

Teaching Observation Form

Instructor: Gregg Birnbaum

Date: March 19, 2021

Class & Section: JRN 3050 OFA-LEC

Time (start – end): 9-11 a.m.

Subjects Covered: punctuation, beat reporting, news update

Observer: Joshua Mills **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> 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	<input type="checkbox"/> <i>needs improvement</i> displays only basic knowledge of subject matter, sometimes demonstrates minor content inaccuracies; fails to address students' content related misconceptions	<input type="checkbox"/> <i>satisfactory</i> displays solid knowledge of subject matter, does not demonstrate content inaccuracies; addresses some common content-related misconceptions as they arise	<input type="checkbox"/> <i>above average</i> 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	<input checked="" type="checkbox"/> <i>exceptional</i> 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 Section				
<input type="checkbox"/> <i>unsatisfactory</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	<input type="checkbox"/> <i>needs improvement</i> 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	<input type="checkbox"/> <i>satisfactory</i> communicates appropriate structure and objectives for class session; pacing is sensitive to most students' capabilities	<input type="checkbox"/> <i>above average</i> 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	<input checked="" type="checkbox"/> <i>exceptional</i> 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

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				allows for reflection
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Instructional Delivery

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>unsatisfactory</i>	<i>needs improvement</i>	<i>satisfactory</i>	<i>above average</i>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>unsatisfactory</i>	<i>needs improvement</i>	<i>satisfactory</i>	<i>above average</i>	<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	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	sets appropriate standards and occasionally checks for student understanding; typically provides feedback to students regarding their contributions; interactions with students are generally	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	sets high standards for student learning and routinely checks for student understanding; always provide substantive feedback to students regarding their contributions; interactions with students

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interaction among students	inappropriate and/or disrespectful interaction among students	appropriate and friendly; interaction among students is generally respectful	demonstrate positive rapport; interaction among students is always respectful	demonstrate positive rapport, mutual respect, and care for all individuals; interaction among students is always respectful
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Classroom Management

<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>
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; create situations that challenge students to think independently, creatively, or critically about the content being taught;

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				conveys genuine enthusiasm for the subject
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Comments: This was an excellent lesson, examining in some depth beat reporting and the role it plays in news coverage. That is one of the central building blocks in journalism fundamentals. Birnbaum began by asking students for examples of a beat. A dozen spoke up, and Birnbaum responded to each one, in some case expanding on some of the beats mentioned. Birnbaum did an excellent job, linking the discussion of beats to current issues in the news.

In addition to reviewing traditional news beats, Birnbaum shared his screen to show unusual beats, e.g., the Pot beat in Colorado newspapers. Why, he asked the class, did the Denver Post devote so much space to this beat. Several students responded, nothing correctly the impact of the pot business on the local economy. Birnbaum then noted that another unusual, emerging beat was covering cryptocurrency, and explained what he called "sub-beats," and how cryptocurrency coverage was part of the larger business/finance beat. He mentioned that some large news organizations have assigned reporters to beats such as disinformation and domestic terrorism.

Birnbaum then turned to what he called "topical beats" – the presidential election, within the broader politics beats; "racial reckoning," "Covid." He explained that some broad beats require team coverage – that a beat can be bigger than what one reporter can handle. In response to student questions, Birnbaum provided excellent examples of different of possible stories on the Covid beat – the victims, the front-line workers, the medicine, the research, the vaccines.

Several students asked excellent questions, and Birnbaum welcomed them and responded at length.

In addition to the main topic, Birnbaum also briefly discussed some common student errors with commas – part of frequent mini-lessons he offers on grammar. A very clear presentation; he invited student questions and there were none.

Overall, a strong lesson on an important component of the course material. A reasonably high level of student engagement, though, as is often the case for all of us, many students had the video turned off.

Observer's Signature: Joshua E. Mills

Observee's Signature: [Signature]