

# Teaching Observation Form

Instructor: Michael Kelly Date: 09/13/2021

Class & section: CIS 9660 UMB Time (start – end): 6:05 —9:00 PM

Subjects covered: Overview of data mining process

Observer: Yuanfeng Cai If online course:  online only  hybrid  
 Online activity reviewed?  yes  no

## Evaluation of Teaching Effectiveness

Please evaluate the degree of teaching effectiveness displayed by the instructor during the session you observed. The examples underneath each option serve as *illustrative* examples of teaching effectiveness at each level. You do not have to observe each behavior to assign a rating in that respective category.

### Knowledge of Subject Matter

<input type="checkbox"/> <i>unsatisfactory</i>	<input type="checkbox"/> <i>needs improvement</i>	<input type="checkbox"/> <i>satisfactory</i>	<input type="checkbox"/> <i>above average</i>	X <i>exceptional</i>
displays weak knowledge of subject matter; makes frequent errors; conveys inaccuracies that contribute to making the content incomprehensible to students; does not correct student content errors	displays only basic knowledge of subject matter; sometimes demonstrates minor content inaccuracies; fails to address students' content related misconceptions	displays solid knowledge of subject matter; does not demonstrate content inaccuracies; addresses some common content-related misconceptions as they arise	displays very good knowledge of subject matter and sometimes makes connections to other parts of the discipline; addresses all of students' content-related misconceptions as they arise	displays excellent knowledge of subject matter and frequently makes connections across disciplines; links theory to applied examples; anticipates and addresses students' content-related misconceptions

### Organization of Class Session

<input type="checkbox"/> <i>unsatisfactory</i>	<input type="checkbox"/> <i>needs improvement</i>	<input type="checkbox"/> <i>satisfactory</i>	<input type="checkbox"/> <i>above average</i>	X <i>exceptional</i>
does not communicate structure or objectives of class session; instructional materials or activities are poorly designed or absent; poor time-management or punctuality, pacing significantly too fast or too slow for most students	communicates unclear structure or objectives for class session; some instructional materials or activities are not aligned with instructional goals; time allocation is unrealistic and pacing too fast or too slow for many students	communicates appropriate structure and objectives for class session; pacing is sensitive to most students' capabilities	communicates coherent structure and clear objectives for class session; provides instructional materials and activities that are aligned with objectives; pacing is sensitive to majority of students' capabilities	communicates coherent structure and clear objectives and provides direction throughout class session; instructional materials and activities are highly relevant to objectives; pacing is appropriate and allows for reflection

### Instructional Delivery

<input type="checkbox"/> <i>unsatisfactory</i>	<input type="checkbox"/> <i>needs improvement</i>	<input type="checkbox"/> <i>satisfactory</i>	X <i>above average</i>	<input type="checkbox"/> <i>exceptional</i>
lacks skills necessary to teach effectively; uses inappropriate instructional strategies; fails to adjust delivery to students' needs; oral communication is inaudible, incorrect, or otherwise inappropriate	displays only basic teaching skills; uses only one instructional strategy that is not entirely appropriate to class content; has difficulties adjusting delivery to students' needs; oral communication is sometimes not professional or appropriate, could be clearer or more effective	displays effective teaching skills; uses an instructional strategy that is appropriate to class content; occasionally adjust delivery to students' needs; oral communication is always audible and appropriate, usually effective	displays very good teaching skills; uses a range of effective instructional strategies appropriate to class content; adjusts delivery to students' needs; oral communication is always audible, appropriate, and professional, always clear and effective	displays extraordinary teaching skills; uses broad repertoire of instructional strategies that are effective and appropriate to class content, including classroom technology; anticipates students' needs in delivery of content; oral communication is expressive and clear, well-chosen vocabulary enriches communication

## Learning Environment

<input type="checkbox"/> <i>unsatisfactory</i>	<input type="checkbox"/> <i>needs improvement</i>	<input type="checkbox"/> <i>satisfactory</i>	<input checked="" type="checkbox"/> <i>above average</i>	<input checked="" type="checkbox"/> <i>exceptional</i>
shows little awareness of students' progress or understanding; interactions with students are negative, demeaning, and/or inappropriate; tolerates frequent inappropriate and/or disrespectful interaction among students	sets low standards or rarely checks for student understanding; rarely provides feedback to students regarding their contributions; some interactions with students are unprofessional; occasionally tolerates inappropriate and/or disrespectful interaction among students	sets appropriate standards and occasionally checks for student understanding; typically provides feedback to students regarding their contributions; interactions with students are generally appropriate and friendly; interaction among students is generally respectful	sets high standards for student learning and sometimes checks for student understanding; routinely provides feedback to students regarding their contribution; interaction with students are always appropriate and demonstrate positive rapport; interaction among students is always respectful	sets high standards for student learning and routinely checks for student understanding; always provides substantive feedback to students regarding their contributions; interaction with students demonstrate positive rapport, mutual respect, and care for all individuals; interaction among students is always respectful

