

CLASSROOM OBSERVATION RATING FORM

CLASSROOM & LRC FACULTY
Full-time and Adjunct

Instructor: Allen Tieri Date: 1/21/15

Course: CGI 104 Section: 001 # of Students Present: 15

Evaluator: Richard Lapidus

Instructions

For each statement, rate the performance as "Agree", "Disagree" or "Not Applicable" by placing a check in the appropriate box to the right. If the "Not Applicable" box has been checked, write an explanation below.

Course Content, Objectives, and Structure	Agree	Disagree	NA
1. Stated the purpose of this section.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Made explicit the relationship between today's session and the previous orientation session.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Arranged and discussed the content in a systematic and organized fashion as stated in the syllabus.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Assigned points for students acquiring their textbook on time. Was prepared with alternative task until all students acquire the required textbook.

Instructor's Facilitation of Teaching and Learning	Agree	Disagree	NA
1. Asked questions periodically to determine if too little information was being presented.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Presented examples to clarify difficult ideas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Explicitly stated relationships among various ideas in the session.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintained interest and attention of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Summarized the main ideas in the session.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Solved or otherwise dealt with any problems raised during the lecture or lab.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Restated what students were expecting to gain from the session.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Used class time appropriately.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Presentation Style	Agree	Disagree	NA
1. Voice could be heard easily.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Speech was neither too formal nor too casual.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Speech fillers were not distracting.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Rate of speech was neither too fast nor too slow.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Established eye contact with group.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Used language appropriate to group.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Used instructional aids to facilitate important points.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Session was interactive.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demonstrated enthusiasm for subject matter.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Used a variety of teaching methods.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Suggest a hand-out on several of the excersixes until all students acquired the text book. Also suggested a handout or

listing on the board of the keyboard short-cuts being covered. Since first observation he has added writing days objetives on the board.

Professionalism	Agree	Disagree	NA
1. Appearance was appropriate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrated command of subject matter.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Modeled professional and ethical behavior.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Seems very conforable on both sides of the desk. Lectures for 5-10 mintues followed by questions

to students relative to subject matter followed by assisting students on current exercise. Answered questions effectively as needed.

CLASSROOM OBSERVATION SUMMARY

CLASSROOM & LRC FACULTY

Full-time and Adjunct

Strengths:


Talks to students and asks questions frequently directed to them by name. Reviews last class session work before starting new exercise. Walks the class frequently in order to check student progress and assist with tasks at hand.

Areas needing improvement:

Moves quickly from clearing the software stage to work on the next demonstration. Suggested giving them some time to save the work and reset for the next exercise. Possibly talking about the next tool to be used for a few moments until all students are ready to proceed.

Showed him how to set up the keyboard short-cut CTL Key to make the cursor on screen produce a sonar ping.

Suggested for more difficult procedures to use Snag-it or Camtasia to screen capture.

Observer Richard Lapidus Date 1/21/15
Instructor Allen Tisri  Date 1/28/15

Meet with the faculty member within two weeks following the classroom observation to provide feedback to the faculty member. Completed Observation forms will be discussed with the faculty member. Classroom Observations should be completed by the 12th week of the semester.

- The signature of the instructor does not signify that the instructor agrees with the comments of the observer, only that the instructor has read this form.

Comments of Instructor:

____ Copy to Faculty Member

____ Copy to Subdivision Dean