

**Washington State University
College of Arts and Sciences
Teaching Observations Information and Guide¹**

The purpose of this document is to guide the teacher and the observer through the process of formal teaching observations of faculty by faculty.

Purpose of Observations:

Teaching is central to the mission of Washington State University. The WSU Strategic Plan highlights four key themes, all of which include goals or sub-goals in support of enhancing the quality and relevance of the learning experience. Specifically, Theme 2: Transformative Student Experience articulates goals of providing excellent teaching and learning opportunities centered on student engagement, development and success; preparing graduates to lead and excel; and improving curricular infrastructure. Ongoing assessment in each of these areas is necessary. There are numerous quantitative metrics that have been identified in capturing relevant data for many components. Faculty observations of classes and instruction, however, allow a humanistic and qualitative approach that provides context in the assessment of the learning experience, value in determining needs for more investment in faculty development and in the identification of challenges for changes in course infrastructure, and evidence of innovation and effectiveness in teaching.

Demonstration of effectiveness in teaching is essential for re-appointment and advancement. Systematic collection and assessment of evidence of effective teaching is therefore crucial. Because instruction must align with the mission of the institution and include considerations such as student demographics, resources, curriculum, class size, type of course, and other related elements, effective teaching can vary substantially from course to course.

Formative or developmental feedback is important at all stages of teaching and for faculty in all tracks. Teaching observations and feedback early and often can help faculty improve their courses, refine their teaching style, and broaden their use of effective approaches for each course.

Formative feedback, over time, will also provide a more informed summative review for promotion evaluation. When considered together with student ratings, the teaching portfolio, letters from past students, self-reflection, and supplemental materials, teaching observations from colleagues provide a more comprehensive and reliable review of a faculty member's performance as a teacher and are used to document growth, development, and excellence in teaching.

Goals:

The ultimate goal of faculty teaching observations is to enhance professional development. The Tenure and Promotion Guidelines in the College of Arts and Sciences indicate faculty teaching observations must be included as part of the portfolio submitted for consideration and a multi-year schedule for the formal faculty observation, conducted by senior colleagues who will be involved in the process of reviewing materials for

tenure and promotion. Each academic unit is expected to develop a process for conducting teaching observations of all faculty members throughout their career so the process truly functions as developmental and formative for faculty. Goals include developing unit culture that supports growth and professional development as a teacher; establishing a culture and environment where observing other teachers, being observed by other teachers, and talking about teaching is not only acceptable but embraced; and creating contacts, plans, personal assistance, collaboration and mentorship in the area of teaching.

Procedure:

Each academic unit shall determine how teaching observations are conducted and by whom. Establishing peer teaching groups or circles of faculty who observe each other, identifying faculty who serve as teaching observers each semester/year, or assigning mentoring committees the responsibility to observe teaching are three possible approaches to consider.

The final document of the formal teaching observation is a narrative summary of the observation submitted on letterhead stationary, using this guide to structure and provide details for the observation and for the discussions, presented to the teacher being observed and to the chair/director of the department/school. Teaching observations that document improvement and innovation in a faculty member's teaching will be considered positive.

The process of formal faculty observation of teaching includes four steps:

1. A pre-observation meeting between the teacher and the observer to discuss the context of the course and of the lesson that will be observed, and the goals for the observation
2. The classroom observation
3. A post-observation meeting to discuss the observations made
4. A narrative summary of the observation, using the guide provided below for structure, including the context and post-observation discussion with the teacher

Best Practice Suggestions:

1. In the interest of fairness and clarity of process, some standardization within the unit is best.
2. Observers benefit from training and practice to use the tools for observation with consistency.
3. Opinions can vary as to what constitutes good teaching. Engaging multiple observers on different days and even in different classes is recommended.
4. Multiple observations, extended over a period of time and under a range of conditions, allow for a comprehensive and illustrative view.
5. Observers should be known as competent and effective teachers.
6. Observers should have familiarity with the broad discipline of the course, if not the specific course content.
7. Observers should be flexible, as there is no single correct way to teach.

