

CLASSROOM OBSERVATION

Name of Instructor: Matthew Chmielewski
 Observed by: Elizabeth Rodrigues

Class: BI 231 Human A&P I
 Date: 11/27/18

**Please note if any component is not observed.*

	Excellent	Good	Adequate	Needs Improvement
PLANNED LESSON				
Instructor has a planned, organized lesson which shows evidence of a) goals, b) sequence, and c) connection to previous and future lessons.	4	3	2	1
PROFESSIONALISM				
Demonstrates professional manner and attitude at all times.	4	3	2	1
RESPECT FOR STUDENTS				
Instructor relates to students as adults, shows awareness of and respect for their cultural and learning style differences, and appreciates their individuality.	4	3	2	1
CLASSROOM ATMOSPHERE				
Instructor creates a supportive environment where students are relaxed and willing to make mistakes and express their opinions.	4	3	2	1
VARIETY OF TECHNIQUES & ACTIVITIES				
Instructor uses a variety of instructional techniques appropriate to the lesson and the students' needs and level (e.g. role plays, small groups work, games).	4	3	2	1
PACING				
Pacing allows time for explanations and practice but doesn't drag or cause the majority of the class to wait for a few students who work slowly.	4	3	2	1
KNOWLEDGE OF SUBJECT				
The instructor demonstrates understanding of the concepts being taught and provides accurate information to the students.	4	3	2	1
INSTRUCTIONAL EXPLANATIONS				
Instructor provides clear models and/or explanations on a level accessible to the students.	4	3	2	1
QUALITY OF VISUALS				
Instructor's visual presentations are accurate, well organized, legible, and clear (chalkboard, charts, overheads, pictures, etc.). Equipment is set up in advance.	4	3	2	1
FLEXIBILITY				
Adapts the lesson plan to accommodate student needs that arise during the class, but avoids irrelevant digressions. Takes advantage of "teachable moments" to explain or clarify important information.	4	3	2	1

	Excellent	Good	Adequate	Needs Improvement
FEEDBACK				
Instructor responds effectively to student comments and questions. The instructor knows what to correct and what to ignore, gives encouragement, and promotes self and/or peer correction.	4	3	2	1
PUNCTUALITY				
Instructor starts and ends class on time and provides breaks in accordance with department policy.	4	3	2	1
CLASS AND STUDENT MANAGEMENT				
Maintains a classroom social environment conducive to teaching and learning, discourages/responds effectively to disruptive students, demonstrates strategies for handling quiet/talkative students.	4	3	2	1
Responds to interruptions, technical and institutional problems in a calm, rational manner that focuses on resolving the difficulty.	4	3	2	1
<u>STRENGTHS</u>				
<ul style="list-style-type: none"> - Matt is approachable. Students asked him questions before class started, and he followed up to make sure their questions got answered. There was also friendly conversation taking place. - Matt lectured, using projected slides as an aid. As he lectured, Matt would pose simple review questions to the students, in order to relate the current information to previously learned information. This was a good way to make sure students were keeping up with the content. - As Matt lectured, he referred to the images to explain them. He clarified how the images related to the content and addressed their limitations. - We are lucky to have Matt serving in our Biology department! 				
<u>WEAKNESSES ... AREAS FOR IMPROVEMENT</u>				
<ul style="list-style-type: none"> - Get this instructor a laser pointer, so he doesn't have to jump to refer to the top of the image on the projection screen. ☺ 				

DEVELOPMENT PLAN

Identify the instructional areas on which to improve in order to increase teaching effectiveness. For each area listed, indicate supporting activities to achieve effectiveness.

I look forward to Matt's continued growth as an instructor.

- I look forward to seeing Matt develop his own lecture materials to support his vision of clear instruction. Publisher materials and my example materials can serve as the clay he uses to mold into personalized lecture materials.

- With continued experience and preparation time, Matt will be able to incorporate a greater variety of instructional techniques that include active learning approaches. A brief guide to active learning strategies has been made available, so he can choose option(s) to try.

FOLLOW-UP ASSESSMENT:

To be filled out by the observer and signed by the observer and instructor.

Routine, periodic observations.

Routine, periodic observations plus a follow-up meeting with a full-time instructor and/or the division dean within two terms after the observation.

Regular, periodic observations and a follow-up meeting with a full-time instructor and/or the division dean for each of the next two consecutive terms; required visits of other classrooms to observe

different instructors.

An observation each term for the next two to three terms; follow-up meetings with a full-time instructor and/or the division dean to discuss improvements that need to be made and to document progress; required classroom visits to observe different instructors an individual professional improvement plan (for example, peer mentoring).

OBSERVER'S NAME: _____ Elizabeth Rodrigues _____ DATE OF
OBSERVER'S OBSERVATION: _____ 11/27/18
SIGNATURE: _____

I HAVE READ THE ABOVE AND AM AWARE THAT IT WILL BECOME PART OF MY DEPARTMENT AND/OR PERSONNEL FILE. I ALSO UNDERTAND THAT I MAY WRITE A RESPONSE TO THIS EVALUATION FOR INCLUSION IN MY DEPARTMENT AND/OR PERSONNEL FILE.

INSTRUCTOR'S

NAME: _____ Matthew Chmielewski _____ DATE: _____

INSTRUCTOR'S

SIGNATURE: _____