



Classroom Observation Form

Faculty Member: Fred Jordan **Course:** ENG 099-022

Date of observation: 10/13/17 **Academic semester & year:** Fall 2017

Observer: Michael Podolny

Observer's relevant experience: I have taught composition for over ten years at the college level, including developmental writing and the ALP model

What kind of class did the observer attend:

lecture group activities lab discussion

other, please explain There was also some in-class writing

Directions: The observer and faculty member will meet prior to the observation to identify criterion that applies to the presentation, review the course syllabus and any pertinent course materials.

Pre-conference date: 10/11/2017

Are required elements present in the syllabus?

Yes – the syllabus has all the required information.

How does the instructor make himself/herself available to students outside of class time?

The office hours are listed clearly on the syllabus and are scheduled both before and after class, which appears to be convenient for students.

Comments on upcoming class:

The class was to continue a discussion of education using both Rebecca Cox's book *The College Fear Factor* and Paulo Freire's *Pedagogy of the Oppressed*. Students, who are in the process of writing a paper in which they propose a solution to a problem in education, were going to discuss elements of the readings and ways to think about positive aspects of their previous educational experiences. In addition to the syllabus, Professor Jordan shared with me his assignment sheet for this paper, including a set of notes on Freire, whose text can be quite challenging. The class was to focus on using this document to build ideas toward the essay.

The observer will rate the faculty member for each of the four applicable categories:
presentation, organization, student/teacher interaction.

Not every class will incorporate all the numbered criteria.

Please use the comment space to provide feedback and/or suggestions.

Please describe the class:

The class began on time in a casual, informal manner. Since this 099 section is the second half of the 103/099 ALP pairing, the same people were in the room from the previous hour, more or less. Professor Jordan began by having casual conversations with students about what has been happening in the class, making connections to the previous hour. He then shared with the three students who were present a new reading – a NY Times article detailing recent research in education, specifically on students’ anxiety related to their use of social media, and their resulting resistance to discussion of controversial topics in class. Some students walked in a few minutes late.

With the Times article projected on the screen, Professor Jordan spent about ten minutes talking to the students informally about the 103 essay that they are working on, asking them about where they were in the process. He then spent a few minutes making some links between it and the new reading. He then assigned the students an informal in-class writing assignment, asking them to write about their favorite educational experience, favorite class, teacher, etc. As the students were preparing to write, the instructor was explicit in linking this writing topic to the class’s previous discussions of issues around education. He then spent about ten minutes in a kind of lecture/discussion hybrid in which he reminded students of some issues that may have something to do with the way subjects like history are taught. The class then used the Columbus holiday to discuss a concrete example of the way subjects are taught, political implications of teaching choices, and history in general.

After the students wrote for about five/ten minutes detailing their best/favorite class of all time, Professor Jordan went around the room and asked them to share what they wrote about. Since there were only five students in the class, all got a chance to share. Professor Jordan facilitated the discussion lightly while still letting the students speak in a way they felt important. They all were willing and in fact interested in sharing.

The class ended with the return to the Times article. Students had a lively conversation around the question of whether technology can be seen as detrimental to a productive educational environment. As the class was ending, Professor Jordan reminded the students that the article may be a useful component in their essays, and that the drafts were due the following week.

Rating Scale: Highest quality instruction is that which is rated as O (outstanding) or E (excellent). Comments are required in all boxes. Suggestions for further professional development are encouraged for all ratings but required for developing and unsatisfactory ratings.

O Outstanding: Exceptional-significantly surpasses expectations.	D Developing: Needs improvement.
E Excellent: Exceeds expectations.	U Unsatisfactory: Deficient-does not meet expectations.
S Satisfactory: Consistently meets expectations.	N Not applicable or not observed in this lesson. (This is not to be construed as a negative).

