Frameworks:

Oregon State Advance. “Metrics for Evaluating Support for Equity, Inclusion, and Justice.” *Oregon State University*, 13 Nov. 2015, [advance.oregonstate.edu/metrics-evaluating-support-equity-inclusion-and-justice](https://advance.oregonstate.edu/metrics-evaluating-support-equity-inclusion-and-justice).

Peralta Community College District. “Online Equity Rubric: Distance Education.” *Peralta Community College District Distance Education*, Oct. 2020, [web.peralta.edu/de/equity-initiative/equity/](https://web.peralta.edu/de/equity-initiative/equity/)

“Equity-Minded Teaching.” *California State University, Northridge*, 3 Feb. 2018, [www.csun.edu/undergraduate-studies/faculty-development/equity-minded-teaching.](http://www.csun.edu/undergraduate-studies/faculty-development/equity-minded-teaching)

Markowitz, N. L., & Bouffard, S. M. (2020). *Teaching with a social, emotional, and cultural lens: A framework for educators and teacher educators*. Harvard Education Press. <http://crtwc.org/anchor-competencies/>

National Virtual Teachers Association. (2020). [Principles of Virtual Teaching Rubrics.](https://virtualteacherassociation.org/wp-content/uploads/2020/12/PVTRubricsFinal.pdf)

## Instructional Designers

* Expectation for observation
* Portfolio form does not capture Coordinator/ID roles (page 5 of packet)
  + Checklist could be expanded
* Observing consultation; instructional setting, faculty role in a professional learning environment/Canvas, Dean observed meeting facilitation
  + Adapt Reference Eval for Librarians to IDs
* Feedback form lacking for ID
  + i.e., workshop evaluation form
* Another reason to have official forms is so evals of instructional designers doesn’t vary by campus; clear expectations for ID faculty members & observers
* Consider [Elements of Critical Instructional Design](https://hybridpedagogy.org/the-endgame-for-instructional-design/) and [Critical Instructional Design](https://digitalpedagogylab.com/critical-instructional-design/): [Observable Principles of the Elements](https://digitalpedagogylab.com/critical-instructional-design/) of [Critical Instructional Design](https://hybridpedagogy.org/call-for-contributors-the-critical-instructional-design-reader/)

**Evaluation Form: Instructional Designer**

To be completed by Dean/Responsible Administrator.

College: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Division: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic year of evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of evaluee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Rated section | DROPDOWN MENU OPTIONS | Comments or examples of behavior |
| 1. **Subject Knowledge:**   The Instructional Designer’s command of the subject matter is current, reflecting breadth and depth of knowledge and awareness of recent developments, critical instructional design, culturally responsive methods, technical aspects, and/or research in the field. | Exceeds Expectations  Meets Expectations  Needs improvement  Unsatisfactory  Not observed/Not applicable to this position |  |
| 1. **Faculty Consultation:**   Provides hands-on consulting with faculty on topics such as pedagogy, course design, course development, learning objectives, classroom management, active learning, assessment methods and teaching strategies for face-to-face, hybrid and online courses. |  |  |
| 1. **Professional Development:**   Presents structured professional development training and learning opportunities. |  |  |
| 1. **Evaluation:**   Participates in course reviews and supports program assessment; facilitates reflection on institutional teaching practices and provides suggestions for increased cultural responsiveness. |  |  |
| 1. **Inclusive Practices:**   Implements creative approaches and innovative uses of technology and pedagogy to support diverse student populations; maintains currency regarding copyright, accessibility compliance regulations for all instructional materials. |  |  |
| 1. **Initiative and Ingenuity:**   Encourages collaborations to explore diverse pedagogies including topics such as implicit bias, trauma-informed pedagogy, pedagogies of care and critical instructional design. |  |  |
| 1. **Critical & Open Pedagogy & Inquiry:**   Examines the role of open education and open pedagogy with regards to illuminating non-European pedagogies and/or offering narratives from marginalized communities. |  |  |
| 1. **Promotion of Equity:**   Strategically builds buy-in and participation among colleagues for equity-related initiatives; encourages positive race-consciousness and embraces human difference by framing the elimination of inequities as an individual and collective responsibility. |  |  |
| **9. Partnerships/Collaboration:**  Creates partnerships and provides leadership and support for faculty and classified staff in implementing effective pedagogy and use of technology to support teaching and learning; collaborates across disciplines to create inclusive, integrated, and interdisciplinary learning experiences. |  |  |
| **10. Adaptability:**  Interacts collegially and effectively with fellow employees, students, and others; demonstrates a positive and open attitude toward their responsibilities; and welcomes input from other campus departments and programs. |  |  |

