

D.7.1.2.Ex Exhibit A

**ALAMO COLLEGES
CLASSROOM OBSERVATION**

Name: _____ Evaluation Period From: Fall 2016 to Spring 2017
 Banner ID: _____ Department/Discipline: Speech
 Rank: Adjunct Assistant Professor Associate Professor Professor Full Time Temporary Non-Tenure Track
 Tenure: Yes No Date of Employment: _____
 SAC SPC PAC NVC NLC Dept Chair/Sup: Carolyn DeLecour



PERFORMANCE CHARACTERISTICS			
E=Exceeds Expectations: Faculty Member's performance is clearly above average. Accomplishments are significant and above the standard of the job responsibilities. M=Meets Expectations: Faculty Member's performance meets all essential job requirements. Accomplishments are in accordance with the standards of the position D=Does Not Meet Expectations: Faculty Member's performance is well below the expectation of the job and requires a specific plan of action to improve noted deficiencies.			
RESPOND IN EACH CATEGORY			
1. Organization of Subject Matter:	<u>Exceeds</u>	<u>Meets</u>	Does Not Meet
Comments: Mr. Harris identified the structure of the class for the day and what to have completed for Wednesday at the beginning of class. He provided sufficient time for students to prepare work prior to delivery. He provided verbal cues to remind students of time left on task. His classroom management style was conducive to a smooth flow of the class.			
2. Mastery of Subject Matter:	<u>Exceeds</u>	Meets	Does Not Meet
Comments: Mr. Harris used a metaphor of having a brand new phone but that a lack of connection could hinder effective communication. He spoke individually with students and groups to contextualize course content for greater understanding. Through the group projects, it was evident that Mr. Harris has effectively taught students giving them an opportunity to hear, understand, and practice through peer to peer learning.			
3. Presentation of Concepts, Ideas, and Assignments:	<u>Exceeds</u>	<u>Meets</u>	Does Not Meet
Comments: Mr. Harris used collaborative learning activities to present course content at the beginning of class which is even more vital for an early 8am class. Good low-stakes group assignment to have students complete early on in the semester. Mr. Harris identified how he will provide feedback to group presentations at the end of class via Canvas.			
4. Encouragement of Student Participation:	<u>Exceeds</u>	Meets	Does Not Meet
Comments: Mr. Harris asked student groups if they needed to setup the projector prior to the start of class to ensure the group had no technology problems. He reminded students that their cell phones could be used for information finding. He began class with an interactive group activity that involved the students leaving their seat to brainstorm communication functions on the dry erase board. He recapped ideas brainstormed by students to ensure accuracy.			
5. Interaction with Students:	<u>Exceeds</u>	Meets	Does Not Meet
Comments: Mr. Harris welcomed students as they entered the classroom and had uplifting music which is needed for an early 8am class. He referred to students by name. Mr. Harris' interactions with students demonstrated that he has developed a strong rapport with his students over the first few weeks of class. He checked in with each group to ensure they felt prepared prior to delivering group presentations.			
OVERALL APPRAISAL:			
Mr. Harris has invested time cultivating relationships with students to build a strong rapport, which is necessary to demonstrate his caring for them. He takes time to use collaborative learning activities to allow students to build connections with each other and to foster deeper learning of the material. He is organized having prepared before class and this is demonstrated through the execution of his managing the class. The design of the course for the day allowed students multiple opportunities for learning from understanding to application. Mr. Harris' class is the most engaged 8am class I have ever witnessed. Student audience members were attentive to group presentations demonstrating that Mr. Harris has demonstrated the value of listening as an audience member.			
RECOMMENDATIONS/SUGGESTIONS FOR IMPROVEMENT:			

Class syllabus clearly identifies meeting times, contact information, materials, evaluation, and other course guidelines. Under deliverables, Mr. Harris lists specific competencies that students will demonstrate using an attitudes, skills, and knowledge format. It could be helpful to cross-walk on the syllabus what assessments will be used to measure each outcome. Are all outcomes measurable, for example how do you measure student's commitment to lifelong learning and wellness?

