



Class Observation Feedback Form

Instructor: Kathryn Harlan	Quarter: Fall 2018
Date: Wednesday, November 14, 2018	Class: ABE English C-E (Science, Lab, CWH)

		Very Good	Satisfactory	Needs Improvement	Doesn't Apply
1.	The class session was well-planned, well-organized, and made effective use of time.	X			
<i>Comments: Kathryn had a very well-planned and well-organized class session. The class began promptly, with two students who were already set-up with class computers and ready to begin learning. Latecomers, and even those who had missed the previous session, were welcomed and brought up to speed swiftly and skillfully. Kathryn made excellent use of class time.</i>					
2.	The instructor presented an effective lecture, small group activity, or other learning activity.	X			
<i>Comments: Kathryn offered an array of effective learning activities—all related to the topic. The session began with an engaging review/mini-lecture where students were asked to respond at various points of inquiry. This was followed by individuals taking turns reading an informative passage to the large group. A short video brought the concept of ecological succession alive for visual learners and finally, students were asked to complete a number of discussion questions.</i>					
3.	The instructor connected information to past or future lessons or to other academic subjects.	X			
<i>Comments: Class began with a review of key concepts from previous lessons and their relationship to the current topic. After this brief review, Kathryn made connections between these concepts and events happening in the world today. Discussion ensued regarding the difference between the cause and contributing factors for the wildfires in California.</i>					
4.	The instructor encouraged critical thinking and analysis.	X			
<i>Comments: Throughout the session, Kathryn kept students engaged in critical thinking and analysis. Kathryn often began with a question, such as, "How is Mount St. Helens an example of an ecological succession?" or, "Overall, what did you think about the Mount St. Helen's video from yesterday?" She followed such questions and student responses with definitions of key terms, descriptions and visuals, thereby bringing the subject matter to life for students.</i>					
5.	The instructor provided opportunities for students to practice new skills.	X			
<i>Comments: Students had multiple opportunities to practice new skills. They worked from their computers as a large group, read aloud in front of their peers, contributed to the discussion by responding to questions both orally and as written responses on the Canvas discussion board.</i>					
6.	The instructor maintained an orderly, respectful classroom.	X			

	<i>Comments: Kathryn modelled a high level of focus on the material and students responded with orderly and respectful classroom behavior. Students' comfort level in the classroom was most evident as they read aloud in front of one another. They felt comfortable asking for help throughout the session and Kathryn consistently responded with calm, caring compassion, validation, and reassurance.</i>				
7.	Students were actively engaged.	X			
	<i>Comments: Four students in attendance were engaged as a large, albeit small, group, and they were comfortable participating in the discussion, as evidenced by their responses to questions posed and willingness to take turns reading passages aloud.</i>				
8.	The instructor's use of technology or other teaching tools enhanced the class session.	X			
	<i>Comments: Kathryn made expert use of touch screen technology at the front of the classroom while students followed along on their laptops. Students could see the material on their personal screens and/or look up to the board at the front of class. Kathryn also made effective use of the white boards and color markers.</i>				

Observer Comments: *This class session on ecological succession was well-thought out and well-prepared. Kathryn offered an engaging mix of lecture, reading and mixed media materials, including a short instructive video. This is a smart strategy, particularly for an evening class where energy can be low for some students. It was exciting to see students working on Canvas together—as a large group, yet supported by the presence of their instructor. Kathryn kept the students on their toes, ensuring engagement in the material. Positive comments, such as “Good!” “Excellent!” “Great sentence structure.” “Good job.” “Good work, you guys.” were free flowing and very encouraging. Class was moving into citing examples of ecological succession in MLA format as the fifty minutes came to a close. Impressive! It is clear that Kathryn loves her work and is willing to meet students where they are. Kathryn is a great addition to the Transitional Studies department.*

Faculty Comments:

Reviewer Signature: _____

Meredith Sica

Date: _____

11/27/18

Faculty Signature: _____

[Handwritten Signature]

Date: _____

11/27/18