

Response Summary:



Visiting/CFS Team Member Observation Form - for department chairs, deans, mentors and CFS committee members

Q2. New Faculty Information

Name	Quinn Briggs
Email <i>**IMPORTANT**</i>	briggsq@byui.edu

Q3. Observation Information

Observer Name:	David Miller
Class Name:	CSE 270
Observation Date	6/5/24

Q14. Date of Observation

6/5/24

Organization and Preparation

This includes such items as a written lesson plan, a board plan, management of role, announcements, papers, etc.

Q4.

Organization and Preparation: What worked well?

Quinn prepared a spiritual thought and had the weekly topic woven into a scenario for the students to highlight the real world value of the topic. Both were well prepared and well delivered.

Q6. Organization and Preparation: What could be strengthened?

Both the spiritual thought and the scenario could be woven throughout the lesson. Quinn made a great tie-in on being honest and ethical in the workplace that could be expanded on from a disciple building standpoint.

Management of the Learning Environment

This includes such items as the classroom layout, use of technology or multi-media, establishing a learning culture, etc.

Q8.

Management of the Learning Environment: What worked well?

Quinn's students seem prepared and accustomed to working in teams. They went right to work during the teach one another segments and also participated well in class. Quinn is a genuine and inviting teacher and the students are comfortable asking him questions.

Q9. Management of the Learning Environment: What could be strengthened?

There were only one or two who did not participate in the teach one another segments, including the TA. Sitting down with the students and spending at least 90-120 seconds each group visit could be time well spent by the TA.

Incorporation of the Learning Model

- Preparation: how students are invited and expected to participate, and how the faculty creates accountability for these expectations.
- Teach One Another: in-class and out-of-class opportunities for students to collaboratively learn and instruct each other.
- Ponder and Prove: post-classroom assignments or activities that help students make connections with what they are learning, and how the candidate creates accountability for these experiences.

Q11. Incorporation of the Learning Model: What worked well?

Good questions and realistic scenarios allowed for time to ponder and prove. They worked well together as was previously mentioned.

Q12.

Incorporation of the Learning Model

- Preparation: how students are invited and expected to participate, and how the faculty creates accountability for these expectations.
- Teach One Another: in-class and out-of-class opportunities for students to collaboratively learn and instruct each other.
- Ponder and Prove: post-classroom assignments or activities that help students make connections with what they are learning, and how the candidate creates accountability for these experiences.

What could be strengthened?

One possibility would be to increase the number of open ended questions to inspire more pondering. Good job, Quinn!

Embedded Data:

N/A