Mr. Harris may want to include a tentative schedule of readings or assignments within the syllabus. If this information is contained within Canvas or a supplemental handout, this may be copied and pasted to the syllabus for easy reference.

Mr. Harris could remind students at the beginning of group presentations what the grading rubric for the assignment includes to ensure adherence to group assignment.

If this is not already used, he may consider the use of the college approved teamwork evaluation form for each group presentation so that each team member would have practice evaluating the participation of other team members throughout the class.

SIGNATURES	
FACULTY MEMBER 	DATE February 26, 2017
EVALUATOR 	DATE 2-21-17

D.7.1.2.Ex Exhibit A

**ALAMO COLLEGES
CLASSROOM OBSERVATION**

Name: _____ Evaluation Period From Spring 2017 To Spring 2017
 Banner ID: _____ Department/Discipline: English
 Professor Full Time Temporary Non-Tenure Track
 Instructor Assistant Professor SAC SPC PAC NVC NL
 Date of Employment: Fall 2016
 Department Chair/Supervisor: Vicente Guillot/INRW Lead Matilda Staudt

PERFORMANCE CHARACTERISTICS

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RESPOND IN EACH CATEGORY

	Exceeds	Meets		Does Not Meet
1. Organization of Subject Matter: Comments: I observed Andrew's ENGL 1301 class. Andrew began the class with writing the subject of the day on the board, which was synthesizing sources. He lectured for just about 20 minutes, writing major points of his lecture in a bulleted list for students. He had about 24 students present in the class. Most of them were attentive and copying the notes. I would just recommend that while writing on the board, Andrew not spend so much time with his back to his students. There are ways to write on the board without having one's back to the students for stretches of time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Mastery of Subject Matter: Comments: Andrew provided wonderful examples of synthesizing sources. He obviously knows his content area well. He stressed to his students to "cite as you write," so they wouldn't have a hard time documenting sources after they've completed the essay. He also explained synthesis writing in a unique fashion that I've never heard before: "Unite two sources to create a new one." I think I will use this in my classes as well. He explained to students that they need to have a clear purpose, and he stressed the importance of understanding the sources before writing a thesis statement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Presentation of Concepts, Ideas, and Assignments: Comments: Andrew did a wonderful job at soliciting students for answers to his questions. He specifically called on individual students to answer his questions. This was quite effective in creating an engaged classroom. Students were interested and participating. This also kept them on their toes because they had to be prepared in case he called on them. He also gave his students a wonderful opportunity to practice synthesizing by having them read two short articles from 2:20pm-3:15pm. Then, he asked students to try to write a thesis so that they could practice this new skill. If he gives his students direct feedback on this in-class writing assignment, that would be equally helpful for students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Encouragement of Student Participation: Comments: Andrew was able to encourage student participation by asking students about relevant or current issues that are in the mainstream media. Topics included transgender rights, immigration, and the recent presidential election. He made a couple of pop culture references such as Caitlyn Jenner and social media. He wrote their responses on the board and then improvised by writing a well-written thesis which synthesized all the students' responses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Interaction with Students: Comments: I would encourage Andrew to memorize his students' names. When he called on them, he pointed at them and said "you, can you answer this question." This is not the most effective way to build relationships with students. However, I applaud Andrew for his interaction with students. He clearly listened to their answers and responded with respect. He acknowledged their answers and directly addressed their feedback in a respectful manner.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL APPRAISAL:
 Comments/Examples Overall, Andrew has a strong grasp of his content area. He is able to deliver or explain writing concepts in new or innovation ways. He could learn his students' names and decrease the time spent with his back facing students, but he does a wonderful job

at encouraging student participation. His ability to improvise by writing a thesis that synthesized his students' responses is also quite impressive.

