

**Certificate of Accomplishment in Teaching Program**  
**Classroom Observation Form – Option 2**

CoAT Participant’s Name: Jay Vaglio  
 Course observed: GD410: Imaging III  
 Date of observation: September 15, 2011  
 Time of class: 10:15–12:05  
 Observed by: Amber Howard

	Needs Improvement	Satisfactory	Well Done	Not Observed
<b>Introduction:</b> The lesson was introduced in an interesting and effective way, and the goal or purpose of the lesson was clear.			X	
<b>Level/Audience:</b> The lesson was presented at an appropriate level for the intended audience. The instructor seemed to know his/her audience.			X	
<b>Content:</b> The content was developed in an organized manner, emphasizing important points. Examples or applications helped students relate material to familiar concepts.			X	
<b>Purpose of learning activities:</b> The learning activities had an appropriate place in the lesson, and the purpose of each activity was clear.		X		
<b>Student participation:</b> The instructor effectively involved the students in the lesson.			X	
<b>Climate:</b> The instructor established a positive climate of approachability, setting an appropriate tone for the instructor-student relationship.			X	
<b>Enthusiasm:</b> The instructor showed enthusiasm for the subject and introduced interesting aspects of the content.			X	
<b>Questions:</b> The instructor checked for student understanding and invited student questions. When questions were asked, the instructor responded clearly.			X	
<b>Visual aids:</b> The instructor used visuals effectively. Visuals may include the board, handouts, PowerPoint presentations, content projected on a screen, etc.			X	
<b>Time management:</b> The pace of the lesson was appropriate, and the instructor managed the time well and brought the lesson to a logical conclusion.		X		

**For the OBSERVER: Please answer the three discussion questions on the next page.**

## **QUESTIONS for the OBSERVER:**

### **1. What were the strengths of this lesson?**

In the first part of the lesson, Jay effectively questioned the students about the benefits and limitations of using each type of task flow as well as describing the appropriate situations in which to use each type. He listened to each student's response and performed feedback listening to reiterate the students' point. Engaging students in the conversation students to reflect upon the material and enabled Jay to determine whether the students understood the essence of the material.

The visual presentation was well organized. Jay presented the material in an organized fashion, including short definitions of key terms in the margin. He presented an overview, diagram, and example for task flows and then wireframes. The parallel of both modules enabled students to easily follow the presentation, anticipate, and compare the two methods.

### **2. What suggestions do you recommend for this instructor?**

When posing questions to the students, Jay occasionally asked a series of questions in rapid succession. The students did not have time to answer the first or second question posed, and were, at times, confused about which question to address. By posing one question at a time and allowing time for students to formulate their answers, more students may have engaged in the classroom discussion.

After the initial presentation, the students had 45 minutes to sketch task flows. Many of the students expressed confusion about what was expected of them. Though Jay gracefully explained the workshop task and set students in the correct direction, it may have been helpful to describe the steps for accomplishing the 45-minute task—to create a task flow for creating a task flow—or offer a point from which students can begin.

### **3. Are there any additional comments you would like to share with the instructor?**

Jay appeared confident in front of the students and clearly mastered the content presented. He took the time to visit each student individually, offering gentle guidance when warranted.

In the last part of the lesson, Jay presented technical examples for creating hi-fi wireframes. He may have felt rushed for time, and consequently presented the material in rapid succession without engaging students in discussion. It was unclear whether students understood the material. Employing similar strategies as he did in the first part of the lesson, however, would have revealed the students' comprehension.

## **REFLECTION QUESTIONS for the CoAT PARTICIPANT**

**Complete this section *after* your class has been observed. Attach your comments to this form and submit online. If possible, it is best to meet with your observer to discuss this observation experience before completing the questions.**

### 1. What did you feel went well in this class session?

I believe the class presentation and supplemental access to the presentation went well. I prepared the presentation with rigor to ensure students had a resource to access after the presentation was complete. Being able to present the content, knowing they would be able to review the presentation on their own time, ensured the students would have a helpful resource to reference when they had questions about the content at a later time.

2. What would you like to change about this class session if you had to teach it again?

I would pace my presentation more appropriately. In the beginning of the class, I had the student's attention by posing questions and requesting answers. Later on in the presentation, I did not revisit this strategy to engage students. After the halfway point, I should have planned on integrating a strategy to re-engage student's attention as well as assess how well the students were comprehended the presentation up to that point.

3. In the light of the observer's comments, what aspects of your teaching approach will you look at changing in the future? How will you do this?

Planning specific prompts for the class throughout the presentation will be something that I develop further. In the presentation itself, I think adding questions will encourage students to reflect on the content presented.

Directing small milestones for the in-class activity will also help students achieve the larger goal of the class. By staging the activity, maybe even requiring the class to come back together at the mid-way point to answer questions as a class, the students will be given a clearer path to achieving the goals of the in-class activity and ensure students are on the same page.

4. What have you found useful/not so useful about the observation process?

The observation process was a well-documented assessment of my Teaching Assistant experience. Now, I have clear things to work on when I teach in the future rather than a false impression that I am doing certain things better/worse than I am. The detailed analysis of my performance provides confidence, as well as guidance as I teach in the future.

Form adapted with permission from: Pinder, T. and Ross, C. (2007). *Strategies for Teaching Assistant and International Teaching Assistant Development*. Jossey-Bass.