8. Effective and meaningful observations of teaching work best if done over an extended period of time and range of conditions to allow for the demonstration of change and improvements or, in cases of implementing new teaching methodology or innovations, to allow for student adaptation.
9. A brief meeting between the observer and the teacher prior to the classroom observation is necessary for the teacher to share the syllabus, the context of the class and of the lesson, and the goals for the day. The pre-observation meeting also allows for a meaningful discussion regarding new teaching practices being piloted, and airing of any concerns or questions.
10. If the goal of the department/school is to improve teaching in the unit, then the process must create and support a culture of mutual mentoring and professional development in teaching. This includes supporting innovative teaching approaches that may take time to develop and addressing weaknesses in a longer-term process.
11. It is beneficial to include opportunities for newer faculty to observe the teaching of several experienced faculty in the unit, without any rating or review, as part of the mentoring process for professional development.
12. Untenured faculty should not be asked to rate colleagues in a summative assessment.
13. Narrative observations should include both strengths and potential areas of improvement.
14. Establishing a sustainable process of observing teaching that begins early in a faculty member's career provides the best opportunity for beneficial growth and professional development.

The Teacher:

Pre-observation:

- Once the observer has been identified, determine appropriate dates/times/course for the observation.
- Identify a day, time, and place for a pre-observation meeting between you and your observer. The goals of this meeting are to provide context for the observer who will be visiting one specific day out of the semester, to discuss issues, concerns, and methodology for the class and the course, and to heighten the conversation about teaching. The pre-observation meeting is extremely valuable for the professional development focus of teaching observations.
- For the pre-observation meeting (approximately 15-30 minutes), the teacher should be ready to share with the observer the following information:
 1. The course syllabus, handouts
 2. Contextual information about the course, as well as that day's topic
 3. Description of the students in the class
 4. Objectives for that class period
 5. Teaching methods and activities
 6. Student preparation expected for this class
 7. Any new ideas/methods being piloted during this class
 8. Any specific input from the observer that you wish to have

Classroom observation:

- It is important that you feel as comfortable as possible in this process. It may help to be familiar with the teaching observation guide so you are aware of the general categories and some of the detailed points.
- Depending on the size of your classroom and student enrollment, it may be appropriate to mention to the class that you have a guest faculty member visiting the class but this is something you may wish to discuss with the faculty observer in advance and is your choice whether or not to call this to the attention of the students.
- The goals are to have an opportunity to share your teaching and to allow for feedback and discussion with your colleague.

Post-observation:

- Within a week following the observation, meet again to discuss and debrief.
- Thereafter, the observer completes the written observation and provides a copy to the teacher and a copy to the chair/director that includes the feedback discussed in the post-observation meeting.
- Reflect on the feedback and your own thoughts to identify any next steps.

The Observer:

Pre-observation:

- Determine appropriate dates/times/course for the observation of the faculty member whom you will be observing.
- Familiarize yourself with the observation guide prior to the pre-observation meeting with the teacher. Note that the guide has six overarching sections that should be addressed in the narrative and organized in that way to add structure to the narrative. However, the various “considerations” listed are only suggested points to consider that may or may not be applicable depending upon factors such as content, size, and academic level (e.g., undergraduate class of large size vs. graduate seminar vs. one-on-one studio teaching). These are elements that are to be viewed as flexible based on the environment, needs, and goals of the faculty and within the academic unit. However, they are there to provide guidance for the observation. Therefore, not every consideration under the broader section will likely be addressed during a single observation.
- At the pre-observation meeting (approximately 15-30 minutes), develop an understanding of the syllabus, the context of the course and the lesson within the unit, and any additional materials presented by the teacher. Consider the following questions that you may wish to ask the teacher:
 1. What are your goals for the class I will observe?
 2. What teaching/learning activities will take place?
 3. What advance preparation will the students do for this class?
 4. Is this presentation typical of your teaching style or are you piloting a new idea?
 5. Is there anything you wish for me to focus on during the observation?
 6. Is there anything else that I should be aware of prior to the observation?
 7. Is there a specific place you feel I should sit in the classroom to observe yet be unobtrusive?
- It is important to remember that the teaching observation is one way to support improvement in effective teaching practices and is not meant to penalize innovation in the classroom.

Classroom observation:

- During the observation, try to be as unobtrusive as possible while maintaining a good view of students and teacher. Take notes on the teacher, the students, and course content, referring to the observation guide. Attend to verbal and nonverbal behavior, emphasizing what you see rather than your judgment *per se*.
- Immediately after the class, complete your notes based on the observation guide.

Post-observation:

- At the post-observation meeting (optimally, within 1 week following the observation), which may last approximately 15-30 minutes, give the teacher a copy of the completed observation form or a draft of your incomplete narrative of the observation and meet to discuss items such as these below. Ask

open-ended questions about the teacher's view and discuss strengths of the instruction as well as opportunities for growth.

