



NEW YORK CITY COLLEGE OF TECHNOLOGY



POST OBSERVATION CONFERENCE MEMORANDUM

DATE OF
POST OBSERVATION CONFERENCE: 10/30/2013

DATE OF OBSERVATION: 10/02/2013
COURSE AND SECTION: ENG 1101/D386

OBSERVER: Aaron Barlow
DEPARTMENT: English
DISCIPLINE: English
RANK OF OBSERVER: Associate Professor

INSTRUCTOR: Rebecca Devers
DEPARTMENT: English
DISCIPLINE: English
RANK OF INSTRUCTOR: Assistant Professor

OBSERVATION WAS FILED ON 10/31/2013
(DATE)

WITH CHAIRPERSON Nina Bannett
(PRINT NAME)


DEPARTMENT APPOINTMENTS COMMITTEE MEMBER OR OTHER ASSIGNED BY CHAIRPERSON

NAME: _____
(ATTACH ADDITIONAL PAGES IF NECESSARY)

RANK: _____


SIGNATURE OF OBSERVER

10/30/13
DATE


SIGNATURE OF INSTRUCTOR

10/30/13
DATE

* I understand that my signature means only that I have read this memorandum and that I may attach any comments I wish.

IF APPLICABLE¹

REPRESENTATIVE (PRINT NAME): _____
DEPARTMENT/DISCIPLINE: _____
RANK OF REPRESENTATIVE: _____

REPRESENTATIVE (PRINT NAME): _____
DEPARTMENT/DISCIPLINE: _____
RANK OF REPRESENTATIVE: _____

¹ Article 18 of the Collective Bargaining Agreement



PEER OBSERVATION REPORT

OBSERVATION DATE: October 2, 2013

TIME BEGAN: 1:00 PM TIME ENDED: 2:15 PM

INSTRUCTOR: Rebecca Devers

OBSERVER: Aaron Barlow

DEPARTMENT: English

DISCIPLINE: English

DISCIPLINE: English

RANK OF OBSERVER (check one):

Professor Associate Prof. Assistant Prof. Lecturer

COURSE: ENG 1101

SECTION: D386

BUILDING/ROOM: Namm 420C

What is the topic of this lesson?

This was a thesis-statement workshop, in preparation for a paper the students are in the process of writing.

Provide a brief summary of the lesson:

Working as a class, in small groups, and individually, students worked both on the concept of the thesis statement and on development of their own thesis statements for their upcoming papers. As part of the process, students evaluated the thesis statement of others in the class.

What are the objectives of this lesson? (Objectives must be provided by instructor to the observer prior to observation.)

List them:

-students will develop evaluation and self-evaluation skills in small group peer review of thesis statements

-students will develop a more complete understanding of the role of thesis statements in college-level writing. They will evaluate their own theses as well as the theses of other students in the class, in both large and small group settings.

-students will continue to contribute to course content and discussion by writing a definition of an effective thesis statement that the

INSTRUCTIONAL COHERENCE

- + Is the lesson coherent in itself, with a clear focus which is clearly presented and reinforced by the instructor?
- + Does the instructor provide/elicit enough depth and detail to adequately consider the subject?
- + Is the lesson part of a coherent learning process?
- + Is the pacing of the lesson appropriate to the course and to the students?
- + Are topics/activities sequenced logically?
- + What evidence is there that the class fits in with a series of lessons designed to help students achieve the course objectives?

THE INSTRUCTOR:		Unsatisfactory	Needs Improvement	Effective	Outstanding	Not Applicable	COMMENTS (Mandatory for a rating of Unsatisfactory or Outstanding)
1	Introduced the lesson (overview or focusing activity).			✓			
2	Covered topics in a manner consistent with the departmental course outline.			✓			
3	Paced topics or activities appropriately.			✓			
4	Sequenced topics or activities logically and with continuity.			✓			
5	Skillfully used the laboratory equipment for planned and unplanned learning experiences.					✓	
6	Related the lesson to previous or future lessons or assignments.			✓			
7	Summarized or reviewed major lesson objective points.			✓			

(N.B. "Needs Improvement" and "Effective" and "Outstanding" are to be considered satisfactory evaluations; "Not Applicable" shall not be interpreted as a negative evaluation.)

