

Instructor Observed: John Belanger	Observing Faculty: Andrew Biaglow
Time: 10:35 – 11:50	Course/Subject: CH102 Lesson 12
Date: 16 February 2023	Number of Cadets: 13 (1 absent)
Students Were: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Working independently at their desks <input checked="" type="checkbox"/> Working in small, cooperative groups <input type="checkbox"/> Making a presentation <input checked="" type="checkbox"/> Listening to a lecture <input type="checkbox"/> Viewing a film <input type="checkbox"/> Taking a test <input checked="" type="checkbox"/> Other: Working board problems 	
Instructor was: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lecturing <input checked="" type="checkbox"/> Facilitating a question-and-answer sequence <input type="checkbox"/> Demonstrating a concept <input checked="" type="checkbox"/> Introducing a new concept <input checked="" type="checkbox"/> Reviewing for a test <input checked="" type="checkbox"/> Other: Interacting with cadets during board problems 	
Assessment: Technical Mastery (0-3): 3 Presentation Style (0-3): 3 Classroom Decorum and Control (0-3): 3	
Comments: <p>Excellent demeanor and style working with cadets. John really got cadets to participate in class. I did not observe any cadets who were not engaged. Very organized classroom and good use of technology. W.C. Fields video at start of class was great attention getter. Corrected cadets in a pleasant, professional manner. Some of the ions were perhaps too structurally complex for this lesson, but this was not John's fault. Cadets did not seem to know the name of the "water hydrolysis" reactions (e.g., base hydrolysis, autohydrolysis, etc.). Recommend using technology to build a hybrid demo for this lesson. It would be easy to take pictures of color indicators and show what happens to acidity and basicity with some of these reactions. This could also be a way to introduce the pH meter and a "black box" that gives the pH.</p>	
Received by: BELANGER.JOHN. ROBERT.12488913 58	Date: Digitally signed by BELANGER.JOHN.ROBERT.124 8891358 Date: 2023.03.15 14:51:53 -04'00' 15 March 2023 (met for verbal discussion on 16 February)

Addition Questions and Prompts for Discussion:

- Did the instructor state the learning objectives?
- Did the instructor provide context (show a link between the students' past experiences and the current objectives)?
- What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc. **Lecturing, demo problems, board problems**
- What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc. **Listening, asking lots of questions, solving problems**
- Did the activities cover a range of learning modes? **Yes, with lecture and problems.**
- Did the instructor assess learning during the lesson, either formally or informally?
- If so, did the instructor adjust teaching style as a result? **Yes, during boards and homework check, but adjustment of style was not observed.**
- Did the instructor use any guided practice activities to practice the new skills or apply the new concepts? **Board and demo problems.**
- Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own? **Homework problems, checked in class.**
- Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort? **Cadets were very attentive.**
- Were the cadets well-behaved? If not, how did the instructor respond? **Cadets were very well-behaved.**

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

Instructor Observed: <i>Dr. Braclow</i>	Observing Faculty: <i>LTC CowART</i>
Time: <i>D-Hour (1055)</i>	Course/Subject: <i>CH402 - Senior Design</i>
Date: <i>22 FEB 2023</i>	Number of Cadets: <i>6-7</i>
Students Were:	
<input checked="" type="checkbox"/> Working independently at their desks <input type="checkbox"/> Working in small, cooperative groups <input type="checkbox"/> Making a presentation <input checked="" type="checkbox"/> Listening to a lecture <input type="checkbox"/> Viewing a film <input type="checkbox"/> Taking a test <input checked="" type="checkbox"/> Other: <i>WORKING AN IN-CLASS PROBLEM</i>	
Instructor was:	
<input checked="" type="checkbox"/> Lecturing <input type="checkbox"/> Facilitating a question-and-answer sequence <input checked="" type="checkbox"/> Demonstrating a concept <i>→ Numerical solution use CPI use.</i> <input checked="" type="checkbox"/> Introducing a new concept <input type="checkbox"/> Reviewing for a test <input checked="" type="checkbox"/> Other: <i>works on in-class problem.</i>	
Assessment:	
Technical Mastery (0-3): Presentation Style (0-3): Classroom Decorum and Control (0-3):	<i>} clear, concise communication of material. Cadets fully involved in course material.</i>
Comments:	
<ul style="list-style-type: none"> - shifted on-the-fly to an in-class pattern that highlighted the learning objectives. - Supplied a "starting point" Excel spreadsheet for cost estimation. - Working problem-set problems in class. - Worded questions several different ways to increase involvement. - Developed road map for economic analysis of a plant. <ul style="list-style-type: none"> - Great questions from cadets. 	
Received by:	Date: <i>22 FEB 2023</i>