## Classroom Management

<input type="checkbox"/> <i>unsatisfactory</i>	<input type="checkbox"/> <i>needs improvement</i>	<input type="checkbox"/> <i>satisfactory</i>	<input type="checkbox"/> <i>above average</i>	<input checked="" type="checkbox"/> <i>exceptional</i>
the majority of students display disruptive behaviors; does not monitor student behavior; does not respond appropriately to student misbehavior; loses significant proportion of class time by dealing with student misbehavior	standards of conduct are lax and a significant number of students display disruptive behavior; rarely monitors student behavior; responds inconsistently to student misbehavior; loses some proportion of class time by dealing with student misbehavior	standards of conduct appear to have been established and most students seem to follow them; monitors student behavior appropriately; responds consistently to student misbehavior	standards of conduct are clearly established and followed by the majority of students; monitors student behavior proactively; responds consistently and appropriately to student misbehavior	high and appropriate standards of conduct are being followed by nearly all students; monitors student behavior in a manner that anticipates and prevents problems; responds consistently and appropriately to student misbehavior and in doing so considers need of student and rest of class

## Student Engagement

<input type="checkbox"/> <i>unsatisfactory</i>	<input type="checkbox"/> <i>needs improvement</i>	<input type="checkbox"/> <i>satisfactory</i>	<input type="checkbox"/> <i>above average</i>	<input checked="" type="checkbox"/> <i>exceptional</i>
does not invite student interaction; does not elicit student responses to questions; conveys a negative attitude toward the content, suggesting it is not important or mandated by the curriculum	invites interaction but does not pursue the active participation of all students; discussions are limited to question and answer sessions;	stimulates active participation of many students, but not discussion among students; discussions between instructor and students go beyond clarifications	successfully engages students, also in discussions among themselves; creates situations that challenge students to think about the content being taught;	successfully engages a majority of students in discussions, frequently among themselves; creates situations that challenge students to think independently, creatively, or critically about the content being taught; conveys genuine enthusiasm for the subject

## Syllabus

The observer should request and review the syllabus for completeness (instructor's contact info, course description, learning goals, grading system, schedule of topics, attendance/ academic integrity policies, etc.).

**X Syllabus was reviewed and complete or  Suggestions for revision provided in additional comments on next page**



**Additional Comments or Feedback (a separate page may be attached):**

I observed Michael's course on 09/13. This is an in-person course. Students meet once a week from 6:05-9:00 pm. I attended the first half of the course. Class began on time. Attendance was taken in class and there were 18 students in the class.

The major topic covered in this class was an overview of data mining with three subtopics. First, Michael introduced what is statistics and machine learning. He introduced a series of terminology in this area. Second, he explained the concept of overfitting. Michael opened the website of Microsoft stock price to illustrate the concept of overfitting. The third part was a 25-min guided discussion. Michael divided all students into four groups in class. Then they read an article—"code that literally write itself" and discussed with their team members. Finally, each team selected a representative to give a two-minute presentation about their reflection.

There are several areas of strength I have observed in this class. First, the class engages students actively in discussion. Second, Michael responds to students' questions efficiently. Students can reach him via email or text. Third, Michael is passionate about the subject and prepares hand-on coding practices in class. Also, the slides are prepared nicely. As this is a small class, the class management is well and students generally follow the instructor's guidance.

I have two major suggestions after the observations: the first is about the syllabus. The dates in the syllabus that I received are a little messy and association rules should be covered in the course. The second one is about effectively checking students' understanding. Michael introduced many important terminologies in that class. Some concepts are confounding, which are not easily be differentiated. Although Michael frequently asked if students had any questions, they may not realize that they are still confused with the definition explanation. I would suggest using examples to test if students really can tell the difference. Those fundamental terminologies are important to students' future studies and careers so they should be able to tell them. Another minor suggestion: sometimes I could not hear the instructor clearly. One possible reason is that I sat on the last row of the class and was the only one. It may not be the issue for students in front rows. The instructor may consider the voice issue when there are students on the back. During the post-observation discussions, Michael sends a revised syllabus, which has addressed the mentioned issues. He also mentions that he is using DataCamp to reinforce learning and hands-on understanding and notes the voice issue.

**Post-Observation Conference**

Date: 09/22 Representatives present (if any): \_\_\_\_\_

***I have reviewed this form and any comments attached to it and understand that I may attach additional comments:***

Signature of Instructor: Michael Gao 09/22/2021

Signature of Observer: \_\_\_\_\_ Date filed with Department: \_\_\_\_\_