

## TEACHING FACULTY OBSERVATION REPORT

<b>FACULTY MEMBER BEING OBSERVED</b>			
Name: Yolande Brener	Rank: adjunct	Department: English	Date: 3/23/21
<b>NAME OF OBSERVER</b>			
Name: Maria Alvarez		Rank: full-time lecturer	
<b>TOPIC OF LESSON PLAN OBSERVED:</b> * Review of writing assignment deadlines. * Review of grading criteria. * Free writing and sharing * Read aloud Manhattan by John Berger		<b>Course and Section Number:</b> <b>Course Title: 101-0803</b>  <b>Number of students attending (if observed class is synchronous): 18</b>  <b>Number of students enrolled (if observed class is asynchronous):</b>	

**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 with semester course guide/map 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?) Yes. All the materials, deadlines, assignment descriptions related to the course are included in the syllabus.

2) Briefly describe the focus of the lesson and the effectiveness of the approach. Prof. Brener's class was effective in bringing clarity to the essay assignments requirement to establish a thesis and topic. The class also read aloud portions of the Berger essay to assure student comprehension. Prof. Brener initiated discussion about the essay's significance in its relation to how memory affects us here in New York City, as well as, the economic disparities in Manhattan. "How is the concept of Manhattan different from what we know as the real Manhattan?" poses Prof. Brener, who added, "This is a place to start a thesis."

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- 3) Describe the instructor's interactions with students. (For an asynchronous class, interaction is based on instructor's comments, and/or delivery of material in observed lesson.) Prof. Brener's interaction with students was very encouraging and supportive. She allowed students to engage at their pace and discover their own analysis. She offered a "pep talk" to ease the nerves of students before doing a free write, which they later shared with the class. "Believe in yourself and writing ability."
  
- 4) Describe the instructor's key strengths (you may consider the lesson, syllabus, grading, student interaction, etc.) Prof. Brener showed strength in allowing students to express themselves and paused giving students time to consider each other's comments, as well as each other's writing. She even played music to inspire.
  
- 5) Describe the methods used in grading student work (for example, consider the use of rubrics, comments, and/or other means of feedback). The rubric grading scale was posted in the essay queue which was an effective reminder on how writing will be graded. The comments on the graded papers are supportive whether asking a student to push forward with more direction on improving the essay's format, to specifics on how a student wrote a "sophisticated" essay.

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- 6) Identify any areas that the instructor should continue to develop. Prof. Brener is an experienced instructor and her students responded to her questions and direction. Students felt at ease to share their feelings, experiences that reflected their interpretations of the readings.

OBSERVER'S SIGNATURE: Maria Alvarez	Date: 4/5/2021
OBSERVED MEMBER'S SIGNATURE; Yolande Brener	Date: 4/5/2021
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.