

Part II-Teaching Observation Form

Instructor: Gregg Birnbaum Date: 10/11/17

Class & section: Brn 3050 Time (start – end): 10:00 – 11am

Subjects covered: Sexual Assaults

Observer: Prof. Hallenell If online course: ☐ online only ☐ hybrid
Online activity reviewed? ☐ yes ☐ no

Evaluation of Teaching Effectiveness

Please evaluate the degree of teaching effectiveness displayed by the instructor during the session you observed. The examples underneath each option serve as *illustrative* examples of teaching effectiveness at each level. You do not have to observe each behavior to assign a rating in that respective category.

Knowledge of Subject Matter

<input type="checkbox"/> <i>unsatisfactory</i>	<input type="checkbox"/> <i>needs improvement</i>	<input type="checkbox"/> <i>satisfactory</i>	<input type="checkbox"/> <i>above average</i>	<input checked="" type="checkbox"/> <i>exceptional</i>
displays weak knowledge of subject matter; makes frequent errors; conveys inaccuracies that contribute to making the content incomprehensible to students; does not correct student content errors	displays only basic knowledge of subject matter; sometimes demonstrates minor content inaccuracies; fails to address students' content related misconceptions	displays solid knowledge of subject matter; does not demonstrate content inaccuracies; addresses some common content-related misconceptions as they arise	displays very good knowledge of subject matter and sometimes makes connections to other parts of the discipline; addresses all of students' content-related misconceptions as they arise	displays excellent knowledge of subject matter and frequently makes connections across disciplines; links theory to applied examples; anticipates and addresses students' content-related misconceptions

Organization of Class Session

<input type="checkbox"/> <i>unsatisfactory</i>	<input type="checkbox"/> <i>needs improvement</i>	<input type="checkbox"/> <i>satisfactory</i>	<input type="checkbox"/> <i>above average</i>	<input checked="" type="checkbox"/> <i>exceptional</i>
does not communicate structure or objectives of class session; instructional materials or activities are poorly designed or absent; poor time-management or punctuality, pacing significantly too fast or too slow for most students	communicates unclear structure or objectives for class session; some instructional materials or activities are not aligned with instructional goals; time allocation is unrealistic and pacing too fast or too slow for many students	communicates appropriate structure and objectives for class session; pacing is sensitive to most students' capabilities	communicates coherent structure and clear objectives for class session; provides instructional materials and activities are aligned with objectives; pacing is sensitive to majority of students' capabilities	communicates coherent structure and clear objectives and provides direction throughout class session; instructional materials and activities are highly relevant to objectives; pacing is appropriate and allows for reflection

Instructional Delivery

<input type="checkbox"/> <i>unsatisfactory</i>	<input type="checkbox"/> <i>needs improvement</i>	<input type="checkbox"/> <i>satisfactory</i>	<input type="checkbox"/> <i>above average</i>	<input checked="" type="checkbox"/> <i>exceptional</i>
lacks skills necessary to teach effectively; uses inappropriate instructional strategies; fails to adjust delivery to students' needs; oral communication is inaudible, incorrect, or otherwise inappropriate	displays only basic teaching skills; uses only one instructional strategy that is not entirely appropriate to class content; has difficulties adjusting delivery to students' needs; oral communication is sometimes not professional or appropriate, could be clearer or more effective	displays effective teaching skills; uses an instructional strategy that is appropriate to class content; occasionally adjust delivery to students' needs; oral communication is always audible and appropriate, usually effective	displays very good teaching skills; uses a range of effective instructional strategies appropriate to class content; adjusts delivery to students' needs; oral communication is always audible, appropriate, and professional, always clear and effective	displays extraordinary teaching skills; uses broad repertoire of instructional strategies that are effective and appropriate to class content, including classroom technology; anticipates students' needs in delivery of content; oral communication is expressive and clear, well-chosen vocabulary enriches communication

Learning Environment

<input type="checkbox"/> <i>unsatisfactory</i>	<input type="checkbox"/> <i>needs improvement</i>	<input type="checkbox"/> <i>satisfactory</i>	<input type="checkbox"/> <i>above average</i>	<input checked="" type="checkbox"/> <i>exceptional</i>
shows little awareness of students' progress or understanding; interactions with students are negative, demeaning, and/or inappropriate; tolerates frequent inappropriate and/or disrespectful interaction among students	sets low standards or rarely checks for student understanding; rarely provides feedback to students regarding their contributions; some interactions with students are unprofessional; occasionally tolerates inappropriate and/or disrespectful interaction among students	sets appropriate standards and occasionally checks for student understanding; typically provides feedback to students regarding their contributions; interactions with students are generally appropriate and friendly; interaction among students is generally respectful	sets high standards for student learning and sometimes checks for student understanding; routinely provides feedback to students regarding their contribution; interaction with students are always appropriate and demonstrate positive rapport; interaction among students is always respectful	sets high standards for student learning and routinely checks for student understanding; always provides substantive feedback to students regarding their contributions; interaction with students demonstrate positive rapport, mutual respect, and care for all individuals; interaction among students is always respectful

