

## II. Instructor's Behavior

1. Asked questions periodically to evaluate students' understanding.  
*Betsy did a nice job of frequently questioning students and being patient to wait for answers.*
2. Presented examples to clarify difficult ideas.
3. Explicitly stated relationships among various ideas in the session.  
*Connections were appropriately made between concepts.*
4. Maintained interest and attention of students.  
*While this was generally true, only 2-3 students participated in the discussion or asked/answered questions. Several others were inactive during the entire lecture.*
5. Presented material in a manner to foster critical thinking.
6. Reacted to student confusion with clarification of material.  
*Betsy gave appropriate responses to student questions.*
7. Effectively enhanced the material in the textbook.  
*All examples presented came directly from the textbook. I'd like to suggest bringing in your own examples rather than simply presenting to students what they can read for themselves in the textbook.*
8. Restated what students were expected to gain from the session.
9. Used class time appropriately.
10. Solved or otherwise dealt with any behavioral problems which occurred during the lecture or lab.

Yes	No	N/A
X		
X		
X		
X		
X		
	X	
X		
X		
		X

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### III. Presentation Style

1. Spoke in an easily heard and understood manner.

2. Established eye contact with the students.

3. Communicated appropriately and effectively with the students.  
*Betsy communicates very clearly with the students.*

4. Used instructional aids to facilitate important points.  
*No aids were used beyond chalk/chalkboard, but this was appropriate for the topics at hand.*

5. Encouraged student participation.

6. Demonstrated enthusiasm for teaching.  
*Betsy clearly seems to enjoy teaching and is very comfortable in her role.*

7. Used a variety of teaching methods.  
*Presentation was a traditional lecture with discussion, but this was appropriate for the course and content being taught.*

Yes	No	N/A
X		
X		
X		
	X	
X		
X		
	X	

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### IV. Professionalism—In Class

1. Appearance was appropriate.

2. Demonstrated command of subject matter.

*Strong point. Betsy clearly has a thorough knowledge of the course material.*

3. Modeled professional and ethical behavior.

4. Covered current information, practice, and/or technology.

5. Treated students with respect.

6. Exhibited a positive and encouraging attitude towards students.

*Betsy had a positive demeanor and seems to have developed a nice rapport with the students.*

7. Incorporated new methods and/or materials as appropriate.

Yes	No	N/A
<b>X</b>		
<b>X</b>		
<b>X</b>		
<b>X</b>		
<b>X</b>		
<b>X</b>		
<b>X</b>		

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### V. General Professionalism

1. Interacted with others concerning enhancement and/or improvement of teaching skills.
2. Remains current in his/her field.
3. Maintains accurate student records and files reports in a timely manner.
4. Meets scheduled classes.
5. Quality, quantity, and type of evaluation methods are appropriate.  
*Tests and quizzes cover appropriate material at a sufficient level of difficulty.*

Yes	No	N/A
		X
		X
		X
		X
X		

Comments: Items #1-4 cannot be appropriately measured by classroom observation.

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## Classroom Observation Summary

### Strengths:

- Good knowledge of course content.
- Good communication skills.
- Positive attitude and good rapport with students

### Opportunities for improvement:

- Prepare your own lecture notes rather than basing all content and example solely on what is presented in the textbook. Build your lectures around the course outline and unit objectives rather than the book.
- Try to get more students involved in class discussions rather than having 1-2 students ask and answer all of the questions. Do your best to ensure that each student is active in the learning process rather than just passively taking notes.
- Notes written on the chalkboard have a tendency to "wander" a bit. Try to keep them a bit more orderly so students can follow them more easily.

Chairperson: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: *[Signature]* Date: 5/22/08

Faculty Member: *Betsy M. Cav* Date: 29 May 2008

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

### Faculty member comments:

- I prefer to work through at least some of the examples in the text because the textbook skips steps or combines them making them hard to follow if you don't understand. They also provide a good variety of examples. These examples are typically supplemented with problems from the homework. I believe the book is there for a reason and is difficult to interpret without translation help.
- Some nights are better for student participation than others
- Chalkboard work does tend to wander and I'll work on it.

Note: A copy of this completed form is to be given to the faculty member. For full-time faculty, the original is held by the chairperson and forwarded to the dean along with the annual appraisal when that document is due. For hourly faculty, the original will be sent to the dean at the end of the quarter. Department chairpersons will keep a copy of this form in accordance with the procedure. The dean forwards the original to Human Resources.