

## Teaching Observation Form

You're welcome to use either this form or your own form for teaching observations. You're encouraged to share observation notes with the person being observed and to also have a short conversation about what you observed. While we encourage you to share observation notes with the FYC directors, you are not required to share notes beyond the person being observed. That said, please do keep in mind that teachers being observed may want to share observation notes with others to get feedback on how to improve.

### How This Form is Intended to Be Used

Below are several areas for you to consider when observing a class. We encourage you to read these in advance and keep them in mind as you do your observation.

On page 4, there is space for you to take general notes. We suggest simply noting what you are seeing minute-by-minute as you observe and return to offer praise and suggestions later.

After the class is completed, please return to page 3 to answer the general questions about what you think went well and what needs improvement. We encourage you to offer *both* praise and areas to improve. Please be kind and generous in your responses. Consider page 3 the "main" observation response space.

### Possible Points of Focus

#### Use of Classroom Space and Time

- Is the teacher prepared at the beginning of class?
- Is class time used efficiently?
- Where is the teacher at the beginning of class? How do they move around the space?
- Does the teacher tend to stay in certain areas or look to certain areas of the room? Are any areas being overlooked?
- How does the teacher use class affordances, such as the whiteboard, computer, and/or projector?
- Are students able to get into groups and/or complete solo activities effectively?
- Is enough time given for each activity? Is too much time given for any activity?
- How does the teacher transition between activities? Does this happen efficiently and are activities connected?

#### Class and Lesson Design

- Does the teacher relate class activities to past and/or future activities?
- Does the teacher relate class activities to larger class projects, such as major writing projects or reflections?
- Does the teacher provide examples to demonstrate points?
- Are class activities planned in such a way that they relate to one another?
- Do students seem to understand how to do class activities?
- Are activities building toward pedagogical goals for the day?

- Are goals and time-frames for each activity communicated to students?
- Are activities varied in type (e.g. lecture vs. group work) and scope (large class discussions, group discussions, and pairs)?
- Does the teacher remind students of what's being accomplished, what students are working toward, and what assignments are coming up?
- Do students reflect on applications of what they've learned?

### **Student Interactions**

- Do students seem engaged with class activities? How is participation encouraged, especially from distracted students?
- Does the teacher refer to students by name?
- How often and in what ways does the teacher interact with students?
- How do students interact with the teacher (raised hands, blurting, only when directly called upon)?
- What behavior issues have you noticed (late students, heads down, distracted students, etc.)? How were these issues handled?
- Does the teacher react positively to student questions?
- Does the teacher encourage interaction by respecting (even off topic) answers?
- Does the teacher offer multiple ways of engagement that may go beyond speaking in front of the whole class?
- Does the classroom feel welcoming and inclusive for all students?

## Class Information

Instructor Observed: Karen Kaiser Lee

Name of Observer: Ryan Shepherd

Class Observed: ENGL 103

Observation Date: November 9, 2023

Number of Students in Attendance:

## Written Evaluations

1. What are two to three activities and classroom practices that you think the teacher did particularly well? What about them was effective?

Going over the materials with examples seemed to go well. I think the examples on the proposal and contract are helpful. I also think the Kahoot quiz went well. This seemed to be fun for the students, was team-building, and helped them review some stuff. Good multi-purpose activity.

Students also seemed to be using class time to genuinely do the work. Seems like the class culture was set up well to encourage this, so that's definitely a good point. They got right to it, in fact.

2. What is at least one activity or classroom practice that prompted you to reflect on your own teaching practice? In other words, what is something you observed today that you might modify or borrow?

Like I said above, the Kahoot quiz was doing several things at once, so I think that's the thing I'd be most likely to steal. It worked well.

3. What are two to three things you would suggest the teacher work on? How would you approach these areas differently?

We can chat more about the student who came in late if it'll be helpful.

I might encourage more check-ins with groups just to see how things are going. Specifics like specific assigned tasks and specific means of communication might be helpful. You cycled around toward the end, which seemed helpful. I have a feeling some of these things might be happening, but they're just not visible to me.

Small one, but I suggest leaving more time when asking for questions (or even requiring questions). No one asked any in full-class discussions.

## Detailed Teaching Observation Notes

Please take detailed notes on what's happening in class and how you think it's going. Note changes in teaching modality and student reactions to materials and activities. Add additional pages as needed.

9:25: I entered the class. Karrie was already there as were 6 students. 2 more came in soon after I arrived, and Karrie welcomed them. Generally folks were pretty quiet, but they started talking a bit before class started.

9:26: Another student came in (9). A few students chatting. Karrie started to write something on the whiteboard: Proposal and Contract.

9:28: Karrie said they'd get started in a few minutes. She reminded folks that they'd use Kahoot soon. She encouraged folks to brush up on materials and told them there were prizes. Another student came in (10).

9:29: Several students are chatting now. Another student came in (11).

9:31: Another student came in (12). Karrie reminded folks of the day's activities as they came in.

9:32: Karrie pulled up stuff on the projector. Another student came in (13). She got class started and introduced me.

9:33: Karrie started by showing folks the group contract form.

9:34: Another student came in (14). Karrie went over the contract more, showing examples.

9:35: Another student came in (15). Karrie continued to discuss the document.

9:36: More specific examples from the contract shown for each part of the document. Most students were paying attention, it seemed. A couple doing other things but not a ton.

9:37: Consequences for not meeting expectations shown. Examples of what they'd do if something goes wrong.

9:38: Karrie asked if there were any questions. No one asked any. She encouraged folks to email if there were any questions.

9:39: Karrie began going over proposal as well. Assignment pulled up on projector.

9:40: Karrie asked for questions again. No one asked any. She mentioned that folks were already put into groups. She mentioned that groups could merge or shift still.

9:41: Karrie asked folks to get with their groups. They were going to do a Kahoot quiz as a group.

9:41: People in groups and chatting.

9:43: Kahoot pulled up. People got ready to go.

9:45: Quiz started. Students seemed to be having fun with it.

9:49: Quiz continues. Groups chatting, and all seem to be involved.

9:51: Quiz continues. Seems to be going fine. Another student comes in (16).

9:55: Quiz continues. Still going okay.

9:57: Quiz ended. Karrie gave out candy to the winners.

9:58: 15-20 minutes of drafting of contracts and proposals started.

10:00: Just a note that the last person to come in didn't join a group yet. She's sitting off on her own doing nothing. Karrie pulled up some music as the groups worked. Student raised her hand and Karrie went to chat with her. I didn't hear what was said.

10:01: Students did seem to be working on stuff they should be.

10:03: The late student was trying to figure out what group she was in. Other students still working, it seemed.

10:05: Discussion with student about trying to join a student continues.

10:09: Students still working. Karrie talked with unaffiliated student. Seemed that student had a health issue.

10:11: Students still working on stuff.

10:19: Karrie ended conversation with late student, and that student left. She cycled to other groups a bit. One person had no other members of her group present.

10:20: Karrie continued to cycle and chat with groups.

10:26: Groups still working. They do seem to be doing stuff, though. Karrie still cycling.

10:27: Karrie called groups back together. She reminded them to use the actual form in Blackboard. Karrie asked for questions.

10:28: Reminded folks again what was due on Monday.

10:30: Karrie took attendance. Seemed like people used this as a cue to pack up.

10:31: Karrie said people could stay and work or ask questions or they could leave. Most folks left immediately. A few grabbed some more candy on the way out

10:33: People said bye on the way out. All students left by this time.