

Instructor's Name: Kelsey Hampte
 Evaluator: Tamah Morant
 Observation Date & Time: Fri 2/15 10:15-11:05
 Course: EC 205 L

General Evaluation Form

Evaluator Instructions: During your observation (minimum duration of 45-60 minutes), please address as many of the following teaching behaviors as possible. If a particular behavior is not addressed during your observation time, circle "N/O" (not observed). If the instructor performs above average for any behavior, circle "excellent." Performs well, but is not above average, circle "good." Does not show the appropriate characteristics of a behavior or performs poorly, circle "N/I" (needs improvement). A follow-up meeting with the instructor should be no later than one week from observation date.

Circle One: First OR second evaluation

Professionalism

•Starts promptly and is prepared	<u>Excellent</u>	Good	N/I	N/O
•Appears concerned about students' learning	<u>Excellent</u>	Good	N/I	N/O

General Comments:

Teaching Skills & Aptitude

•Clear introduction (gains attention, interest)	<u>Excellent</u>	Good	N/I	N/O
•Transitions between and within topics are clear	<u>Excellent</u>	Good	N/I	N/O
•Maintains student interest and involvement	Excellent	<u>Good</u>	N/I	N/O
•Answers student questions professionally and concisely	Excellent	Good	N/I	<u>N/O</u>
•Voice is clear, pleasant and audible. Are there any problems? (Circle all that apply.) None, too soft, too loud, too fast, too slow, mumbles, excessive use of poor grammar, too many filler words ("um," "ah"), sexist/racist comments or questionable humor.	Excellent	<u>Good</u>	N/I	N/O
•Writes clearly	Excellent	<u>Good</u>	N/I	N/O
•Understands background material	<u>Excellent</u>	Good	N/I	N/O
•Is able to flex when there are difficulties (computer technology, instruments, equipment, etc.)	Excellent	Good	N/I	<u>N/O</u>
•Clear Summation (regrouping and summarizing of key points)	Excellent	<u>Good</u>	N/I	N/O

General Comments:
 The presentation of material was clear and interesting. It is obvious that you are comfortable with the material and being in front of the classroom. Students appeared engaged and receptive. Some points/areas that could be improved upon: I noticed that the feedback when you sought their input wasn't as enthusiastic as you might have liked. You can always restructure questions so if they didn't respond to "what should we produce?" which is rather open-ended, consider "what's the last item you purchased?" Or "what was your favorite toy when you were a child?" These questions will bring an immediate image

Instructor's Name:
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Attitude & Classroom Management	
•Is enthusiastic	Excellent <u>Good</u> N/I N/O
•Takes appropriate actions against negative student behavior	Excellent Good N/I <u>N/O</u>
•Treats students fairly	Excellent Good N/I <u>N/O</u>
•Provides positive reinforcement for student effort	Excellent <u>Good</u> N/I N/O
•Movement around the classroom is balanced. Are there any problems? (Circle all that apply.) None, spends too much time with only one group/student, exhibits an odd pattern of circulating around the room when talking, e.g., only circles around one or two tables, paces uncomfortably while talking	Excellent <u>Good</u> N/I N/O
General Comments:	

to mind. I do like that you worked to involve them in the process - I'd encourage you to formalize that process more. A good + quick "think-pair-share" of in which you ask them to list all the components necessary to make an item, then have them share that list would get them a little more invested. Excellent use of the skeleton notes that allowed them to fill in definitions and thus create their own study guide. It's always more effective when they write their own study materials. I love the youtube clip - I use it as well! Overall, ~~so~~ very well done.

Certificate of Accomplishment in Teaching Program
Classroom Observation Form – Option 1

CoAT Participant's Name: Kelsey Hample
Course observed: EC 205L
Date of observation: 2/15/13
Time of class: 10:15-11:05
Observed by: Tamah Morant

REFLECTION QUESTIONS for the CoAT PARTICIPANT

Complete this section *after* your class has been observed and you have met with your observer. Attach your comments to this observation form.

1. What did you feel went well in this class session?

I think this session went very well. After teaching 3 sections back to back (this was my third of the day) I am able to refine my description of concepts.

2. What would you like to change about this class session if you had to teach it again?

I would incorporate more individual or small group work. I just asked the whole class for suggestions and answers, but I think more people could have participated if I broke the students into small groups or had each student write down an answer/suggestion.

3. In the light of the observer's comments, what aspects of your teaching approach will you look at changing in the future? How will you do this?

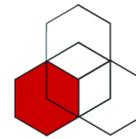
I will continue creating skeleton notes for the students.

