

Teaching Observation Form

Instructor: GREGG BIRNBAUM

Date: 10/18/19

Class & Section: 3050

Time (start – end): 9 – 11 a.m.

Subjects Covered: Beat reporting, web analytics, digital journalism

Observer: GISELE REGATAO

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 make 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-

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Learning Environment				
<input type="checkbox"/> <i>unsatisfactory</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	<input type="checkbox"/> <i>needs improvement</i> sets low standards or rarely checks student for understanding; rarely provides feedback to students regarding their contributions; some interactions with students are unprofessional; occasionally tolerates inappropriate and/or disrespectful interaction among students	<input type="checkbox"/> <i>satisfactory</i> 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	<input type="checkbox"/> <i>above average</i> sets high standards for student learning and sometimes check 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	<input checked="" type="checkbox"/> <i>exceptional</i> sets high standards for student learning and routinely checks for student understanding; always provide substantive feedback to students regarding their contributions; interactions 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> 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	<input type="checkbox"/> <i>needs improvement</i> 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	<input type="checkbox"/> <i>satisfactory</i> standards of conduct appear to have been established and most students seem to follow them; monitors student behavior appropriately; responds consistently to student misbehavior	<input checked="" type="checkbox"/> <i>above average</i> standards of conduct are clearly established and followed by the majority of students; monitors student behavior proactively; responds consistently and appropriately to student misbehavior	<input type="checkbox"/> <i>exceptional</i> 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> 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	<input type="checkbox"/> <i>needs improvement</i> invites interaction but does not pursue the active participation of all students; discussions are limited to question and answer sessions	<input type="checkbox"/> <i>satisfactory</i> stimulates active participation of many students, but not discussion among students; discussions between instructor and students go beyond clarifications	<input checked="" type="checkbox"/> <i>above average</i> successfully engages students, also in discussions among themselves; creates situations that challenge students to think about the content being taught	<input type="checkbox"/> <i>exceptional</i> successfully engages a majority of students in discussions, frequently among themselves; create situations that challenge students to think independently, creatively, or critically about the content being taught; conveys genuine enthusiasm for the subject

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Comments:

The class' topic is beat reporting and as I walked in, Gregg is finishing discussing an article on the Supreme Court. He is walking around the room and the students are asking questions. Gregg addresses them by name and gives several examples as he answers the questions. One of these is the fact that he was scooped himself when he was a NY Post reporter, by the Daily News. His point is: sometimes you are scooped, sometimes you have the scoop. The students laugh and seem to relate to the experience.

Observer's Signature:

Jim Carrero

[Signature]

10/22/19

Observee's Signature:

[Signature]

Cont: Gregg switches to feature writing, first reviewing the basics of news reporting. He starts asking students what is the difference between news and feature reporting and writing. He shows an example of a feature lede, from the NYTimes. He asks the students how it is different from a news lede, calling specific ones by name. He uses examples about the subway, about sports, topics that the students understand. He uses another example, from the Miami Herald, about a crime, and asks students how they think the information was gathered. Several students raise their hands, and he also calls students who are not raising their hands. Gregg explains how the reporting and writing are different, and why the reporter doesn't use adjectives, responding to a student's question. Gregg then turns to profiles, using a piece about a police officer by the

Philadelphia Inquirer. The piece includes ~~some~~ notes of the descriptive, engaging lead and the nut-graph. Gregg continues to engage the students, asking them questions.

At the end of the class, he reviews the next assignments and deliverables.

Gregg is an engaging and personate instructor who uses clear examples, including of his own failures. He is attentive to the students and always ~~poses~~ questions to them. He uses different publications as examples, and picks topics that the students can relate to. He didn't cover all of what he had planned for the class though (web analytics), and he could have broken up the presentation with a writing exercise. But overall it was an excellent class. And Gregg later explained to me that he does five writing exercises in class during the semester, which he said the students seem to like.