

**EMCC Faculty Classroom Evaluation Form  
2021-2022**

<b>Instructor:</b> Jessie Ebie	<b>Observer:</b> Paula Livingston	<b>Date of Observation:</b> 3/1/2022
<b>Course/Section #:</b> BIO100, section 22027	<b>Course Title:</b> Biology Concepts	<b># of Students:</b>
<b>Format:</b> <input type="checkbox"/> 8-week class <input checked="" type="checkbox"/> 16-week class <input type="checkbox"/> Other:	<b>Delivery:</b> <input type="checkbox"/> Live online <input type="checkbox"/> Traditional online <input checked="" type="checkbox"/> Face-to-Face <input type="checkbox"/> Hybrid – Session Observed F2F <input type="checkbox"/> Online <input type="checkbox"/>	<b>LMS:</b> <input type="checkbox"/> Canvas course master <input type="checkbox"/> Instructor modified Canvas course master <input type="checkbox"/> Canvas course designed solely by the instructor <input type="checkbox"/> Other:
<b>Rating Scale:</b> 0=Not observed/no opinion    1=Ineffective    2=Satisfactory    3=Effective    4=Very effective		

<p><b>Criteria 1: Organization/Preparation</b></p> <p>To what extent does the instructor demonstrate attention to the preparation and organization of their course? This includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• Provides clear instructions for activities and assignments</li> <li>• Provides examples/models for activities and assignments</li> <li>• Presentation or activities are well organized</li> <li>• Uses class time effectively</li> </ul> <p><i>LMS examples/where to look for evidence:</i> course materials- are present &amp; easy to locate, syllabus, calendars, announcements, voice/video...</p> <p><b>Notes/Comments/Suggestions:</b></p> <p><b>Dr. Ebie was organized and prepared for her class. She incorporated different activities to engage with students and to deliver the concepts for the day. She was able to deliver the content in a very comfortable way and used real-world examples to help strengthen the understanding. She provided clear explanations and engaged in open-ended questions to promoted engagement with students. The class time was used very effectively.</b></p> <p><input type="checkbox"/> 0=Not observed/no opinion    <input type="checkbox"/> 1=Ineffective    <input type="checkbox"/> 2=Satisfactory    <input type="checkbox"/> 3=Effective    <input checked="" type="checkbox"/> 4=Very effective</p>
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<p><b>Criteria 2: Academic Rigor</b></p> <p>To what extent does the instructor demonstrate dedication to the academic rigor of community college instruction? This includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• Instructor demonstrates command of the subject</li> <li>• Activities and assignments are appropriate for the level of course</li> </ul>
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- Activities and assignments promote critical thinking and intellectual curiosity
- Uses a variety of sources, mediums, and technologies to promote student learning

*LMS examples/where to look for evidence:* videos, course content, assignments, discussion boards, white boards, add-ins....

**Notes/Comments/Suggestions:**

**Dr. Ebie used several strategies to engage with students and promote critical thinking. An example is when she explained the difference between genotype and phenotype and then used a real-world example of video games and the coding behind the scenes. The time in class was spent working through a case study and Jessie asked questions to promote discussion around the content. She presented the topic of evolution and then shared with students that they would look at evidence and different perspectives and then they would be allowed to develop their own conclusions.**

0=Not observed/no opinion    1=Ineffective    2=Satisfactory    3=Effective    4=Very effective

**Criteria 3: Learning Environment**

To what extent does the instructor create and maintain an environment, either in person or online, that supports student learning? This includes but is not limited to:

- Demonstrates dynamic and enthusiastic engagement with students
- Provides encouragement and substantive, constructive feedback helpful to students' learning in a timely manner
- Responds to questions in a timely manner and address student concerns
- Provides opportunities for students to interact with one another in an authentic way
- Promotes inclusiveness, reciprocal respect, willingness to listen, and patience
- Evidence of instructional techniques

*LMS examples/where to look for evidence:* welcome page, announcements, embedded voice, or video, use of LMS analytics, FAQs, boards, group activities, icebreakers, add-ins, emails, chats, peer-to-peer...

**Notes/Comments/Suggestions:**

**Dr. Ebie is an excellent faculty member that uses a variety of strategies and techniques to support student learning. She does a great job of helping students to build their confidence in the subject and their learning. She asks open-ended questions, provide constructive feedback and promotes students thinking about the content. She has worked diligently to ensure that students have access to resources and that there is clarity around the expectations. There is an environment of mutual respect and student interact with her and each other. She used discussion, case study, poll everywhere to engage with students.**

0=Not observed/no opinion    1=Ineffective    2=Satisfactory    3=Effective    4=Very effective

**Criteria 4: Assessment**

To what extent does the instructor create opportunities for assessing and evaluating student learning? This includes but is not limited to:

- Provides authentic and appropriate evaluation of student learning
- Uses assessment methods that are appropriate for course competencies/learning objectives

- Uses rubrics for grading, or provides clearly stated criteria for grading
- Communicates how course content will lead to mastery of course outcomes
- Provides learners with opportunities to track learning progress

*LMS examples/where to look for evidence:* presents assignment criteria, rubrics, use of CLOs and/or ILOs, variety of assignments, grade checks, postings, objectives present, peer-to-peer, voice/video...

**Notes/Comments/Suggestions:**

**Dr. Ebie used a variety of techniques to assess student learning. She used open-ended questions and discussions to evaluate student learning. She presented varying viewpoints, walked students through thinking about the content and how to take the content and develop conclusions. She also used technology such as poll every to assess how students were digesting the information. Jessie's flow of the class was very natural and the way that she asked questions provided deep engagement and evaluation of the learning environment.**

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**Strengths and/or best practices observed:**

**Dr. Ebie is a strong and caring faculty member who thinks deeply about ways to engage with students, promote critical thinking, and ensure deep learning is happening. The time that she takes to plan her lessons and activities is evident in her teaching.**

**Suggestions for improvement:**

**Jessie indicated that an area she would like to improve is centered on looking to branch out and gain more confidence in teaching biology concepts to non-majors at an appropriate level.**

**Action items. What needs to be done to better support this instructor?**

Evaluator Signature

*Paula Livingston*

Date 3/21/2022

I have read this report, and I am aware that my signature does not necessarily indicate that I concur with the evaluation.

Instructor Signature

*Jessie D. Ebie*

Date 3/21/2022

**Instructor response to evaluation:**