RECOMMENDATIONS/SUGGESTIONS FOR IMPROVEMENT:

SIGNATURES

FACULTY MEMBER

Stilda Jandt

DATE

3-8-17

EVALUATOR

[Signature]

DATE

3/8/17



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**ALAMO COLLEGES
CLASSROOM OBSERVATION**

Name: _____ Evaluation Period From _____ To **Spring 2017**
 Banner ID: **7 03** Department/Discipline: _____
 Instructor Associate Professor Assistant Professor Professor Full Time Temporary Non-Tenure Track
 Rank: _____ Tenure: Yes No Date of Employment: _____
 SAC SPC PAC NVC NLC Department Chair/Supervisor: _____

PERFORMANCE CHARACTERISTICS

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RESPOND IN EACH CATEGORY

	<u>Exceeds</u>	Meets	Does Not Meet
1. Organization of Subject Matter: Comments: Ms. Montejano's syllabus clearly organizes the material to be presented in class, and the class on Mar. 1, 2017, was well-paced and well-organized.	<u>Exceeds</u>	Meets	Does Not Meet
2. Mastery of Subject Matter: Comments: Ms. Montejano is an experienced educator, expert in the subject matter and in engaging her students.	<u>Exceeds</u>	Meets	Does Not Meet
3. Presentation of Concepts, Ideas, and Assignments: Comments: The class began with an explanation of the take-home quiz due at the next class, followed by a discussion of the short story, "Greasy Lake," an explanation of upcoming group poetry presentations, and an introduction to poetry. Ms. Montejano explained assignments and concepts clearly and thoroughly, involving students and responding to their questions. She gave vivid examples to illustrate ideas and used humor to create a relaxed classroom atmosphere.	<u>Exceeds</u>	Meets	Does Not Meet
4. Encouragement of Student Participation: Comments: All students were engaged in class activities and all volunteered ideas to class discussion.	<u>Exceeds</u>	Meets	Does Not Meet
5. Interaction with Students: Comments: It is clear that Ms. Montejano enjoys her students and that her students enjoy being in her class.	<u>Exceeds</u>	Meets	Does Not Meet

OVERALL APPRAISAL:
 Comments/Examples:
 The level of student engagement in the class I observed was truly outstanding, showing me that Ms. Montejano is skilled in creating an atmosphere that fosters learning.

RECOMMENDATIONS/SUGGESTIONS FOR IMPROVEMENT:

SIGNATURES

FACULTY MEMBER: Diana L. Montejano DATE: 03/08/17
 EVALUATOR: Ruth Ann [Signature] DATE: 3/8/17

D.7.1.2.Ex Exhibit A

**ALAMO COLLEGES
CLASSROOM OBSERVATION**

Name: Sheila Sanchez-Hatch Evaluation Period: Spring 2017; March 7, 2017
 Banner ID: Department/Discipline: English
 Instructor Associate Professor Assistant Professor Professor Full Time Temporary Non-Tenure Track
 Rank Tenure: Yes No Date of Employment:
 SAC SPC PAC NVC NLC Department Chair/Supervisor: Vicente Guillot