Addition Questions and Prompts for Discussion:

- Did the instructor state the learning objectives? - *Displayed at start of class*
- Did the instructor provide context (show a link between the students' past experiences and the current objectives)? *Discussion of stakeholders / benefits.*
- What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc. *Simultaneous UMA solution to problem w/ cadets.*
- What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc.
- Did the activities cover a range of learning modes? YES.
- Did the instructor assess learning during the lesson, either formally or informally? *→ asked probing questions*
- If so, did the instructor adjust teaching style as a result?
- Did the instructor use any guided practice activities to practice the new skills or apply the new concepts? *→ worked PS problems w/ cadets.*
- Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own? *In-class problem.*
- Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort? *Yes, working problems together helps.*
- Were the cadets well-behaved? If not, how did the instructor respond?
Cheat firsties!

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

Instructor Observed: MAJ Bowers	Observing Faculty: LTC COWART
Time: EI HOUR 1410	Course/Subject: CH101 - GEN CHEM I
Date: 13 FEB 23	Number of Cadets: 15
Students Were:	
<input checked="" type="checkbox"/> Working independently at their desks <input checked="" type="checkbox"/> Working in small, cooperative groups <input type="checkbox"/> Making a presentation <input checked="" type="checkbox"/> Listening to a lecture <input type="checkbox"/> Viewing a film <input type="checkbox"/> Taking a test <input type="checkbox"/> Other:	Taking notes Molecular formula problem. - bond problem.
Instructor was:	
<input checked="" type="checkbox"/> Lecturing <input checked="" type="checkbox"/> Facilitating a question-and-answer sequence <input checked="" type="checkbox"/> Demonstrating a concept → Autotome. <input checked="" type="checkbox"/> Introducing a new concept → Etl <input type="checkbox"/> Reviewing for a test <input checked="" type="checkbox"/> Other: Reviewing past concepts.	
Assessment:	
Technical Mastery (0-3): Nice job → kept it to the level of gen. chem.	
Presentation Style (0-3): Easy to understand → easy to follow/read boards/slides	
Classroom Decorum and Control (0-3): EXCELLENT. Keeps cadets engaged in discussion.	
Comments:	
<ul style="list-style-type: none"> - Update SIS and course schedule in Visitor's Book. (From M26) - Excellent section warmer → talk to could about this. - Nice coverage of upcoming lessons/events. - Good job getting cadets to POC → keep doing that. - Good job keeping the Etl/polarity discussion about relative Polarity Energy. - Good discussion of cut-offs for covalent vs. ionic w/r/t δ & δ. - Good figure in textbook showing polarity w/r/t e^- density. - GREAT QUESTION! : WHY DO WE CARE ABOUT THIS? - Excellent demo!! 	
Received by:	Date:

Addition Questions and Prompts for Discussion:

- Did the instructor state the learning objectives?
- Did the instructor provide context (show a link between the students' past experiences and the current objectives)? *Constantly. Keeps their recent lessons fresh.*
- What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc.
- What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc.
- Did the activities cover a range of learning modes? *LECTURE DISCUSSION DEMO GROUP PROBLEM*
- Did the instructor assess learning during the lesson, either formally or informally?
- If so, did the instructor adjust teaching style as a result?
- Did the instructor use any guided practice activities to practice the new skills or apply the new concepts? *Discussion of SEN and bond polarity*
- Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own?
- Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort? *One of the more active classes I've seen.*
- Were the cadets well-behaved? If not, how did the instructor respond? *Good groups of cadets.*

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

- A couple decent figures from text that highlight some of the concepts that the cadets had questions about.
- Maybe just a little more time for the group problem.

