

Teaching Observation Form (TOF)

Instructor: __Blake Farman__

Observer: ____Sean Yee____

Class: __MATH 115__ Date: __10-7-2014__ Time: __4:30-5:45__

MC=Mathematical Content

IP=Instructional Planning

PC=Pedagogical Content

CM=Classroom Management

SE=Student Engagement

MCA=Making Content Accessible

MSL=Monitoring Student Learning

DTP=Developing Teaching Practices

Observation Report	Comments and Suggestions
<p>Classroom Medium: Whiteboard, projector, doc cam. 26 Students</p> <p>4:25 Blake starts class by discussing vertical translations. There are 10 students on their computer in the back of the classroom and 14 students in the front of the classroom. None of the students on the computer are taking notes or paying attention.</p> <p>4:30 Blake describes interesting properties and characteristics about translating the function. He has intonation reflections and describes his work very clearly.</p> <p>4:34 Blake describes how there are 3 transformations for any graph and is talking really quickly. A girl asks about reflecting over the y-axis, Blake mentions how this will be covered soon.</p> <p>4:40 Blake walks through the steps to transform a graph. He explains how each number affects the graph, but does not yet draw the graph.</p> <p>4:45 Multiple students ask questions and Blake answers many of them very clearly. One students asks about the correlation between horizontal and vertical stretching/shrinking.</p> <p>4:50 Blake is continuing with the same example and doing a good job explaining each step. Students are enjoying asking questions and are participating and continuing to answer questions.</p> <p>4:55 Blake moves on to linear family of functions.</p>	<p>IP: Blake is doing a good job explaining his work. MCA: Blake is very clear in his explanations and it is clear he can explain his work clearly.</p> <p>MC: Excellent job talking through vertical translations. Colors could be helpful as you work on multiple transformations.</p> <p>PC: It could be helpful to ask the class questions rather than directly answering questions you pose.</p> <p>MC: It can be helpful to explain why and how the order is significantly differently. You didn't explain in which order the transformations should occur. For example, why did you stretch or shrink before shifting and does that matter?</p> <p>MC: It is useful to help students understand WHY you are only focusing on 4 transformations at a time.</p> <p>MCA: Great job answering questions clearly and being patient with the students. <i>Question: Do you put your notes online for the students?</i></p>

5:00 Blake explains how you can stretch any line by the “slope” to get the transformation via vertical transformations.	MC/PC/IP: Great job going over lines to make the connection for those students who are trying to understand transformations.
5:05 Blake does another example with shifting and moving the family of functions known as lines.	SE: This would be an excellent point to let them work on the problems and try a problem or two instead of doing multiple examples in a row. Additionally, what questions can you pose to students to have them be part of the conversation?
5:10 Blake gives the definition of even and odd functions to describe symmetry. Blake gives the example of $y=x^2$.	PC: Great job giving an example of x^2 . Another place you could give an example for them to try.
5:14 Blake gives the example of $y=x^3$.	MC: Great job drawing the line saying how the line connecting the points has to pass through the origin.
5:15 Blake’s alarm goes off and all students start packing up.	PC: Definitely don’t have your alarm set for exactly 5:15. Try to set it for another time.

Suggestions

PC: It could be helpful to ask the class questions rather than directly answering questions you pose.

SE: This would be an excellent point to let them work on the problems and try a problem or two instead of doing multiple examples in a row. Additionally, what questions can you pose to students to have them be part of the conversation?

Question: Do you put your notes online for the students?

Colored pens.

End of class alarm.

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