TEACHING OBSERVATION RECORD

Instructor: Dr. Leslie Cordie
Date: April 12, 2013
Observer: Dr. James E. Witte
Observation Date: April 11, 2013
Course Observed: ADED 7650, Teaching the Disadvantaged Adult

The purpose of this teaching observation record is to provide written documentation concerning classroom teaching and learning methods and/or strategies. Comments relate to the following categories:

1. MANAGEMENT OF TIME:
   Very well organized. Started on time. Reviewed materials and status of class projects at beginning of class. Knew students and their projects by sight (did not rely on notes). Relaxed dealing with students. Provided firm, appropriate feedback, not overbearing. Insured a clear view of what was expected of students. Moved smoothly from project feedback to student presentations. Sufficient time for each presentation.

2. INSTRUCTIONAL PRESENTATION:
   Time spent with student projects was very instructive. Students benefited. She demonstrated a wide range of content competence (students were preparing self-selected/instructor approved projects) Comments during and following student presentations were supportive and appropriately critical. Comments were well received by students. Good use of humor. Patient. Exceptionally skilled working with English as a second language students (several international students in her class).

3. MONITORING and FEEDBACK:
   Attentive to the entire class (not just the most vocal). Projected confidence. Students responded positively to her feedback and comments, frequently expanding or offering other examples. Very participatory learning method. Respected by students. If student “noise level” rose, she simply made a statement in a conversational tone and students immediately responded. Many students continued informal discussion at close of class. No “big rush” to leave the building.

4. CLASSROOM CLIMATE:
   Very supportive climate. Students did not hesitate to seek clarification when needed or to ask a question of the instructor or a fellow student. Students seemed to know acceptable conduct and worked well, self-monitoring classroom behaviors. Very focused group. Frequently reinforced students’ comments with appropriate follow-on comments/observation. Classroom reflected the holistic expectation of the andragogical model.

5. OTHER COMMENTS:
   Evening spent in her class was worthwhile for students (and me).

cc: Sheri Downer
    Leslie Cordie