1. In general, how did you feel the class went?
 2. How did you feel about your teaching/explanations of the material?
 3. To what extent do you feel the students were able to successfully accomplish the learning outcomes for this particular class?
 4. What do you feel worked well in the class? Is this a particular strength for you?
 5. What do you feel didn't work as well? Is that something that you are working on?
 6. What ideas do you have for enhancing those skills?
 7. Discuss strengths of the teaching of this class.
 8. Discuss suggestions and actionable recommendations.
- Complete the written narrative observation on unit letterhead using the guide for organizing your summary, including all overarching sections, and include the feedback discussed in the meeting.
 - The narrative for a **formal observation that will be included in the portfolio for tenure/promotion applications** must include the following:
 1. Introductory paragraph providing context for this course and this particular class; considerations discussed at the pre-observation meeting which might include specific goals of the teacher, innovative teaching ideas used, when this observation took place (such as the day before a test or the first day of a new unit of information); items of note regarding the physical space, sound reinforcement or issues, and technology that may be considerations but may also be out of the teacher's control for that particular day.
 2. The categories on the classroom observation guide as listed below, addressed by summarizing what was observed in the classroom:
 - a. Content Knowledge
 - b. Design of the Course and Learning Experience/Lesson Organization
 - c. Instructional Strategies in the Classroom, Laboratory, Studio, Clinic
 - d. Presentation Skills
 - e. Student Engagement/Learning Activities/Rapport with Students
 3. Brief Overall Summary concludes the narrative, noting areas of strength and any recommendations for improvement.
 4. Sign and Date
 - Teaching observations, outside those indicated for the formal observations included in the tenure/promotion application as delineated here, may occur throughout the career of the faculty member and may focus on select categories within the guide to help facilitate the spirit of sharing, guidance, and feedback.
 - Share copies of the completed narrative summary with the teacher and the chair/director.

¹Information and questions adapted from:

Chism, N.V.N. (2007). *Peer Review of Teaching: A Sourcebook*. Boston, MA: Anker.

Green, Kimberly. *Washington State University Office of Assessment of Teaching and Learning*

Weimer, M. (1990). *Improving college teaching: Strategies for developing instructional effectiveness*. Jossey-Bass: San Francisco.

**Washington State University
College of Arts and Sciences
Classroom Observation Guide**

Teacher: _____ Class: _____

Observer: _____ Date: _____

You are encouraged to use the considerations for observation provided under each category below when taking notes during the observation and then in developing your observation into a narrative letter of the teaching observation. Not all considerations may be applicable to each observation nor will all be appropriate or necessary to address. However, the overall categories should be included and delineated in the narrative summary of the observation.

I. Introduction

- *Pre-observation Meeting Day/Time:* _____
- *Notes for inclusion in observation from the pre-observation meeting to help provide context for introductory paragraph:*

II. Content Knowledge

Possible Considerations

- Material appropriate to the course, student foundational understanding and development, and the learning outcomes are introduced
- Accurate statements according to the standards of the field are made
- Current research is incorporated
- Sources, perspectives, and authorities in the field are introduced
- Operations and concepts are explained through examples
- Command of the subject matter is evident

III. Design of the Course and the Learning Experience/Lesson Organization

Possible Considerations

- Syllabus is inclusive of the university required statements, grading information, course requirements, dates and deadlines, policies
- Design of the lessons is relevant to the course overall
- Lesson reflects current practice in the field
- Level of the content and design of the lesson are appropriate for the students
- Learning objectives are clear and the learning activities well organized
- There is contextualization, or brief review, of the previous class's material
- Material is presented in a logical sequence
- An assessment strategy appropriate for the lesson/course/field is applied during the class
- There is an opportunity for student engagement, questions, discussion, and/or demonstration
- Class time is used efficiently and effectively

IV. Instructional Strategies in the Classroom, Laboratory, Studio, Clinic

Possible Considerations

- Choice of teaching strategies is appropriate and well developed
- Teacher mediates discussion well
- Teacher raises challenging questions that stimulates discussion
- Pace of the class is appropriate
- Course materials, including handouts, and technology are used effectively
- If used, writing on the board is legible and large enough to be seen by students
- Clear directions are given for group and/or individual work
- The teacher helps students apply theory to solve problems
- Goals and assessment are clear
- The materials/resources needed are available and used effectively
- Teacher was able to check student understanding through in-class assessments
- Teacher is available for questions and assistance

