

TEACHING FACULTY OBSERVATION REPORT

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| FACULTY MEMBER BEING OBSERVED | | | |
| Name: Yolande Brener | Rank: Adjunct Lecturer | Department: English | Date: 2/29/2020 |
| NAME OF OBSERVER | | | |
| Name: Francisco Delgado | | Rank: Assistant Professor | |
| BRIEF DESCRIPTION OF THE TOPIC UNDER DISCUSSION: Topic Sentences | Course and Section Number: 101.0905 | | |
| | Course Title: English Composition | | |
| | Number of students attending: 20 | | |

OBSERVATION: (For detailed questions as a guide, consult "Questions for Writing the Observation Report"). Each question should be answered in a brief paragraph of 100 words or less.

Observee's teaching is: Satisfactory Satisfactory, with Guidance Unsatisfactory
If further explanation is needed, please do so here:

A copy of the instructor's syllabus is attached Graded student essays are attached.

- 1) Examine and evaluate the instructor's syllabus that was distributed to students.
(Are the texts, supplemental materials, deadlines, assignments, topics, etc. related to the course requirements and student learning outcomes?)

The syllabus is clearly organized, and the language is concise about the expectations and learning outcomes for the students. There is also clear evidence of scaffolding, in that the weekly breakdown clearly delineates what work is due and how the week's in-class activities will develop from last week's.

- 2) Briefly describe the focus of the lesson and the effectiveness of the approach.

The class began with a discussion about the distinctions between the first essay assignment (the Analysis) and the second essay assignment (the Synthesis Essay): how do the scope of our arguments differ from one to the next? How does the breadth and depth of our evidence differ?

The instructor then facilitated a discussion about how we engage and discuss one another's work, using the tenets laid out in chapter 12 of *They Say/I Say* as their model, such as linking your commentary/feedback to something that was mentioned previously, using the name of the person whose work you are commenting on, and summarizing the point that you are choosing to directly respond to.

This was in preparation for the activity in which students shared their topic sentences. When some students were not yet prepared to share their work, the instructor masterfully adapted by giving students some time to develop and/or refine their work.

- 3) Describe the instructor's interactions with students.

The instructor has clearly developed a welcoming rapport with students. This was evident in how engaged the students were during class discussions and their eagerness to answer her questions about previous reading assignments and how we can use them to create our own arguments.

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- 4) Describe the instructor’s key strengths (you may consider the lesson, syllabus, grading, student interaction, etc.)

The instructor’s strength was in how she could facilitate discussion in a way that encouraged students to share. It was clear from the observation that the students respected the instructor, had a clear understanding of what was expected of them, and understood the etiquette of in-class discussion.

The instructor was also strong at knowing when, and how, to modify the original lesson plan in its execution based on the learning needs and comfort levels of students. For instance, when some students admitted to needing more time to compose and revise their topic sentences, the instructor gave them a few extra minutes to do so, so that they felt more confident in sharing their work. The students appreciated the extra time and were more eager to share their work.

During the share out activity, when some students showed any signs of discomfort at discussing their peers’ work, the instructor acknowledged this and simply asked the student to respond with whether or not they agreed with the writer’s point. This helped ensure that all students felt comfortable in their roles and that each writer received some feedback on their work.

- 5) Describe and evaluate the methods used in grading student work (consider the use of rubrics, scaffolding, timeframe, drafting, etc).

The instructor was very mindful of her scaffolding of the assignment to emphasize the importance of the major components of the essay. For instance, on the week of the observation, students’ drafts of topic sentences were due. They were shared with one another for feedback. The following week, the final drafts of topic sentences were due. In two weeks, the essay proposal was due.

This type of scaffolding exemplifies the step-by-step process that goes into successful writing, and the students will no doubt benefit from focusing on each step in such a measured amount of time.

- 6) Identify any areas that the instructor should continue to develop.

N/A

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| OBSERVER’S SIGNATURE: | Date: |
| OBSERVED MEMBER’S SIGNATURE; <i>Golande Brenner</i> | Date: 03/17/2020 |
| CHAIRPERSON’S SIGNATURE | Date: |

Please submit the original and 1 copy to the Department Chair. In addition, make 1 copy for the observed faculty member.