

**Faculty Development Committee**

**Teaching Observation Checklist**

Instructor's Name: Lin Lin

Instructor's Department: Childhood/ Early Childhood Ed. Date of Observation: 3/23/2010

Lesson Title or Content Area: Writing Women into the Curriculum

Length of lesson being observed: 75 minutes Week of observation (out of 15) 8

FDC Observer: John Foley

**Reflections on course syllabus:**

Course syllabus was provided upon request

Syllabus provided an understanding of how current lesson helps to achieve course objectives and mission

Syllabus provides sufficient detail for assignments & course details

**Mechanics:**

Instructor begins and ends class in a timely manner

**Scholarship:**

Includes applications for problem solving and decision making

Distinguishes between fact and opinion, data and interpretation

Emphasizes need for problem-solving strategies

Important points and concepts are emphasized

**Opening:**

Focuses student attention (by demonstration, activity, questions, etc.) before launching into lecture or lesson's key activity

Presents broader framework within which day's topic can be placed and related

States objectives or agenda for current class session

Links class to prior activities or class (homework or other assignments)

Starts slowly, allowing class to "warm up"

**Structure and Clarity:**

Indicates and provides appropriate transitions from one teaching strategy or concept to another

**Pace:**

seems about right

seems too slow or too fast

all one speed; no variation

**Classroom Relationships & Student Involvement:**

Calls students by name

Demonstrates positive rapport with students

Gives motivational cues (*Not needed - Class was active the whole time*)

Shifts easily from presentation mode to questioning or discussion mode

Provides opportunities for, and encourages, audience participation and questions

Makes sure that comments or questions have been heard by all

Checks to see whether answers to questions have been understood

Questions from students are treated seriously, not as interruptions

General attentiveness of students is reflected in student behaviors (taking notes; reviewing materials to be discussed)

Prevents or terminates discussion monopolies

Encourages and guides critical thinking

**Conclusion:**

Draws together contributions of various members of the group

Summarizes key concepts and points

Draws new conceptualizations and/or sets the stage for further development in the next class

**Quality and Content of Discussion:**

Pursues student ideas when they are not clearly expressed

Intervenes when discussion gets off the track

Summarizes discussion periodically

**Role of Teacher:**

Paraphrases student comments for his/her own or students' understanding

**Controversial Issues**

Encourages students to interact directly by asking students to comment on each other's remarks and/or by asking one student to respond directly to another

Encourages students to examine a variety of points of view before drawing conclusions or making judgments

**Mechanics:**

Sees that everyone hears questions and answers

N/A Calls on non-volunteers as well as volunteers (Not Needed - Whole class was engaged)

Allows time after questions for formulation of good answers

Invites alternative or additional answers

Involves a large proportion of the class

**Design of the Questions:**

Questions are easily understood, clear in intent and precisely expressed

Prompts with hints, rephrased or simplified questions as needed

Asks questions on matters of opinion, where any answer could be considered correct

Asks questions that relate to the experience of the student

If necessary, requires students to support answers with evidence

**Class Atmosphere:**

- Lets students know they are free to respond
- Supports an atmosphere where it is "safe" to speak and "safe" to be wrong
- Allows students to respond to one another

**Reception of Answers:**

- Follows up short or inadequate answers with a probing response that requires student to extend or improve his/her answer
- Accepts and acknowledges all answers ("I see what you mean,") or by reflecting, clarifying, or summarizing
- Provides some degree of praise for answering questions
- Encourages students to evaluate their own or one another's answers (what would happen if you did it that way?)

**Additional Comments:**

Lin Lin was dynamic in her instruction. The class went through a series of progressive activities built around the lesson content of writing women into the curriculum. I was very impressed when I entered the classroom 10 minutes early and it looked like Lin had been there for a day prepping the classroom with posters, maps and pages from books. Each table had a small pile of paper strips that with questions on them that resembled spaghetti that would be used with a "Historical Representation" at the beginning of class. Sheets of scratch paper were stacked in orderly fashion next to the piles for use with a "Messenger and Scribe" activity at the end of class.

All students were engaged throughout the whole lesson, and it appeared that this was a normal expectation for this class. It was very apparent that the students are very fond of Dr. Lin.

**Other notes:**

-Lin had a push cart filled with all sorts of material to design a learning environment; it was reminiscent of an elementary art teachers supply cart.

-Five minutes before class began, she started playing music and interacting with the class. Everything was modeled in such a way that students can take this experience and transition it to their own classrooms.