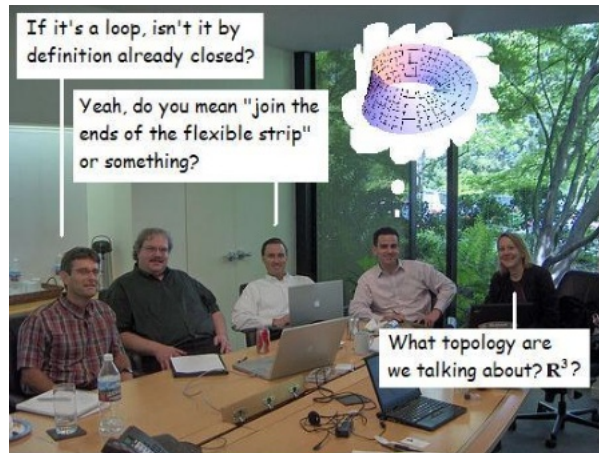


MATH 8001

11 October 2013



Observing and Reflecting on Teaching

Three mechanisms for feedback, coming up soon

- peer observation, in this seminar
- mid-semester feedback from students
- faculty observation

The goals of the feedback process are:

- feedback, perspective, self-awareness and reflection
- beginning to build a teaching portfolio

The goal of the feedback process is NOT:

- to form a secret judgment on you that will haunt you for the rest of your career.

Nuts and bolts

- Quiz assignment returned
- Turn in group worksheets at end of hour
- Peer observation assignment due by November 8

Any issues arising in your current teaching?

Peer observations

The next three slides are from Alanna Hoyer-Leitzel's and Heidi Goodson's TA support group slides, following material from Kris Gorman in CTL.

Why do observations?

- Few instructors set out deliberately to do a bad job. Most have reasonable goals.
- We don't see ourselves as others see us. Being able to view our teaching from a new perspective can be an enlightening experience.
- The insights we discover for ourselves tend to be retained and acted on with more energy and better spirit than those we are told about by others.
- Good data can be persuasive.
- Most instructors have alternate strategies available and can use them if they see a need.

Goals of the Process

- Encourage the instructor to articulate pedagogical goals
- Provide the instructors with as complete a picture of his/her classroom as possible using observable, objective data.
- Encourage the instructor to reflect on his/her course particularly whether his/her goals for student learning are being met and why (not).
- Help instructor find alternative strategies to use when current strategies are not helping the instructor reach his/her goals.

In general, during this process we...

- want to create a supportive environment (includes being confidential)
- help the instructor understand what's happening in their class (novice teachers tend to be most focused on what's going on with them, so it can be easy to miss things that are going on with students)
- don't want to be in the habit of evaluating another's teaching

Our plan for conducting peer observations

- Agree to observe one TA in this class, and agree to be observed by one TA in this class. (Need not be symmetric, but that might be more convenient. See signup matrix.)
- Visit one 50-minute discussion by Tuesday, November 5.

Our plan for conducting peer observations

- When you observe, take notes on what the TA writes on the board, what the TA says, and your general observations. What is it like to be a student in this class?
- Meet with the TA you observed and come to consensus on strengths and areas for improvement. Include the observed TA's responses in your notes.
- Submit on Friday, November 8, your observation notes and the list of strengths/improvements for your observed TA. (This is not a part of your teaching file.)

Mid-semester feedback

Rule 1. Acknowledge receiving the feedback and taking it seriously.

Rule 2. Know which suggestions to disregard and which to incorporate.

- A packet of copies of the form on the next slide will come to your mailbox in the next week.
- Leave the classroom with 5-10 minutes remaining.
- Ask a student volunteer to return the completed forms to 115 Vincent.

Mid-semester feedback

Your instructor is interested in receiving feedback from you on how this class is helping you learn. Your input helps the instructor identify the aspects of the class that are working and the aspects that need improvement.

1. Rate the overall performance of your instructor on a scale of 1 (lowest) to 5 (highest). Circle one number.

1 (lowest) **2** **3** **4** **5(highest)**

2. List at least one thing that your instructor does well to help you learn in the class.

3. List at least one thing that your instructor needs to improve to help you learn better in the class.

Faculty observations

- In the next week, the undergraduate office will send email to you and your faculty observer.
- Then, you send email to your faculty observer, listing the dates that are bad for visiting, due to exams for example.
- After the class visit, send email to your faculty observer to arrange a follow-up discussion.

Fall Semester 2012
TA Evaluation Form
for Instructional Evaluation Committee

Note to the evaluator: Please remember to include your name and the course information in the appropriate places below.

T.A.: _____

Course _____, Sec _____, Time _____, Days _____, Room _____

Visitor and date of visit: Visitor: PROF. _____ Date: _____

Key to ratings: A = excellent/outstanding
B = good/more than satisfactory
C = satisfactory
D = poor/rather unsatisfactory
F = very poor/totally unsatisfactory

(Please circle)

- | | |
|-----------|--|
| A B C D F | 1. Mastery of subject |
| A B C D F | 2. Organization/preparation |
| A B C D F | 3. Clarity/pace of presentation; blackboard usage; legibility |
| A B C D F | 4. Ability to ask and answer questions and channel discussion properly |
| A B C D F | 5. Attitude of instructor towards students and of students towards instructor; rapport and control |
| A B C D F | 6. Use of English |
| A B C D F | 7. Classroom manner |

A A- B+ B B- C+ C C- D+ D F OVERALL PERFORMANCE

COMMENTS (including those made after meeting with T.A.)

DRAFT
TA Observation
Instructional Evaluation Committee

TA: _____

Course _____, Sec _____, Time _____, Days _____, Room _____

Observer: _____ Date: _____

OVERALL RATING (check one):

Excellent (top 15%; potential teaching award candidate) _____

Satisfactory (most TAs) _____

Needs further intervention (applies to ~ 15%) _____

Comment below on the areas of strength and needed improvement. Possible topics of discussion include:

- mastery of mathematics
- organization, preparation
- clarity, pace of presentation
- asking, answering questions
- rapport with students, control of classroom
- use of English

Areas of strength

Areas needing improvement (items can be listed without triggering further intervention)

Briefly report on follow-up meeting with TA