V. Presentation Skills

Possible Considerations

- Teacher is enthusiastic about the subject and makes it interesting
- Pace of speech is easy to follow and allows students to take notes
- Teacher's voice is audible and is easy to understand
- Teacher's voice provides interest and emphasis
- Teacher's mannerisms are not distracting and actually reinforce the presentation
- Comfortable eye contact with the entire class is established throughout the course
- Reading directly from notes throughout the class is avoided
- Response to student questions is clear

VI. Student Engagement/Learning Activities/Rapport with Students

Possible Considerations

- Students are able to follow directions for activities
- Students appear to understand the goals/procedures
- Student learning is enhanced with activities such as small-group work, applying concepts through examples, case studies, problem-solving
- Teacher encourages participation
- Teacher models good listening and a sense of humor, when appropriate
- Teacher stimulates interest in the subject
- Feedback and questions are addressed in a positive and helpful manner
- Student ideas or questions are incorporated into the lesson
- Respect and sensitivity to all students is demonstrated

VII. Brief Overall Summary

Include areas of strength and any recommendations for improvement.

WSU College of Arts and Sciences
Department of XYZ
Teaching Observation: Sample 1

Instructor: Dr. "A. Teacher" Class: XXX 101: Introduction to [REDACTED]
Observer: Dr. "An. Observer" Date: Monday, March 16, 2015

Introduction: During our pre-observation meeting, we discussed the syllabus and other considerations including the size of the class and how that might impact the final project which breaks up into smaller groups. The course has 90 students and is taught in a large lecture-style theater with fixed seating unable to be moved. My visit was 2 days prior to the midterm examination.

Content Knowledge: The instructor is an expert in the content area covered in this course. He is extremely knowledgeable and was able to share the information in a very comprehensive and concise manner for a UCORE 100-level course. He has a great deal of experience in the field and was able to relate his own real-world experiences which were obviously of interest and intrigue to the students.

Design of the Course/Lesson: The syllabus is very clear and complete, explaining policies, expectations, requirements, grading practice, homework assignments, preparation/participation, quizzes, and final project explanations. This syllabus follows the requirements of the University and certainly a wonderful example for the UCORE courses. The design of the lesson was very relevant with clear goals and assessment opportunities throughout the class. While the dissemination of information was via lecture, it was delivered in a manner that felt more like explanations and relational experiences. At the beginning of class, he handed out materials/past assignments and did a "check-in" with the students regarding their upcoming project. He offered many explanations and also tried to relate the information to their own interests and experiences/knowledge that they possess. He encouraged engagement through questions, discussion, and inclusion and drew upon past discussions to build upon. At the conclusion of the class, he discussed the plans for their next class period and handed out a study guide indicating they would review the next day for the exam so students should be prepared with questions. The course, as seen through the syllabus and this specific class period, is well developed.

Instructional Strategies: Concepts were supported by definitions, diagrams, and examples and he drew on terminology frequently used by students to draw them in and to relate material to their own experiences. The instructor was able to mediate discussion, encourage feedback within an effective pace of delivering the materials, use technology with great ease, give clear directions, and assist the students with immediate needs as well as with preparation for midterm examinations and their projects.

Presentation Skills: Dr. "Teacher" is quite comfortable in front of the class. His voice is generally audible and easy to understand, allowing for variation of tone and pitch for interest and emphasis. There were times when students were chatting between themselves and he spoke over that while continuing his presentation, making it hard to hear what he was saying. At our post-observation meeting, we discussed strategies he could incorporate to quiet them down so everyone can hear when he was talking without stifling their open environment of participation. He maintained comfortable eye contact with the students and used the PowerPoint slides to guide him through the class period, never "reading" lecture notes, but delivering the material with ease, efficiency and effectiveness. He is quite obviously enthusiastic about the subject material and seems to inspire interest of the students.

Student Engagement/Rapport with Students: This was a very relaxed environment, allowing for freedom of expression without fear of saying the wrong thing yet extremely productive and efficient in use of time and in terms of focus. There were many found opportunities for humor, engagement, attention to the students as individuals, and questions. He seemed sincerely interested in them and conversed with them both before and after class as they arrived and left.

Overall: I was able to observe an excellent teacher who knows and is enthusiastic about the subject/material, as demonstrated through his presentation, is responsive to the needs of the students, and organized both in the syllabus and in the classroom while demonstrating sincere interest in the students and in their learning.

