

Instructor's Name: Barry Peddy cord
 Evaluator: Emerson Murphy Hall
 Observation Date & Time: 2/21/13
 Course: 721 L-6

General Evaluation Form - Lab

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	Excellent	Good	N/I	N/O
•Lab is neat and materials are ready	Excellent	Good	N/I	N/O
•Appears concerned about students' learning	Excellent	Good	N/I	N/O

General Comments:

Teaching Skills & Aptitude

•Clear introduction (gains attention, interest)	Excellent	Good	N/I	N/O
•Transitions between and within activities/assignments are clear	Excellent	Good	N/I	N/O
•Maintains student interest and involvement	Excellent	Good	N/I	N/O
•Answers student questions professionally and concisely	Excellent	Good	N/I	N/O
•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	Good	N/I	N/O
•Writes clearly	Excellent	Good	N/I	N/O
•Understands background material	Excellent	Good	N/I	N/O
•Is able to flex when there are difficulties (computer technology, instruments, equipment, etc.)	Excellent	Good	N/I	N/O
•Clear Summation (regrouping and summarizing of key points)	Excellent	Good	N/I	N/O

General Comments:

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Attitude & Classroom Management				
•Is enthusiastic	Excellent	Good	N/I	N/O
•Adequately enforces safety regulations and lab policies	Excellent	Good	N/I	N/O
•Takes appropriate actions against negative student behavior	Excellent	Good	N/I	N/O
•Treats students fairly	Excellent	Good	N/I	N/O
•Provides positive reinforcement for student effort	Excellent	Good	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	Good	N/I	N/O
General Comments:				

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?
2. What would you like to change about this class session if you had to teach it again?
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?
4. What have you found useful/not so useful about the observation process?

Planny study says → flexillo

Food for thought

- Could use poster → body discovery text

+ Good with silence

- could repeat comments

- could break down questions

- might not be when
review is

uniqueness → give people
opportunity to give you

speech - little face

~ posture good, but eye contact could be

- better
- could walk around ~~practically~~

SQL

+ students focused

Maybe a demo?

Nice work together exercise

- could walk around and help

- after 1 minute, students did different stuff

- "This is not really an appropriate way to

- could call ^{do} people ^{database} names

people rolling in a late

Good - Thanks for students

Flexible →

Very it to learned from lot search

1 What do you feel went well in this class session?

The mini-lecture went well, and while I didn't get a chance to assess whether the students got the learning objectives formally, the questions that students have asked on the forum in the meantime show that I managed to get most of what I wanted across. No technical difficulties and no fumbling over the material are usually indicators of a successful lecture.

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

I would probably use worksheets for the students to fill out while listening to the lecture. My mini-lecture was very abstract, and while I did include a "think-pair-share" activity for students to work out an example, I wanted to get my content out of the way so we could ensure we completed the requirements for the rest of the lab. A worksheet would give them something tactile to work with, and it would fit in with the other worksheets that the lead instructor puts on Moodle for students to use.

To be fair, they'll have an opportunity to master the content through their project, but it would have made the mini-lecture more self-contained.

3 In 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?

While I'm used to people telling me that I have a tendency to cut people off when they ask a question, I liked the way that Dr. Murphy-Hill phrased it as "assuming that I know what question they are going to ask". He said that one way that I can avoid that is by parroting the questions back to the students before answering them, which gives me a chance to regulate my answer, avoid shutting down participation with "gruff" answers, and slow down the pace of my responses.

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

Because I teach a 110-minute lab section, it's often difficult to find faculty to observe me for the entire period. Dr. Heckman (in my Fall observation) observed a more interactive lab while Dr. Murphy-Hill primarily caught my introductory mini-lecture. Especially at lunch hour, Thursday is a tricky time to get willing and able observers.

That being said, getting feedback - especially from my previous lead instructor - is very helpful. It's great to get a completely different perspective on my instruction after having a semester to mature as a teacher.