When I don't get a response from students, I will try a different questioning approach, for instance, a more specific or concrete question.

I will also try to save some energy for my last class and write more clearly.

4. What have you found useful/not so useful about the observation process?

This observation has been very helpful. It confirmed some of my teaching techniques and has given me specific things to improve. It is great to get feedback from someone who has been in front of the white board in addition to feedback I get from students.



**Certificate of Accomplishment in Teaching Program
Classroom Observation Form – Option 2**

CoAT Participant’s Name: Kelsey Hample
 Course observed: EC 202
 Date of observation: 11/4/13
 Time of class: 9:10-10:00a
 Observed by: Tamah Morant

	Needs Improvement	Satisfactory	Well Done	Not Observed
Introduction: The lesson was introduced in an interesting and effective way, and the goal or purpose of the lesson was clear.			XX	
Level/Audience: The lesson was presented at an appropriate level for the intended audience. The instructor seemed to know his/her audience.			XX	
Content: The content was developed in an organized manner, emphasizing important points. Examples or applications helped students relate material to familiar concepts.			XX	
Purpose of learning activities: The learning activities had an appropriate place in the lesson, and the purpose of each activity was clear.		XX		
Student participation: The instructor effectively involved the students in the lesson.		XX		
Climate: The instructor established a positive climate of approachability, setting an appropriate tone for the instructor-student relationship.			XX	
Enthusiasm: The instructor showed enthusiasm for the subject and introduced interesting aspects of the content.			XX	
Questions: The instructor checked for student understanding and invited student questions. When questions were asked, the instructor responded clearly.		XX		
Visual aids: The instructor used visuals effectively. Visuals may include the board, handouts, PowerPoint presentations, content projected on a screen, etc.			XX	
Time management: The pace of the lesson was appropriate, and the instructor managed the time well and brought the lesson to a logical conclusion.			XX	

For the OBSERVER: Please answer the three discussion questions on the next page.

QUESTIONS for the OBSERVER:

1. What were the strengths of this lesson?

The lesson was delivered in a clear, direct fashion. The instructor did a great job reminding students of how past sessions tied into this one and of encouraging them to apply the previously learned skills to this new material (i.e. curves shift in exactly the same fashion as when we studied aggregate demand...). Additionally, you did a good job wrapping up and letting students know how today's session would relate to the material in the next session.

The instructor introduced the material with an interesting video and then referred to the video while presenting the material.

I particularly liked your skeleton notes. They are a good, simple way to involve students and make sure they're focused on the lesson. The student doesn't have to transcribe all the material from the board or the PowerPoint, thereby allowing them to take more time to digest the material you're presenting. At the same time, they can't completely veg out because they need to include the important bits on the handout.

I like your questioning technique; you seem comfortable with silence in the classroom as the students process the question and arrive at the solution.

2. What suggestions do you recommend for this instructor? Overall the class I observed was interesting and the material was well-presented. The overt participation of the students was a little low, but I suspect that was due to the nature of this particular presentation which was largely definitional. In such a case, the skeleton notes were an excellent choice to keep the students engaged. I also noted that you prepared them for the next lesson which would include a lot of group work. It was clear that they were accustomed to this and were open to these teaching methods.
3. Are there any additional comments you would like to share with the instructor?

REFLECTION QUESTIONS for the CoAT PARTICIPANT

Complete this section *after* your class has been observed. Attach your comments to this form and submit online. If possible, it is best to meet with your observer to discuss this observation experience before completing the questions.

1. What did you feel went well in this class session?

The lecture went well. It was a lecture building up to a full class period dedicated to a worksheet, so there were a lot of definitions and basic stuff to cover. This made student participation harder.

2. What would you like to change about this class session if you had to teach it again?

It would be nice to assign the reading in advance (or give a copy of definition and basics) in advance. I could start the class with a pop quiz to make sure everyone is on the same page, and then have more of a group discussion about the specifics.

3. In the light of the observer's comments, what aspects of your teaching approach will you look at changing in the future? How will you do this?

I would like to change lectures like these to be more interactive. Even though it is mostly of list of definitions, I would like to be able to create exercises for students so that they can really examine every aspect of each definition rather than just getting a general idea. When possible, I will design lectures so that any one class period is not devoted to definitions and basic information.

4. What have you found useful/not so useful about the observation process?

I think I did a good job lecturing about a difficult topic, so the feedback was not very specific. It would have been better to schedule an observation for a slightly more active or typical class (most lectures involve many moving parts).

I do appreciate positive feedback on the skeleton notes, which I have been a little wary of.