COMMENDATIONS:

The instructional designer demonstrates excellence in the following areas:

RECOMMENDATIONS:

Development needed in present position/areas of growth. Explain what specific improvements

are needed to achieve greater effectiveness in the instructional designer role.

EVALUATION SUMMARY:

Explain how this instructional designer has met the requirements of her/his instructional designer role during the period covered by this evaluation.

GOALS FOR NEXT YEAR:

List goals that should be achieved in this instructional designer’s role in the coming year.

OVERALL PERFORMANCE RATING

A. Exceeds expectations.

B. Meets expectations.

C. Needs improvement. (Improvement plan required. See Improvement Plan form.)

D. Is unsatisfactory.

EVALUATOR COMMENTS:

I have met with the evaluee and discussed the evaluee’s evaluation.

Signed:

Evaluator

EVALUEE COMMENTS:

I have met with the evaluator and discussed my evaluation.

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

Evaluee

#### 

# 

# OBSERVATION FORM – INSTRUCTIONAL DESIGNER

To be completed by the faculty evaluator.

College:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Division: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic year of evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of evaluee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please evaluate the instructional design session. Using the choices below, write the letter of your answer next to each statement. Thank you.

|  |  |  |
| --- | --- | --- |
| **I. CONTENT** | DROPDOWN MENU OPTIONS | Comments or Examples of Behavior |
| 1. The instructional designer tailors the learning experience and instructional materials to address the needs of faculty (e.g., curated videos, modules, quizzes, supplemental material). | Exceeds Expectations  Meets Expectations  Needs improvement  Unsatisfactory  Not observed/Not applicable to this session |  |
| 1. The instructional designer demonstrates empathetic/active listening and structures the session activities to alleviate anxiety, develop confidence, and empower faculty. |  |  |
| 1. The instructional designer provides a logical sequence and flow to the session that supports exploration of the session topic. |  |  |
| 1. The instructional designer facilitates problem-posing and encourages the examination of unquestioned practices in the context of humanizing and critical pedagogies. |  |  |
| 1. The instructional designer facilitates exploration of the power structures inherent in the research tools, questions traditional notions of granting authority and recognizes the value of diverse ideas and worldviews (e.g, open access, social construct of information, etc.) |  |  |
| 1. The instructional designer fosters an inclusive community free from discrimination and demonstrates equitable practices (e.g., using land acknowledgements, using pronouns, illuminating marginalized voices, experiences, communities). |  |  |
| 1. The instructional designer effectively applies universal design principles and culturally responsive teaching methods to ensure that session content and activities are inclusive and accessible. |  |  |
| 1. The instructional designer invites faculty participation and/or provides opportunity for active learning (e.g., group work, discussion, dialogue, debate). The hands-on or active learning activities were appropriate and effective. |  |  |
| 1. The instructional designer utilizes images and representations that reflect broad diversity and do not reinforce stereotypes. |  |  |

OVERALL PERFORMANCE RATING

A. Exceeds Expectations

B. Meets Expectations C. Needs Improvement (a Professional Improvement Plan will apply)

D. Unsatisfactory (a Professional Improvement Plan will apply)

E. Not Enough Information/Not Applicable

Evaluator Comments

I have met with the evaluee and discussed the evaluee’s instructional design session observation.

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

Evaluee Comments

I have met with the evaluator and discussed the instructional design session observation.

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