

**HARPER COLLEGE ADJUNCT FACULTY  
CLASSROOM OBSERVATION FORM**

Adjunct Faculty Member: **Michael Ribant**

Observer: **Margaret (Peggy) Simpson**

Division / Department: **Math and Science/Astronomy/Geology/Physical  
Science/Physics/Engineering/Geography**

Course / Section: **GEG 111 Physical Geography**

Date / Time Observed: **Monday, February 29, 2016, 6-7 pm, J155**

### Instructional Delivery

Observables related to *instructional delivery* include, but are not limited to:

1. Instructional strategies
2. Instructional materials
3. Effectiveness of communication
4. Preparation of instructor

Excellence in *instructional delivery* is evident when the instructor:

1. uses multiple forms of instruction that generate student involvement in the learning process.
2. includes relevant materials that are presentable and foster clarity of understanding among students.
3. is clear and persuasive when communicating with students through both verbal and written means (i.e. speaks and writes clearly, makes eye contact, encourages interest).
4. demonstrates confidence in relaying information to students and uses lessons and activities that are organized.

### **Instructional Delivery Evaluation:**

Excellent XX	Proficient	Needs Improvement
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Evaluation is based only on observed instruction.

### **Comments:**

- The instructor employed instructional methods during the observed class session, which appealed to verbal and visual learners.
  - Instructional methods included individual "lab" exercise", a YouTube video on global warming from UC Berkley, and a power point presentation to aid the lecture.
  - The instructor was prepared and well-organized and showed students multiple external resources used by weather experts to demonstrate concepts being discussed.
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**Learning Assessment**

Observables related to *learning assessment* include, but are not limited to:

1. Mindfulness of student understanding
2. Methods to ensure student understanding

Excellence in *learning assessment* is evident when the instructor:

1. uses assessment techniques consistent with the nature of instructional material to monitor student understanding.
2. modifies instructional methods or delivery to improve student learning and address achievement gaps.

**Learning Assessment Evaluation:**

Excellent XX	Proficient	Needs Improvement
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Evaluation is based only on observed instruction.

**Comments:**

- The instructor was adept at providing individual students formative feedback that encouraged additional exploration of the topic being discussed.
  - The instructor employed a "voting" technique to ascertain knowledge acquisition (e.g., Show of hands, how many have....).
  - At the end of the observed class session, the instructor began administering a quiz using Scantron technology (summative assessment).
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### **Student Engagement**

Observables related to *student engagement* include, but are not limited to:

1. Use of context and relevant examples
2. Participation in the learning process
3. Awareness of multiple perspectives

Excellence in *student engagement* is evident when the instructor:

1. uses relevant, contextualized examples that promote rigor and challenge students to think critically and analytically.
2. delivers active, student-centered learning opportunities that elicit student participation.
3. provides opportunity for and shows appreciation for a diversity of student thought and opinion

### **Student Engagement Evaluation:**

Excellent XX	Proficient	Needs Improvement
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Evaluation is based only on observed instruction.

### **Comments:**

- Students answer questions when asked.
  - The instructor provided numerous geo-political linkages to the concepts being discussed so that students could understand the relevance of the topic in "the real world."
  - Students participated in the learning process, engaging in the individual "lab" problem solving exercises.
  - The instructor used relevant, contextualized examples that promote rigor and challenge students to think critically and analytically (including "Bill Nye the Science Guy")
  - The instructor delivered active, student-centered learning opportunities that elicit student participation.
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### Learning Environment Facilitation

Observables related to *learning environment facilitation* include, but are not limited to:

1. Connection between learning goals and activities
2. Clarity of instructions for learning activities
3. Student relations

Excellence in *learning environment facilitation* is evident when the instructor:

1. provides a clear and concise rationale for learning activities (i.e. teaching and learning goals).
2. uses clear and concise instructions for learning activities.
3. demonstrates an openness to identify and address students' learning needs.

### Learning Environment Facilitation Evaluation

Excellent XX	Proficient	Needs Improvement
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Evaluation is based only on observed instruction.

#### Comments:

- The instructor was facile with the instructional technologies available in the classroom, employing video, power point, lab exercises (including preparation of lab and equipment/resources needed).
- The instructor walked around the room during the "lab" exercises to work with students individually. Students appeared to accept, appreciate, and expect this.
- The instructor appeared to have clearly established routines in the classroom, to which students adhered.

## Evaluation Summary

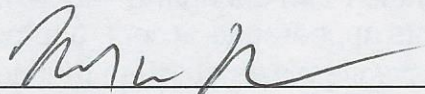
### Areas of strength:

- The instructor employed multiple instructional strategies that appealed to both visual and verbal learners.
- The instructor provided external resources (non-textbook) in his lecture and learning activities that made the concepts being discussed relevant and gave students the ability to apply knowledge.
- All required elements of the syllabus were present.

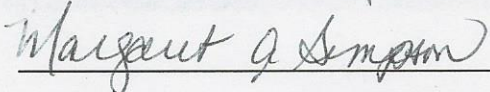
### Recommendations:

- The lesson plan provided noted activities and learning objectives; however, it did not intentionally state assessment activities to measure achievement of the class period learning objectives. A tool to promote assessment measures/activities will be provided at the follow up meeting.
- The instructor made multiple attempts to determine if students were understanding newly presented concepts, using queries such as "Everybody OK?" The instructor may wish to consider asking more specific knowledge/content questions to "test" students understanding. An "audience response" system technique will be discussed at the follow up meeting for further consideration.

I have met with and reviewed the Evaluation of Classroom Observation form and Summary with the evaluator. I understand that my signature does not indicate my agreement with the evaluation ratings or comments provided, but only indicates that I have read and discussed the contents with the evaluator. I also understand that I may attach my own comments regarding this evaluation, if I wish, without fear of reprisal. Any comments must be submitted within 14 days after receiving the evaluation from the evaluator ("days" shall mean Monday through Friday on days when credit classes are in session).

Faculty Signature 

Date 3-7-2016

Evaluator Signature 

Date 3-7-2016