THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

Teaching Evaluation for Instructional Assistants in STOR

Adapted from CCSSE "Classroom Observation Form" and FIRST IV Observation Rubric

Course: STOR 155

Topic: QQ Plots, Normal Distribution, and Distribution of Sample Mean

Instructor's Name: Thomas Keefe

Evaluator's Name: Mario Giacomazzo

Focus Areas:

I. Pedagogical Approach
   How does the instructor's approach to teaching support meaningful student learning?
II. Approach to Subject Matter Content
   How does the instructor engage students with material to be learned?
III. Instructional Techniques Employed
   Does the lesson use a balance of techniques to foster student learning?
IV. Engagement of Students in the Learning
   Are students actively and intellectually engaged with the content?
V. Monitoring Student Learning
   How do the instructor and students know that students are learning?
VI. Learning Community
   Are the instructor and students engaged in a positive, productive learning community?

Additional Information About Focus Areas:

I. Pedagogical Approach

a. Speaks clearly and writes legibly
b. Shows enthusiasm for the subject matter
c. Encourages student questions and participation
d. Gives students adequate time to respond to questions
e. Engages students with material through multiple modalities
f. Uses student groups to explore concepts, not just practice what was learned
g. Uses technological tools (web-based, PowerPoint, clickers, etc.) appropriately

II. Approach to Subject Matter

a. Explains learning objectives for the class session
b. Uses questions or activities to identify misconceptions
c. Shows how new concepts build on earlier concepts in the course or reflect larger themes in the discipline
d. Uses familiar examples to illustrate or explain concepts
e. Shows how concepts apply to "real world" situations
f. Summarizes major points at the end of the lesson

III. Instructional Techniques Employed

a. Lecture
b. Teacher-led discussion
c. Small group or paired activities
d. Teacher demonstration of procedure
e. Working on practice problems
f. Formative assessment activities

IV. Engagement of Students in the Learning

a. Makes regular use of questions and activities to engage students with material
b. Poses questions that cause students to think and not just recall
c. Notices when students are not engaged and takes action
d. High proportion of student talk vs. teacher talk
e. Students talk with each other about the material
f. Students appear to see relevance of what they are doing to what they are supposed to be learning

V. Monitoring Student Learning

a. Questions or activities provide opportunities for students to voice current understanding
b. Students prompted to explain their reasoning for their answers
c. Students receive immediate or timely constructive feedback
d. Students have opportunities to reflect on their learning
e. Instructor probes for student understanding even if they don't ask questions
f. Instructor uses a classroom response system (clicker, polling, etc.)

VI. Learning Community

a. Instructor respects and encourages student contributions
b. Students appear to be comfortable asking questions to the instructor
c. Instructor moves throughout the classroom, interacting with individual students and groups
d. When in groups, students work collaboratively to accomplish tasks
e. Students exchange ideas, listen critically, and respectfully challenge each other
f. Instructor asks students to explain ideas to each other

Review of Instructor:

Lecture was well organized and prepared. Excellent job using hand drawn visuals to illustrate abstract concepts. Everything written was easy to read and the use of color and technology makes it very easy for students to follow along. There was clear evidence of mastery of the material. You see this in Thomas's ability to answer the questions of students. Thomas encourages students to ask questions creating a very welcoming learning environment. Thomas was also able to get through a fair amount of information at a reasonable pace which helps students keep up with the material.

There were not many example problems in this lecture. These will probably come later. There are ways to use an example to motivate the ideas being taught. For example, an easy simulation can be used just to illustrate the distribution of the sample mean before this is taught. There was not any group work or moments where students were required to try something on their own. Also, I would recommend looking for opportunities to ask questions that make students think about what they are about to learn or what they learned. After the empirical rule is a great time for students to reflect on the QQ-Plot. A dataset can be constructed to illustrate that in raw data 68% of the data is not within 1 SD which would lead to evidence that the data probably doesn't come from a normal distribution.

Even though Thomas is teaching for the first time, he teaches in a way where you feel he has been doing it for a long time. He knows the material well and is excellent at communicating the material to his class.

Signature of Evaluator: ____  _____