

NEW YORK CITY COLLEGE OF TECHNOLOGY OF THE CITY UNIVERSITY OF NEW YORK

CLASS OBSERVATION REPORT

Name: Katherine Poirier Rank: substitute Asst. Professor Tenured Untenured
Department: Mathematics Course/Section: MAT 1575/D628 Reappointment Promotion
Date of Observation: 4/7/14 Room: N 716 Other

Observer: Neil Katz

Lesson Topic & Brief Summary:

The lesson covered the ratio test and the root test for convergence of infinite series. There was also review of the comparison test for convergence of positive series. The instructor was effective at relaying the material and successfully used a variety of teaching techniques including group work and student presentations at the board.

Please complete each item. This report will be returned unless each category contains supporting comments. Use additional pages if necessary.

1. CLASSROOM MANAGEMENT (prompt start, attendance check, student decorum, classroom atmosphere):

Satisfactory Unsatisfactory

The instructor arrived early and discussed solutions that students had written on the board. Throughout the class student decorum was excellent. They listened attentively to the instructor, or quietly discussed problems put on the board for them to solve, as appropriate. The atmosphere of the class was friendly and focused on the material. Attendance was checked after returning a quiz.

2. PROFESSIONAL TRAITS (professional appearance and demeanor; clarity, volume, pace of speech; establishment of rapport with students)

Satisfactory Unsatisfactory

The instructor spoke in a clear voice easily heard throughout the classroom at a pace that was easily understood. A good rapport between the instructor and students was established. The instructor's appearance and demeanor were approachable and professional.

3. SUBJECT MASTERY (accuracy of presented material, use of appropriate terminology, competence in use of equipment)
Excellent Very Good Satisfactory Unsatisfactory

The instructor is thoroughly in command of the material. Appropriate terminology was used at all times. A variety of approaches to the material were used, for example, geometric illustrations were used to reinforce the kinds of comparisons necessary to apply the comparison test of convergence. In one instance a more thorough explanation could have been given when a student's solution was lacking in detail.

4. ORGANIZATION AND DEVELOPMENT OF MATERIAL (clear statement of objectives; logical sequence; budgeting of time; review, summary, and outside assignments as appropriate)
Excellent Very Good Satisfactory Unsatisfactory

Objectives were stated clearly and the material was presented in a logical sequence. There was review of material prompted by discussion of solutions that students presented on the board before the start of class. New material was presented carefully beginning with an example not easily handled with techniques previously covered. Students were asked to guess about convergence, then the ratio test was presented and applied. Students were given a chance to apply the test themselves on two examples. Time was budgeted well to allow for all these activities. A quiz was set for the following class and an on-line assignment was given as well. A written assignment was returned to the students.

5. PRESENTATION OF MATERIAL (level and clarity of presentation, teaching techniques, appropriate use of learning aids, review, and summary)
Excellent Very Good Satisfactory Unsatisfactory

The material was presented clearly with a variety of teaching techniques. The board was used well. First examples of applying the ratio test and root test were shown in great detail anticipating difficulties that students commonly have. Summary and review were given as needed and the instructor carefully connected the topic in the lesson with material from previous sessions. For example, in the case that the ratio test was inconclusive the instructor sought suggestions from the class on how the problem might be solved, and received a correct and well-presented answer.

6. STUDENT-INSTRUCTOR INTERACTION (relevance, variety, and clarity of questions; appropriate recognition of student contributions)
Excellent Very Good Satisfactory Unsatisfactory

The instructor organized the session so as to maximize interaction with the students on a one-to-one basis, as well as among the students. Problems were put on the board and students were asked to solve them in pairs. There was good participation in such activities and the instructor circulated through the class interacting with many students. The examples for these exercises were chosen well. They covered all possible outcomes of the tests of convergence, as well as the differences in how the ratio test and root test are used. Students' solutions on the board could have been given a more thorough critique. The class could sometimes be given more time to respond to questions posed by the instructor.

7. OVERALL EVALUATION (categories 1 through 6)
Excellent Very Good Satisfactory Unsatisfactory

This instructor has managed to incorporate group activities in the classroom, something that students are typically resistant to, and this alone shows a persistence to helping students learn. The material was presented accurately and in a way that students are easily able to absorb. Interaction with the class was consistently productive and students responded well.

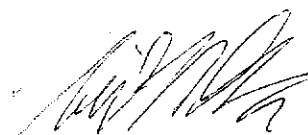
8. SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT (use additional pages if necessary)

The instructor usually was sensitive to student responses but at times could wait longer for their answers. Also, more attention could be paid to the organization of students' solutions vis a vis overall neatness and intelligibility.

I have read and have been given a copy of the above report, and so signify by my signature below. I understand that I may attach additional comments to this document.



APRIL 9 2014



4/9/14

Signature of Observee

Date

Signature of Observer

Date