Instructor Observed: COL John F. Burpo	Observing Faculty: Dr. Simuck F. Yuk
Time: 07:40 to 08:55	Course/Subject: CH300 Biomedical Engineering
Date: 02/14/23	Number of Cadets: 17
Students Were:	
<input checked="" type="checkbox"/> Working independently at their desks <input type="checkbox"/> Working in small, cooperative groups <input type="checkbox"/> Making a presentation <input checked="" type="checkbox"/> Listening to a lecture <input type="checkbox"/> Viewing a film <input type="checkbox"/> Taking a test <input type="checkbox"/> Other:	
Instructor was:	
<input checked="" type="checkbox"/> Lecturing <input checked="" type="checkbox"/> Facilitating a question-and-answer sequence <input checked="" type="checkbox"/> Demonstrating a concept <input checked="" type="checkbox"/> Introducing a new concept <input type="checkbox"/> Reviewing for a test <input type="checkbox"/> Other:	
Assessment:	
Technical Mastery (0-3): 3 Presentation Style (0-3): 3 Classroom Decorum and Control (0-3): 3	
Comments:	
COL Burpo coupled the beginning music to the main concepts introduced in the class, which drew cadets' attention. Also, the comment from one of graduates was used to reinforce the importance of bioengineering courses at West Point. The admin was given to let cadets know about the upcoming WPR, also informing that the type of questions they can expect from WPR. During the lesson, the cadets were first introduced the concept and components of viruses. Thermodynamic perspectives were given to show why viruses are interacting with the cells. Phage pathways were shown to describe how viruses are replicated (purpose of viruses). Overall, many of CH102 concepts were reintroduced to cadets since these concepts are essential to understand the complex biological phenomenon.	
Received by: BURPO.FRED.JOH N.1087644088	Date: 02/14/23 <small>Digital signature: BURPO.FRED.JOH.N.1087644088 Date: 2023.02.14 13:34:26 -05'00'</small>

Addition Questions and Prompts for Discussion:

- Did the instructor state the learning objectives?
- Did the instructor provide context (show a link between the students' past experiences and the current objectives)?
- What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc.
- What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc.
- Did the activities cover a range of learning modes?
- Did the instructor assess learning during the lesson, either formally or informally?
- If so, did the instructor adjust teaching style as a result?
- Did the instructor use any guided practice activities to practice the new skills or apply the new concepts?
- Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own?
- Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort?
- Were the cadets well-behaved? If not, how did the instructor respond?

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

Instructor Observed: COL John F. Burpo	Observing Faculty: Dr. Simuck F. Yuk
Time: 10:35 to 11:50	Course/Subject: CH450 Bioengineering Modelling, Analysis, & Design
Date: 02/14/23	Number of Cadets: 6
Students Were: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Working independently at their desks <input checked="" type="checkbox"/> Working in small, cooperative groups <input type="checkbox"/> Making a presentation <input checked="" type="checkbox"/> Listening to a lecture <input type="checkbox"/> Viewing a film <input type="checkbox"/> Taking a test <input type="checkbox"/> Other: 	
Instructor was: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lecturing <input checked="" type="checkbox"/> Facilitating a question-and-answer sequence <input checked="" type="checkbox"/> Demonstrating a concept <input checked="" type="checkbox"/> Introducing a new concept <input type="checkbox"/> Reviewing for a test <input type="checkbox"/> Other: 	
Assessment: Technical Mastery (0-3): 3 Presentation Style (0-3): 3 Classroom Decorum and Control (0-3): 3	
Comments: <p>CH450 is discussion-based course where cadets can interact with the instructor freely and discuss about the learning objectives on their own. Admin was given at the beginning of the course to give the overall direction of course. The modelling problem was introduced, so cadets could speculate what kinds of models they can use for getting the reasonable solutions. The Fick's law-based equations and flow charts were mentioned, so cadets can get hints on how to construct the scientific models for their own systems. COL Burpo introduced several important parameters that cadets need to incorporate into their models as well. The real-life examples are constantly mentioned, so cadets can relate the knowledges from CH450 to the actual examples in the field.</p>	
Received by: BURPO.FRED.JOHN HN.1087644088	Date: 02/14/23