SUMMARY OF INSTRUCTIONAL COHERENCE (MUST BE PROVIDED BY THE OBSERVER)

Each activity followed logically on each earlier activity, and the students progressed through them with a minimum of confusion and fuss, getting maximum results from them.

TEACHING STRATEGIES

- + What teaching strategies or premises about teaching does the instructor rely on?
- + How is the subject of the class related to the lesson objectives?
- + How effectively does the instructor's teaching help students achieve the lesson objectives?
- + How does the presentation of material, including discussion, questioning, class and group activities, support learning objectives?
- + Is the teaching of critical thinking* emphasized?
- + Is there good use of examples/explanation to clarify points, including those questioned by students?
- + Are student questions encouraged? Is sufficient time given for students to respond to instructor's questions?
- + Is there opportunity for students to interact so that they may discover, discuss, or apply content points?
- + Are graphics, chalkboard, etc. used effectively?

IF APPLICABLE:

- + Does the instructor encourage utilization of available and appropriate laboratory equipment?
- + Does the instructor use hands-on demonstration to properly demonstrate techniques?
- + Was student's laboratory progress checked and timely feedback provided? Were students encouraged to self-assess?

*Critical Thinking could include any of the following: challenging students to understand complex ideas, analyze, compare/contrast, evaluate arguments carefully considering a variety of perspectives, draw conclusions, synthesize.

THE INSTRUCTOR:		Unsatisfactory	Needs Improvement	Effective	Outstanding	Not Applicable	COMMENTS (Mandatory for a rating of Unsatisfactory or Outstanding)
8	Presented or explained content clearly.				✓		See below
9	Used relevant examples to clarify points.			✓			
10	Varied explanations to respond to student questions or need for clarification.			✓			
11	Fostered critical thinking*.			✓			
12	Emphasized important points.			✓			
13	Used chalkboard, graphics, visual aids or other enhancements to support presentation.				✓		See below
14	Demonstrated and ensured use of appropriate equipment for procedure.			✓			
15	Encouraged student participation/ questions.			✓			
16	Encouraged and assisted student with use of lab equipment.					✓	
17	Asked questions to assess student understanding.			✓			
18	Waited sufficient time for students to answer questions.			✓			
19	Provided opportunities for students to interact together to discover/discuss or practice content points.				✓		See below

(N.B. "Needs Improvement" and "Effective" and "Outstanding" are to be considered satisfactory evaluations; "Not Applicable" shall not be interpreted as a negative evaluation.)

SUMMARY OF TEACHING STRATEGIES (MUST BE PROVIDED BY THE OBSERVER)

CONTINUED ON THE NEXT PAGE

SUMMARY OF TEACHING STRATEGIES (MUST BE PROVIDED BY THE OBSERVER)

The best of Professor Devers' strategies was a simple one of having students write their thesis statements on cards with sticky tape on the back and then stick the cards to a wall (without names on them). Then, students would read the statements and move them up and down on the wall depending on how effective they found them. Though simple, this is a brilliant strategy for it provides comparisons and analysis that will be retained through visual memory.

SUBJECT MASTERY

- + Does the instructor demonstrate mastery of the subject matter and understanding of the learning situation (including a sense of the students themselves) in which the subject matter is presented?
- + Is the subject matter and level of analysis being asked of the students of a degree of difficulty suitable to the course?
- + Is the material presented relevant to the purpose of the course?

THE INSTRUCTOR:		Unsatisfactory	Needs Improvement	Effective	Outstanding	Not Applicable	COMMENTS (Mandatory for a rating of Unsatisfactory or Outstanding)
20	Presented content at a level appropriate for the students.			✓			
21	Presented material relevant to the purpose of the course.			✓			
22	Demonstrated command of the subject matter.			✓			
23	Explained and discussed results of lab/clinical/studio exercise.			✓			
24	Followed theoretical principles and professional experiences to integrate the didactic and lab/clinical/studio application.			✓			

(N.B. "Needs Improvement" and "Effective" and "Outstanding" are to be considered satisfactory evaluations; "Not Applicable" shall not be interpreted as a negative evaluation.)

SUMMARY OF SUBJECT MASTERY (MUST BE PROVIDED BY THE OBSERVER)

Professor Devers was clearly in command of her subject matter throughout the class.