PERFORMANCE CHARACTERISTICS

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RESPOND IN EACH CATEGORY

	Exceeds	Meets	Does Not Meet
1. Organization of Subject Matter: Comments: Exceeds. The class began promptly. Ms. Hatch immediately moved the class into a discussion of figurative language, and then into a detailed discussion of simile and metaphor. After that, Ms. Hatch gave students the opportunity to engage in an extra credit game or self-quiz over the material. The class concluded with a discussion of the upcoming paper assignment.	Exceeds		
2. Mastery of Subject Matter: Comments: Exceeds. Ms. Hatch reviewed skills learned from previous writing assignments, specifically, the difference between similes and metaphors. She then explained that figurative language is a common tool used in social media, particularly in memes, and demonstrated with numerous examples. The students analyzed the examples and engaged in a lively discussion and debate.	Exceeds		
3. Presentation of Concepts, Ideas, and Assignments: Comments: Exceeds. See above.	Exceeds		
4. Encouragement of Student Participation: Comments: Exceeds. Seventeen students were present, and all were engaged during the discussion and activities. In addition, all students were on task while working on their papers after the initial collaborative assignment. Ms. Hatch does a wonderful job meeting students where they are and making the material relevant to their own experiences.	Exceeds		
5. Interaction with Students: Comments: Exceeds. Ms. Hatch has an excellent rapport with her students. Prior to the start of class, Ms. Hatch and her students chatted comfortably with one another. In addition, all appeared at ease during the collaborative and individual activities.	Exceeds		

OVERALL APPRAISAL:
 Comments/Examples: Exceeds. Ms. Hatch is a superb teacher. She creates an active learning environment within her classroom through positive interaction with students, mastery of subject matter, and clear presentation of materials and assignments. She is a wonderful resource for her students and an asset to the Department and the College.

RECOMMENDATIONS/SUGGESTIONS FOR IMPROVEMENT:

SIGNATURES

FACULTY MEMBER *Sheila Sanchez-Hatch* DATE *4-11-17*
 EVALUATOR *Jennifer Scheidt* DATE *4-11-17*

D.7.1.2.Ex Exhibit A

**ALAMO COLLEGES
CLASSROOM OBSERVATION**

Name: Samantha Arnold
Banner ID: 900032006

Rank: Adjunct Assistant Professor Associate Professor Professor Full Time Temporary Non-Tenure Track
 Tenure: Yes No
 SAC SPC PAC NVC NLC

Evaluation Period From: Fall 2016 to Spring 2017

Department/Discipline: Speech

Date of Employment: Fall 2016 - Spring 2017

Dept Chair Sup: Camryn DeLecour

PERFORMANCE CHARACTERISTICS			
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RESPOND IN EACH CATEGORY			
1. Organization of Subject Matter: Comments:	<u>Exceeds</u>	Meets	Does Not Meet
Ms. Arnold exhibited a clear flow of the class having a rotating slide show running prior to the class starting with information she would refer to at the beginning of class. She was aware of her time and students could differentiate the parts of the class including her initial welcoming, delivery of course content, discussion of course content, application of course content, and transition to student presentations. Visual aids were prepared ahead of time, free of error and were several to provide multiple forms of understanding.			
2. Mastery of Subject Matter: Comments:	<u>Exceeds</u>	Meets	Does Not Meet
Ms. Arnold demonstrated a mastery of course content. While delivering course content, she provided very specific historical and geographic references to contextualize information for students. She referenced her experience visiting with the Washington Mall to identify where exactly Dr. King spoke and provided a map so students can better visualize the setting of a speech. When discussing the topic of human trafficking, she referred to her own personal experience working in Japan. Her examples of Dr. King's speech, the Gellysburg address and more to distinguish ethos, pathos, and logos for students was excellent. She provided various examples to students to understand how they may employ ethos, pathos, and logos in their speeches.			
3. Presentation of Concepts, Ideas, and Assignments: Comments:	<u>Exceeds</u>	Meets	Does Not Meet
Ms. Arnold presented concepts, ideas, and assignments effectively. For example, when discussing pathos she referred to a specific student speech concerning human trafficking and illustrated the closeness of this issue by discussing the Super Bowl in Houston with the rise of human trafficking and personalized it asking students to consider their reactions if they were subject to this form of abuse. She referred to her graduate research to illustrate the extent of human trafficking happens in the U.S. often without our knowing to illustrate pathos. She clearly identified the assignment and mentioned some assignments would be low-stakes. While Ms. Arnold may have already informed students what the grading rubric would be used for upcoming speeches, it is always helpful to remind students to ensure understanding such as the number of points assessed for content, purpose, verbal communication, or nonverbal communication. The two-person speeches performed in class could have been previewed more clearly by distinguishing intrapersonal and interpersonal but was later explained as academic, personal, professional, and civic engagement communication. Upon conclusion of all student speeches, an overview of feedback was provided to all. Consider providing feedback at the end of each pair presentation. Good job referencing the purpose of this speech to reduce apprehension. Consider additional suggestions such as using a more extemporaneous style versus reading verbatim from notes. Ms. Arnold connected course content from her course to other courses such as an English concerning ethos and logos to demonstrate the multidisciplinary connectedness of what we learn. At times discussed topics such as women's voting rights, protests, and racial equality. Consider greater use of empathy building strategies such as "could you imagine growing up during this time" or "how might you have felt growing up during a time of" in order to elicit student response. Consider beginning the introduction of course content by incentivizing what's in it for them by learning the material.			
4. Encouragement of Student Participation: Comments:	Exceeds	<u>Meets</u>	Does Not Meet
Ms. Arnold posed questions to students at the beginning of class based on this day in history, asked about their speeches, and used audience-centered topics to elicit student participation. When students were unaware of an answer, she immediately encouraged them to use their resources such as their school-issued tablets to find information. Ms. Arnold tracked attendance to hold students accountable for participation. She directly answered student questions with examples to provide clarity and to allow an opportunity for students to devise an answer themselves. She demonstrated a positive demeanor.			
5. Interaction with Students:	<u>Exceeds</u>	Meets	Does Not Meet