Addition Questions and Prompts for Discussion:

- Did the instructor state the learning objectives?
- Did the instructor provide context (show a link between the students' past experiences and the current objectives)?
- What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc.
- What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc.
- Did the activities cover a range of learning modes?
- Did the instructor assess learning during the lesson, either formally or informally?
- If so, did the instructor adjust teaching style as a result?
- Did the instructor use any guided practice activities to practice the new skills or apply the new concepts?
- Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own?
- Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort?
- Were the cadets well-behaved? If not, how did the instructor respond?

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

Instructor Observed: <i>CPT LOWELL</i>	Observing Faculty: <i>LTC COWART</i>
Time: <i>CL HOUR 0950</i>	Course/Subject: <i>CH101 - GEN CHEM I</i>
Date: <i>13 FEB 23</i>	Number of Cadets: <i>15</i>
Students Were: <input checked="" type="checkbox"/> Working independently at their desks <i>taking notes</i> <input type="checkbox"/> Working in small, cooperative groups <input type="checkbox"/> Making a presentation <input checked="" type="checkbox"/> Listening to a lecture <input type="checkbox"/> Viewing a film <input type="checkbox"/> Taking a test <input checked="" type="checkbox"/> Other: <i>BOARD work.</i>	
Instructor was: <input checked="" type="checkbox"/> Lecturing <input checked="" type="checkbox"/> Facilitating a question-and-answer sequence <input type="checkbox"/> Demonstrating a concept <input checked="" type="checkbox"/> Introducing a new concept <input type="checkbox"/> Reviewing for a test <input checked="" type="checkbox"/> Other: <i>→ Relating current objectives to future objectives.</i>	
Assessment: Technical Mastery (0-3): <i>Excellent. Discussed at their own level.</i> Didn't overwhelm cadets. Presentation Style (0-3): <i>Nice job keeping cadets attention.</i> Classroom Decorum and Control (0-3): <i>Excellent. Cadets were engaged.</i>	
Comments: <ul style="list-style-type: none"> - Led w/ questions from previous lesson (good about taking energy) - worked question step-by-step → got cadets to answer though discussion - Visitor's book, SM wrote ✓. Section marker stated on fire. - 1 cadet departed early? Several cadets going to get "stuff" from hallway after end of class. - Good enthusiasm and passion for the material! 	
Received by:	Date:

Addition Questions and Prompts for Discussion:

- Did the instructor state the learning objectives?
- Did the instructor provide context (show a link between the students' past experiences and the current objectives)? *Referred to several previous lessons' objectives*
- What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc.
- What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc.
- Did the activities cover a range of learning modes? *Yes, visual, listening, hands-on.*
- Did the instructor assess learning during the lesson, either formally or informally?
 If so, did the instructor adjust teaching style as a result? *Made them answer questions w/ hw problem.*
- Did the instructor use any guided practice activities to practice the new skills or apply the new concepts? *Board work.*
- Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own?
- Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort? *Yes.*
- Were the cadets well-behaved? If not, how did the instructor respond? *Excellent class.*

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

- *Nice foreshadowing to next lessons' concepts w/ EIT nuclear stage, and Lewis structures.*

Board problems 5. 24

- Went to boards @ about 30 min class time.