INSTRUCTOR AND STUDENT ATTITUDES AND CHARACTERISTICS

- + Are interactions in the classroom respectful, positive, and educationally productive?
- + Is it clear that both instructor and students are prepared for the class?
- + What evidence is there of interest, enthusiasm, and engagement in activities on the side of the instructor? students?
- + Does the instructor motivate students and encourage student learning in appropriate ways?
- + Does the instructor respond appropriately to student behaviors and concerns?
- + Does the instructor's tone, voice, volume, and inflection contribute to engaging students?
- + Did the instructor provide timely and specific feedback?

IF APPLICABLE:

- + Was equipment used properly in a safe/sanitary manner?

THE INSTRUCTOR:		Unsatisfactory	Needs Improvement	Effective	Outstanding	Not Applicable	COMMENTS (Mandatory for a rating of Unsatisfactory or Outstanding)
25	Was dressed in appropriate attire for the laboratory/clinical experience.					✓	
26	Communicated appreciation for the subject.			✓			
27	Showed respect for student questions and responses.			✓			
28	Used appropriate voice volume and inflection, and was easy to understand.			✓			
29	Presented information or led discussions with enthusiasm and interest.			✓			
30	Provided constructive and timely feedback on assignments (projects tasks/ experiments/ practice) and encouraged students to self assess.			✓			
31	Responded appropriately to student behaviors and concerns.			✓			
THE STUDENTS:							
32	Were dressed in appropriate attire for the laboratory/clinical experience.					✓	
33	Practiced safe handling and disposal of product and/or equipment.					✓	
34	Were engaged in the lesson.			✓			
35	Showed evidence of preparation.			✓			
36	Had a positive rapport with the instructor.			✓			

(N.B. "Needs Improvement" and "Effective" and "Outstanding" are to be considered satisfactory evaluations; "Not Applicable" shall not be interpreted as a negative evaluation.)

SUMMARY OF INSTRUCTOR AND STUDENT ATTITUDES AND CHARACTERISTICS (MUST BE PROVIDED BY THE OBSERVER)

Professor Devers engages with her students in a way that combines the personal and the professional. That is, they clearly understand that she cares about them individually but respond to her as a professor and not as a friend.

CLASSROOM MANAGEMENT

- + Is the instructor in command of the classroom?
- + Was attendance taken?
- + Is the atmosphere in the class conducive to learning?
- + Did the class begin/end on time?
- + Was the classroom left in a neat, orderly and secure manner?

IF APPLICABLE:

- + Were laboratory equipment and materials arranged for and prepared prior to the start of the session?
- + Were safety precautions discussed and adhered to?
- + Were sanitation rules followed?
- + Were equipment and materials returned or stored properly at the end of the session?

THE INSTRUCTOR:		Yes	No	Not Applicable
37	Started class on time.	✓		
38	Checked attendance.	✓		
39	Maintained an atmosphere conducive to learning.	✓		
40	Maintained an organized and orderly, sanitary lab/clinic/studio environment.			✓
41	Demonstrated safe use of lab/clinical/studio equipment and instructional materials.			✓
42	Left classroom in a neat, orderly, and secure manner.	✓		
43	Ended class on time.	✓		

(N.B. "Needs Improvement" and "Effective" and "Outstanding" are to be considered satisfactory evaluations; "Not Applicable" shall not be interpreted as a negative evaluation.)

SUMMARY OF CLASSROOM MANAGEMENT (MUST BE PROVIDED BY THE OBSERVER)

The class moved smoothly throughout.



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EVALUATION OF LESSON:

How were the objectives of this lesson communicated to the students?

Professor Devers used a number of devices, including individual work, small groups, whole-class discussion, electronic devices, and physical activity to achieve her goals.

Were the objectives of the lesson met?

Yes No []

What evidence was there that the instructor did or did not achieve lesson objectives?

The students left talking to each other about their papers and their thesis statements. That is a clear indication of success.

OVERALL EVALUATION OF LESSON:

Unsatisfactory Satisfactory []

Professor Devers is a competent and caring instructor of the very highest caliber. Her lesson, clearly a part of a larger process and program, worked smoothly and effectively.

SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT:

None.

SIGNATURE OF OBSERVER

DATE

SIGNATURE OF INSTRUCTOR

DATE

* I understand that my signature means only that I have read this 8 page peer observation report.