Classroom Management

<input type="checkbox"/> <i>unsatisfactory</i>	<input type="checkbox"/> <i>needs improvement</i>	<input type="checkbox"/> <i>satisfactory</i>	<input checked="" type="checkbox"/> <i>above average</i>	<input type="checkbox"/> <i>exceptional</i>
the majority of students display disruptive behaviors; does not monitor student behavior; does not respond appropriately to student misbehavior; loses significant proportion of class time by dealing with student misbehavior	standards of conduct are lax and a significant number of students display disruptive behavior; rarely monitors student behavior; responds inconsistently to student misbehavior; loses some proportion of class time by dealing with student misbehavior	standards of conduct appear to have been established and most students seem to follow them; monitors student behavior appropriately; responds consistently to student misbehavior	standards of conduct are clearly established and followed by the majority of students; monitors student behavior proactively; responds consistently and appropriately to student misbehavior	high and appropriate standards of conduct are being followed by nearly all students; monitors student behavior in a manner that anticipates and prevents problems; responds consistently and appropriately to student misbehavior and in doing so considers need of student and rest of class

Student Engagement

<input type="checkbox"/> <i>unsatisfactory</i>	<input type="checkbox"/> <i>needs improvement</i>	<input type="checkbox"/> <i>satisfactory</i>	<input type="checkbox"/> <i>above average</i>	<input checked="" type="checkbox"/> <i>exceptional</i>
does not invite student interaction; does not elicit student responses to questions; conveys a negative attitude toward the content, suggesting it is not important or mandated by the curriculum	invites interaction but does not pursue the active participation of all students; discussions are limited to question and answer sessions;	stimulates active participation of many students, but not discussion among students; discussions between instructor and students go beyond clarifications	successfully engages students, also in discussions among themselves; creates situations that challenge students to think about the content being taught;	successfully engages a majority of students in discussions, frequently among themselves; creates situations that challenge students to think independently, creatively, or critically about the content being taught; conveys genuine enthusiasm for the subject

Notes:

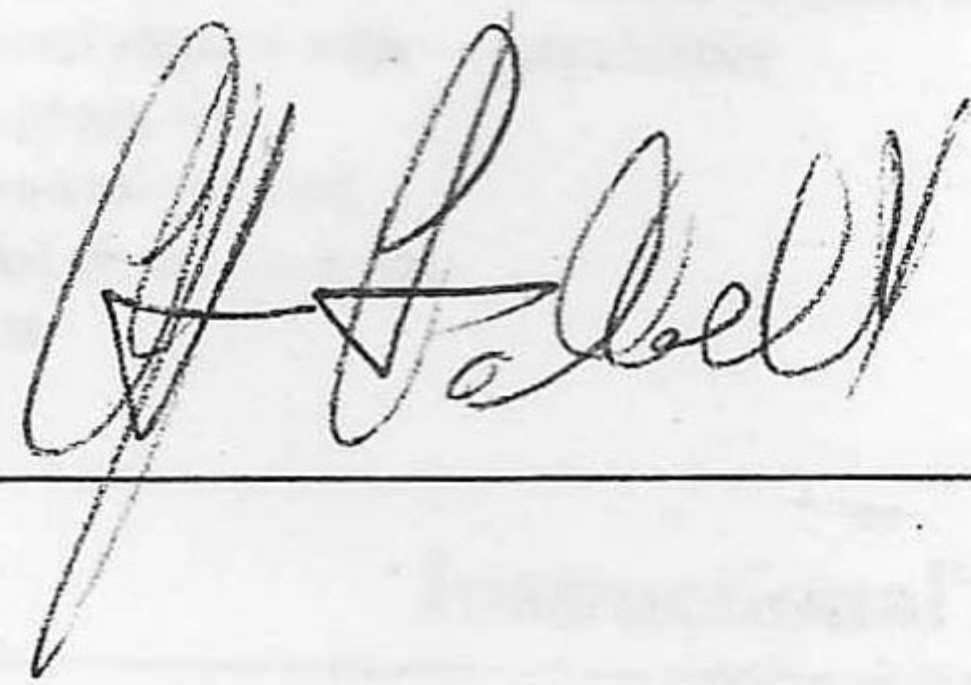
Importance of sourcing discussion
 discussion of business feature assignment and interview
 Techniques
 Examples of student writing - leads, description, quotes + ending
 these were placed on the screen and discussed - the good & the bad with emphasis on the good
 Use of and value of analytics
 Few writing assignments due during semester which necessitated outside interviewing plus a number of shorter assignments based on feedback.

Part II - Teaching Observation Form

Comments:

This class was impressively taught and it is very apparent that Prof. Birnbaum is a gifted teacher. Most of the class discussion was a review of student written business features. Examples of student leads, quotes, description and article endings were projected and analyzed for effectiveness + reader engagement. Prof. Birnbaum is extremely clear in his analysis of what is effective in continuation of news. He also is very supportive of student dilemmas in getting news, quotes, description etc. Students in this class were by-in-large attentive and engaged. He is also very attentive to answering their questions and to the general pacing of this class.

Observer's Signature:



Observee's Signature:

