculty Evals are fun!

What could the instructor do to foster a more inclusive, welcoming online environment that empowers students?

Love CGCC!

Delivery: Universal Design/Culturally Responsive Pedagogy/ Antiracist Pedagogy

How does the Instructor design and employ online pedagogy that is culturally responsive, inclusive and accommodating of diverse learning realities and identities? What innovative strategies does the Instructor do to provide excellent instruction that aligns closely to Course and Institutional Outcomes? You may want to consider some of the following questions:

- Is the Syllabus welcoming, easy to use and inclusive of diverse curricular materials? Does it articulate the CLOs and ILOS, as well as the processes and policies needed to achieve them?
- How does the Instructor address and fulfill learning outcomes in a way that honors all students' lived experiences, learning abilities, and multiple identities (including but not limited to race, ethnicity, gender, age, and socio-economic class)? What innovative best practices do they utilize?
- Do the course materials reflect and engage the diverse identities of the CGCC student body? Do the materials represent up-to-date, excellence in the academic field or specialty?
- Does the online course design employ best practices, including Universal Design for Learning (UDL) principles, including multiple means of representation and expression?
- How does the Instructor humanize the online classroom, making it an inclusive, supportive and effective learning environment for all students?

What strategies does the instructor effectively employ to support any of the following: culturally responsive, inclusive, innovative and/or antiracist pedagogy?

Our students are amazing!

What strategies--including culturally responsive, inclusive, innovative and/or antiracist pedagogy could the instructor employ to better achieve course outcomes for all learners?

We got this!

Assessment of Student Learning

Please describe how the Instructor employs innovative, effective assessments, aligned to Course Outcomes and Instructional Learning Outcomes (ILO), that accurately assess learning for our diverse student body. You may want to consider some of the following questions:

- In keeping with UDL, does the Instructor offer multiple points of assessment, rather than one large final assessment?
- Does Instructor offer multiple assessment strategies to accommodate diverse student needs and methods of knowing?
- How does the Instructor use both formative and summative assessments that encourage student growth and development?
- Does the Instructor offer timely and/or real time feedback, on assignments or in class, that allow students to learn from their mistakes?
- What innovative strategies does the Instructor bring to assessment of student learning aligned with CLOs and ILOs?

What inclusive and/or innovative assessment strategies

We rock!

What did you see the instructor do to support effective, equitable and inclusive assessment that could be developed or refined?

Testing is fun!

CGCC Policies and Requirements/Discipline or Department Specific Requirements

What did you observe about the instructor's alignment with CGCC and/or department policies and requirements?

We did great!

Review & Approval

Evaluator's Full Name

Brooke Chinook

Evaluator's Signature



Evaluator's Email

swade@cgcc.edu

Is this a Final Probationary Formal Evaluation?

Yes

Vice President Instructional Service Approval

VPIS Email

jgilbert@cgcc.edu

Flow Activity History

Actor	Actions	Date
 jgilbert@cgcc.edu	Waiting for jgilbert@cgcc.edu's action.	Tuesday, September 9, 2025