Teaching Effectiveness - Presentation	O E S D U N
1. Presents subject matter with enthusiasm.	E

2. Explains ideas with clarity.	E
3. Uses concrete/specific examples for illustration that are relevant and current.	O
4. Incorporates text and other assigned readings.	O
5. Incorporates relevant activities/demonstrations/visual aids into lab, studio, clinical or classroom presentation.	O
6. Uses appropriate technology to support classroom activities/instruction.	E
7. Uses a variety of teaching strategies to respond to students' diverse learning styles.	E
8. Effectively manages class discussion.	E
9. Communicates effectively.	E
<p>Observer's comments on presentation – strengths or areas for continued development</p> <p>The instructor did an outstanding job of linking current events and students' experiences into the classroom presentation. The students' comfort in discussion and their own interest is a testament to that ability. I did feel that while the discussion was managed well, perhaps at times its pace was too relaxed: in other words, I wondered if the students had a clear sense all the time of how these topics were relevant to Freire and their essay topic. Perhaps follow-up questions inviting students to analyze their experiences and reminders linking these experiences to the assignment would be helpful.</p>	

Teaching Effectiveness - Organization	O E S D U N
1. Is prepared, organized and on time for class.	O
2. Clearly introduces and states the objectives of the class presentation.	E
3. Material is organized and easy to follow.	E
4. Provides syllabus and course materials that are clear and organized.	O
5. Clearly emphasizes major points.	S
<p>Observer's comments on organization – strengths or areas for continued development: It was very clear from the beginning that Professor Jordan had a clear plan. Documents were cued up on the computer, and he navigated easily between different ideas, essays, and topics. As mentioned in the previous section, perhaps a stronger emphasis on the major points of the writing assignment, the reading, and the discussions. Overall, this was a clearly structured class with a relaxed, easygoing attitude that seemed to work well for the students who were present.</p>	

Student – Teacher Interaction	O E S D U N
1. Interacts with students in a professional manner.	O
2. Formulates questions to assess students' understanding of the material.	S
3. Allows sufficient wait time when questions are posed.	O
4. Solicits questions or discussion about ideas presented in class.	O
5. Facilitates inclusive class discussion, welcoming diverse perspectives, ideas and experiences.	O
6. Answers students' questions with clarity.	E
7. Effectively manages undesirable student behavior such as tardiness or disruptiveness.	E
8. Paces presentation to maintain students' attention and allow students time to process information.	E
9. Is responsive to student cues (boredom or confusion.)	S
10. Has a good rapport with students with a mutual sense of respect.	O
11. Knows and uses students' names.	S
12. Monitors and facilitates student productivity in small group or independent work.	E
13. Gives appropriate directions if students are working in small groups or independent work.	E
<p>Observer's comments on student – teacher interaction – strengths or areas for continued development: Professor Jordan has clearly established outstanding rapport with his students. They are comfortable in the classroom, feel like they can share, and are open to discussions. While he didn't use the students' names, he clearly knew them, which I gathered from his knowledge of their personal stories and previous things that they had brought up in discussion. When one student came in late, Professor Jordan effectively incorporated her into</p>	

the activities of the class right away. In terms of things to work on – as I mentioned in a previous section, I think that the class discussion could have been more pointed toward the writing assignment by more direct questions. The questions that were asked were excellent; I just felt there could have been more of them to link all activities to the larger goals of the class.

<i>Mastery of Subject Matter</i>	O E S D U N
1. Demonstrates current knowledge of the discipline and subject area.	O
2. Incorporates challenging, thought-provoking ideas/subject matter.	E
3. Promotes critical thinking and problem solving skills.	E
4. Provides alternative approaches or different points of view objectively.	E
<p>Observer's comments on mastery of subject matter – strengths or areas for continued development:</p> <p>At some point during the class, Professor Jordan mentioned his love of history. His passion for it, as well as current events, created a really exciting atmosphere in the classroom. One suggestion I could make is to make sure that these ideas and knowledge could be connected more to writing throughout the entire class.</p>	

Overall Performance Comments (please identify additional strengths and areas for continued development):

This was an excellent class – Professor Jordan was clearly able to make it interesting and productive for the students.

Recommendations for Professional Development:

None at this time.

Post Conference Date 10/20/2017

Comments of the observer:

Comments of the faculty member:

10/20/2017

Faculty Member Signature

Date

(signature indicates receipt of the form rather than agreement)

10/20/2017

Observer Signature

Date

Additional Comments and/or Rebuttal should be attached to the form.