

INSTRUCTOR OBSERVATION FORM

Instructor Name: Brielle Komosinski Date: 2/16/24

Observer Name: Anne Graziana Type: Traditional Synchronous Hybrid

Course: MAT 2010 Topic(s) Covered: Workshop - Derivatives (Rules)

Consider the instructor's punctuality by noting the times: arrived _____ class started 9:30 class ended 10:20

Rate each section using the following scale: Unsatisfactory Basic Proficient Distinguished

Classroom Management (Key Ideas: Routines, Procedures, Preventing/Handling Disruptions)

Describe evidence of classroom norms/routines or procedures (e.g. attendance, homework assignment, papers returned) and how they affect the instructional time.

- Had groups displayed on screen - assigned by numbers.
- Placed numbers on table so students knew where to go.
- Merged groups as needed due to absences.
- Students came in and started right away.

Describe any disruptions in the classroom (e.g. talking, cell phones, movement about room) and how they are handled.

- No disruptions to speak of.
- Students worked consistently, asked questions.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Much instructional time is lost due to inefficient classroom routines and procedures.</p> <p>There appear to be no established standards of conduct, or students challenge them. There is little or no instructor monitoring of student behavior, and response to students' misbehavior is disrespectful.</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures.</p> <p>Standards of conduct appear to have been established, but their implementation is inconsistent. The instructor tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures.</p> <p>Student behavior is generally appropriate. The instructor monitors student behavior against established standards of conduct. Instructor response to student misbehavior is effective, consistent, proportionate, and respectful.</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures.</p> <p>Student behavior is entirely appropriate. Instructor monitoring of student behavior is subtle and preventive. The instructor's response to student misbehavior is respectful.</p>

Classroom Management Rating Distinguished → Didn't observe misbehavior

Respect and Rapport (Key Ideas: Name Use, Mutually Respectful, Inviting, Responsive)

Describe examples of how the instructor uses students' names. Did not observe this, but she probably did use their names.

Describe the strategies/moves that the instructor uses to create an inviting atmosphere of mutual respect. (Consider body language, eye contact, facial expression, movement around the classroom, interactions with students).

Brielle circulated from group to group. She sat with the students and thoroughly explained problems.

Describe how the instructor encourages and responds to student contributions and questions.

Brielle moved from group to group, asking questions and checking work. She seemed to have an easygoing and trusting approach. Students interacted with her easily and responded well.

Unsatisfactory	Basic	Proficient	Distinguished
Patterns of classroom interactions, both between instructor and students and among students, are mostly negative, inappropriate, or insensitive. The instructor does not deal with disrespectful behavior. The instructor makes no attempt to use student names.	Patterns of classroom interactions, both between instructor and students and among students, are generally appropriate but may reflect occasional inconsistencies. The instructor attempts to respond to disrespectful behavior, with uneven results. The instructor uses student names occasionally.	Instructor-student interactions are friendly and demonstrate general caring and respect. Interactions among students are generally polite and respectful, and students exhibit respect for the instructor. The instructor responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like. The instructor uses student names frequently.	Classroom interactions between the instructor and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the instructor and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. The instructor always uses student names.

Respect and Rapport Rating Proficient

Presentation (Key Ideas: Organization, Correctness, Oral and Written Clarity)

Describe the organization of the lesson. Consider the following questions: Is there a clear, appropriate (possibly unstated) focus? Is the choice, sequencing, and pacing of examples appropriate? Do you feel the concepts/procedures are correctly and clearly explained? Is there evidence that the concepts/procedures are clear to the students? _____

No presentation to speak of since this was a workshop.

However, I do think it would have been good to go over a problem or 2 together as a group.

Describe the oral and written presentation. Include comments on the clarity, rate, and volume of speech as well as the legibility and organization of the instructor's board work. _____

I observed Brielle explaining problems to groups. She was able to take their work and expand on it. Her explanation was clear & thorough. Students seemed to gain clarity.

Unsatisfactory	Basic	Proficient	Distinguished
<p>The instructor's presentation of the content contains major errors and does not include any explanation of strategies students might use. The difficulty or organization/sequencing of the examples is inappropriate.</p> <p>The instructor's oral presentation is difficult to hear and understand. The instructor's board work is difficult to read, cluttered, and does not model good work habits.</p>	<p>The instructor's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The instructor's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The difficulty of examples is appropriate, but the organization and sequencing may miss opportunities to highlight connections between the examples.</p> <p>The instructor's board work is clear with some occasional clutter. With few exceptions, the instructor models good work habits.</p>	<p>The instructor's explanation of content is clear and accurate. During the explanation of content, the instructor focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The difficulty increases appropriately throughout the examples, which involve many key conceptual and procedural elements.</p> <p>The instructor's board work is organized and clear; strategic erasing helps eliminate clutter. Important ideas are highlighted and remain for reference throughout the lesson. Good habits are modeled throughout.</p>	<p>The instructor's explanation of content is thorough and clear, developing conceptual understanding. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The difficulty of examples increases smoothly, allowing students to grapple with all key conceptual and procedural elements of the topic at hand.</p> <p>The instructor's board work is organized and clear. Important ideas/connections and common student mistakes are highlighted. The instructor models, and brings attention to, good work habits.</p>

Presentation Rating Proficient

Student Engagement (Key Ideas: Varied Approaches, Involvement, Student Thinking)

Describe how the instructor involves students in the learning process (e.g. answer questions posed by the instructor, individually work problems posed by the instructor, work in pairs/groups, work at the blackboard).

The students were working in groups during the entire lesson.

The problems were appropriate and many students benefited from the practice and/or struggled.

It was clear which students were missing class.

Many students worked well together but some worked alone and did not want to interact.

What evidence indicates that the class is or is not attentive/engaged? A few students wanted to work alone and did not engage with others. Some were looking at notes to help themselves, but were lost.

Unsatisfactory	Basic	Proficient	Distinguished
<p>The instructor displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. The instructor's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the instructor and students is predominantly recitation style, with the instructor mediating all questions and answers; the instructor accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>	<p>The instructor's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. The instructor's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the instructor attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The instructor attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>The instructor's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. While the instructor may use some low-level questions, he poses questions designed to promote student thinking and understanding. The instructor creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The instructor challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>The instructor's plans and practice reflect familiarity with a wide range of effective pedagogical approaches and the ability to anticipate student misconceptions. The instructor uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse. Students formulate many questions and challenge one another's thinking. Nearly all voices are heard in the classroom discussion.</p>

Student Engagement Rating

Proficient

This category is difficult to score. Doesn't really fit the workshop setting.