Comments:

Ms. Arnold provided tips for lifelong learning such as how to engage in active learning for academic and professional information including how to ask questions and advocate on one's behalf if uncertain of information. Only one student seemed distracted for long periods of time on his cell phone and it might be helpful to avoid bringing attention to this student if Ms. Arnold comes closer in proximity to this student to acknowledge this behavior is unacceptable without causing a disruption in her lesson. Ms. Arnold spoke of the value of attendance encouraging students to meet with her after class to catch up on work if unable to attend class. She discussed generationally significant topics such as "memes" so that students double check the information accuracy of these when used. Ms. Arnold's compassion and rapport with her students was so clearly evident when as a student sneezed, she acknowledged the student and offered a Kleenex. This is truly an exemplary example of the student-centeredness. Ms. Arnold explained the value of being a good audience member and exhibited those behaviors as she listened to student presentations.

OVERALL APPRAISAL:

Ms. Arnold has clearly developed a positive rapport with her students, earning their trust and attention during class. She is well-prepared for class even having a running slide show with a daily communication tip to help students, opportunities for community service that she herself participates in, a today in history slide to connect other disciplines to her class, a comic strip salient to the discipline, and her educational degrees to demonstrate her ethos. In addition, she exhibits pathos through her personal examples from her lifetime, her discussion of topics that are significant to the generation she teaches, and the passion heard through her engaging voice. Ms. Arnold demonstrated proficiency with the course content providing sufficient examples and explanation to foster a deep learning for students. She provided multiple opportunities for learning both summative and formative assessments.

RECOMMENDATIONS/SUGGESTIONS FOR IMPROVEMENT:

The assessments listed in the syllabus are heavily weighted on the public speaking side while discussions account for 25% of the grade. Included in discussion questions are assessments for interpersonal communication. Consider cross-walking each course learning outcome to class assessments to ensure student learning concerning concepts such as perception, audience analysis, and interpersonal communication are measured.

Good job offering a low stakes speech assessment to help students build confidence. Consider reminding students of grading rubric for this speech or reminding students of tips such as not reading off notes verbatim, maintaining eye contact, and aiming for a more voluble speaking style.

SIGNATURES

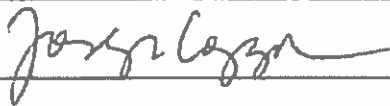
FACULTY MEMBER



DATE

2-23-17

EVALUATOR



DATE

2-21-17