

Team OBSERVATION of Visiting/CFS Faculty FORM

Visiting/CFS faculty name: Quinn Briggs Email: _____
Phone: _____

In addition to your general observations, I would like your feedback on the following activities that I am focusing on improving in my classroom or teaching skills:

Observer: Nathan Jack Class: CSE 111 Observation Date: 3/27/2025

GENERAL OBSERVATIONS

Organization and Preparation: <i>this includes items such as a written lesson plan, a board plan, management of role, announcements, papers, etc.</i>			
What worked well? Used Canvas to show upcoming assignments and expectations.	What could be strengthened?		
Management of the Learning Environment: <i>this includes items such as the classroom layout, use of technology or multi-media, establishing a learning culture, etc.</i>			
What worked well? I LOVE how you interact with students before class. This is so impactful! Loved the nerdy joke posted before class. Establishes a fun, personable learning atmosphere. Started with spiritual thought. Was engaging for students.	What could be strengthened? Does the TA join every class? Is the TA needed every class and for the whole period? If so, this is great! If not, you might consider trimming hours both for the TA's benefit as well as the budget.		
Incorporation of the Learning Model			
Preparation: <i>this includes how students are invited and expected to participate and how the teacher creates accountability for these expectations.</i>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> Teach One Another: <i>this includes in-class and out-of-class opportunities for students to collaboratively learn and instruct each other.</i> </td> <td style="width: 50%; border: none; vertical-align: top;"> Ponder and Prove: <i>this includes post-classroom assignments or activities that help students make connection with what they are learning along with how the teacher creates accountability for these expectations.</i> </td> </tr> </table>	Teach One Another: <i>this includes in-class and out-of-class opportunities for students to collaboratively learn and instruct each other.</i>	Ponder and Prove: <i>this includes post-classroom assignments or activities that help students make connection with what they are learning along with how the teacher creates accountability for these expectations.</i>
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What worked well? Students have prep material assigned before class. Students were assigned to work in teams. Projects seem to have high degree of latitude, which is great for intrinsic motivation.	What could be strengthened? I wonder what is contributing to the low attendance (20/38). Are the in-class activities required or optional? Does the prep material teach the material entirely? Is the content too easy for some students? Or are the students who are missing also the ones doing poorly? I don't have answers to these questions, but 50% attendance is usually a message from our students that the class time isn't valuable for them. Would be a good discussion in a course council.		

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FOCUSED OBSERVATIONS (as specifically requested)

Strengths: Quinn is a caring professor. Very personable. Students seem to really enjoy working with him and interacting with him.

Suggestions for Improvement: _CSE 110 & 111 are challenging courses to craft and teach given that they target new programmers and therefore should be basic, but can also be viewed as “too easy” for quick learners. I hope Quinn will provide to a course council his valuable industry perspective and teaching experience to suggest ways to improve the course structure and content. These are good courses currently; they can always be improved.

Additional Comments: _____ We are fortunate to have Quinn teaching here!