- Music during board work?

- Good discussion w/ cadets at boards. S^+ S^- (Ionic)

- Good discussion of DEP absolute value. $K-F$

- Good demo for this lesson: Water stream "folding" in electric field (steel banquet, balloon or glass rod.)

- Moved onto next lessons objectives. Maybe another board problem...

Instructor Observed: <i>DR. NAGELI</i>	Observing Faculty: <i>LTC COWART</i>
Time: <i>1410 (E HOUR)</i>	Course/Subject: <i>CH400</i>
Date: <i>24 FEB 2023</i>	Number of Cadets: <i>14</i>
Students Were:	
<input checked="" type="checkbox"/> Working independently at their desks <input type="checkbox"/> Working in small, cooperative groups <input type="checkbox"/> Making a presentation <input type="checkbox"/> Listening to a lecture <input type="checkbox"/> Viewing a film <input type="checkbox"/> Taking a test <input checked="" type="checkbox"/> Other: <i>Reviewing the results of a WPR Preparing for the FE Exam</i>	
Instructor was:	
<input checked="" type="checkbox"/> Lecturing <input checked="" type="checkbox"/> Facilitating a question-and-answer sequence <input type="checkbox"/> Demonstrating a concept <input type="checkbox"/> Introducing a new concept <input checked="" type="checkbox"/> Reviewing for a test → <i>FE EXAM</i> <input checked="" type="checkbox"/> Other: <i>Reviewing the results of a WPR</i>	
Assessment:	
Technical Mastery (0-3): Presentation Style (0-3): Classroom Decorum and Control (0-3):	{ } <i>Excellent. Cadets very interested in the topic material.</i>
Comments:	
<ul style="list-style-type: none"> - GREAT DISCUSSIONS w/ CADETS PRIOR TO CLASS <ul style="list-style-type: none"> - class relaxed and ready to learn. - Good coverage of materials related to FE. - Answered questions, explored common misconceptions. 	
Received by:	Date: <i>24 FEB 2023</i>

Addition Questions and Prompts for Discussion:

- Did the instructor state the learning objectives?
- Did the instructor provide context (show a link between the students' past experiences and the current objectives)? *Pretty much the entire class.*
- What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc. *working solutions to problems.*
- What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc.
- Did the activities cover a range of learning modes?
- Did the instructor assess learning during the lesson, either formally or informally? *asked leading questions; asked why questions and incorrect answers.*
- If so, did the instructor adjust teaching style as a result?
- Did the instructor use any guided practice activities to practice the new skills or apply the new concepts?
- Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own? *wpr.*
- Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort?
- Were the cadets well-behaved? If not, how did the instructor respond?
Yes. client satisfies!

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

- Cadets paid particular attention to the course material, as they are taking the FEE next week.
- They asked very good questions to fully understand all aspects of the client profession.

Instructor Observed: MAJ Caspar Yi	Observing Faculty: Dr. Simuck F. Yuk
Time: 09:00 to 09:35	Course/Subject: CH102 General Chemistry II
Date: 02/13/23	Number of Cadets: 18
Students Were: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Working independently at their desks <input type="checkbox"/> Working in small, cooperative groups <input type="checkbox"/> Making a presentation <input checked="" type="checkbox"/> Listening to a lecture <input type="checkbox"/> Viewing a film <input type="checkbox"/> Taking a test <input type="checkbox"/> Other: 	
Instructor was: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lecturing <input checked="" type="checkbox"/> Facilitating a question-and-answer sequence <input checked="" type="checkbox"/> Demonstrating a concept (<u>also by doing several board problems</u>) <input checked="" type="checkbox"/> Introducing a new concept <input type="checkbox"/> Reviewing for a test <input type="checkbox"/> Other: 	
Assessment: Technical Mastery (0-3): 3 Presentation Style (0-3): 3 Classroom Decorum and Control (0-3): 3	
Comments: <p>The 1st slide shows a little conceptual comic picture about titration and endpoints, which draw many of cadets' attention. Through this comic picture, the cadets can also learn in advance about getting the "correct" endpoint for their upcoming chemistry lab as well (since they need to find the endpoint through visual inspection). Good correction on the cadets' appearance after Superbowl weekend. Good admin on the upcoming graded events (Lab 4 and EOH 2). Good reflection on the major contents from the previous lesson (acid and base types). Good engagement with cadets and good control over the class. It was also great for MAJ Yi to connect the daily life examples to the main concepts being introduced in the lesson. MAJ Yi has also kept mentioning about the available and authorized resources (i.e., RDC) to cadets and teaching them how to use them. Overall, it was enjoyable to observe MAJ Yi's lesson.</p>	
Received by: 	Date: 02/13/23

Addition Questions and Prompts for Discussion:

- Did the instructor state the learning objectives?
- Did the instructor provide context (show a link between the students' past experiences and the current objectives)?
- What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc.
- What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc.
- Did the activities cover a range of learning modes?
- Did the instructor assess learning during the lesson, either formally or informally?
- If so, did the instructor adjust teaching style as a result?
- Did the instructor use any guided practice activities to practice the new skills or apply the new concepts?
- Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own?
- Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort?
- Were the cadets well-behaved? If not, how did the instructor respond?

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

Instructor Observed: Dr. Simuck F. Yuk	Observing Faculty: LTC John Belanger
Time: 0950	Course/Subject: CH364 Chem Rxn Eng.
Date: 1 FEB 2023	Number of Cadets: 3 (3? It's like 2004 again)
Students Were: <ul style="list-style-type: none"> <input type="checkbox"/> Working independently at their desks <input checked="" type="checkbox"/> Working in small, cooperative groups <input type="checkbox"/> Making a presentation <input checked="" type="checkbox"/> Listening to a lecture <input type="checkbox"/> Viewing a film <input type="checkbox"/> Taking a test <input type="checkbox"/> Other: 	
Instructor was: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lecturing Beginning of class <input checked="" type="checkbox"/> Facilitating a question-and-answer sequence During modeling exercise <input checked="" type="checkbox"/> Demonstrating a concept Set up for exercise <input type="checkbox"/> Introducing a new concept <input checked="" type="checkbox"/> Reviewing for a test Beginning of class, setting up the exercise <input type="checkbox"/> Other: 	
Assessment: Technical Mastery (0-3): 3, Obviously knows topic well, able to answer questions well Presentation Style (0-3): 2, Top of slides shaded on screen, need to adjust projector/screen Classroom Decorum and Control (0-3): 3, No issues	
Comments: <p>Instead of saying the lesson's learning objective is LO's from Lessons 1-7, you might restate some of the big ideas from these LO's on the same slide.</p> <p>Hungry hippo game intro was fun and got group engaged.</p> <p>Cadets are a good group! All started working and were focused the entire class.</p> <p>Because there is a WPR on Friday, you might want to summarize the exercise and highlight big ideas near the end of class. You addressed some issues individually during class, but you could summarize everything for the whole group.</p>	
Received by: 	Date: 1 FEB 2023

Addition Questions and Prompts for Discussion:

- Did the instructor state the learning objectives? "LO = LOs from Lesson 1-7"
- Did the instructor provide context (show a link between the students' past experiences and the current objectives)? Yes
- What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc. Lecturing, modeling a hippo's digestive system
- What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc. Solving problem in a group
- Did the activities cover a range of learning modes? Modeling
- Did the instructor assess learning during the lesson, either formally or informally?
- If so, did the instructor adjust teaching style as a result? Yes, formally (project turned in)
- Did the instructor use any guided practice activities to practice the new skills or apply the new concepts? Yes, exercise was hands on.
- Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own? Not on their own, but in a group of 3
- Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort? Yes, cadets were engaged
- Were the cadets well-behaved? If not, how did the instructor respond? Yes, no issues.

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.