Signed: Dr. An Observer

Dated: March 30, 2015

WSU College of Arts and Sciences
Department XYZ
Teaching Observation: Sample 2

Instructor: Dr. "A. Teacher" Class: Individual Studio
Observer: Dr. "An Observer" Date: Monday, April 13, 2015

Introduction: At the pre-observation meeting, Dr. "An Instructor" and I discussed that I would be observing an individual studio lesson of her teaching a student who is a junior in the program. There is a syllabus that each private student receives for studio lessons regarding schedule, grading, expectations, goals, and work ethic. However, because of the individualized nature of lessons and the need to assess at each lesson the particular needs and objectives, the instructor will be asking the student questions to self-assess and assist in the direction of the lesson for the day. In this process, very common for studio teachers, the student will be able to help assess on what he needs more assistance and the level of his preparation for the semester and for the upcoming performance/juried exam (a benchmark upper division qualifying exam) in 3 weeks. During the studio lesson, the instructor would then individually construct the plan for executing a successful and individualized lesson.

Content Knowledge: During the lesson, the instructor was at great ease, often asking the student for feedback, drawing attention to a focused teaching approach with the student. She demonstrated exceptional understanding of the content, pedagogy, and its application to his personal development and to the goals obviously well-established at the beginning of the semester.

Design of Course/Lesson: It is the nature of private lessons that each lesson be designed individually. Given these are weekly lessons, many things can affect a student's ability to practice throughout the week and to fully participate in the lesson with a teacher. These can include illness, emotional situations, absent accompanist, musical selection that may need to be reviewed from weeks before, a new selection that needs more work in any particular area including articulation, breath management, resonance, phrasing and other musical details. The instructor was very efficient in assessing the needs of the student for this particular lesson, developing a plan and goals for each musical selection which seemed to fall in line with developmental progress throughout the semester. The lesson plan was relevant, reflected current practice in the area, was level-appropriate, efficient and effective in use of time, and learning objectives were clear with specific activities towards the goals.

Instructional Strategies: The instructor incorporated material from other courses this student has had in our program including theory, history, pedagogy, and conducting. She led the student to "discovery" in applying theory, musicianship, and pedagogy, and asked "why do you think..." about various elements in the lesson. One-on-one, you can tell that she is very responsive to visual and aural feedback responses from the student and assists with expanding on or trying a new idea. She was able to remain an active listener, stopping at times to say "if you could do this over, what would you do" in a strong effort to develop self-assessment of the student, reinforcing the need to be thoughtful in applying what he knows rather than always being told. However, when needed, she helped to lead the student and also utilized learning tools. Her assessment was always very in touch with what was needed to be addressed and she was kind, instructional, and encouraging of the student, offering compliments as well as constructive ideas for improvement. This approach involving immediate assessment/feedback, applying the new knowledge or reminder, and then reassessment with student input was extremely effective and was a very efficient process. "What did you like?" and "What would you go back and fix?" are both motivating for the students to be invested and involved in their own vocal growth, guided by her depth of knowledge and experience.

Presentation Skills: The instructor is very comfortable in the one-on-one setting. Her eye contact with the student was genuine, encouraging, and kind. The variation of pitch/tone used throughout the lesson modeled excellent exemplifying, expressing enthusiasm, encouragement, and interest. She had many resources available to share with the student when needed but as an experienced teacher, there was an obvious trust between

student and instructor. She spoke with clarity and would check in with the student to ensure he understood and was able to put the instructions to practice.

Student Engagement/Rapport with Students: This was a very relaxed environment, allowing for freedom of expression without fear of saying the wrong thing yet extremely productive and efficient in use of time and in terms of focus (always on task with purpose but at a pace that felt very natural and not frantic nor wasteful). The attention was specifically on the student as an individual, and to help put him at ease, there were opportunities for laughter within a positive and trusting atmosphere. She effectively nurtured the needs of the student and assisted him in ways to continue self-assessment and improvement throughout the week, whether it was in the improvisatory nature or simply correction of musical notes. The importance of asking the student questions to hear what they may reflect on was obviously so very effective in training students to be able to assess not only their own skills but also those of others, given we are teaching our students how to be excellent teachers.

Overall: Dr. "Teacher" is extremely gifted as a musician and one of the most effective teachers I have seen in this setting. Through my observing today, I was able to acquire some new ideas for my own teaching, and certainly found her work with an individual student to be quite inspirational, positive, and productive.

Signed: Dr. An Observer

Dated: April 24, 2015

**WSU College of Arts and Sciences
Department of XYZ
Teaching Observation: Sample 3**

Instructor: Dr. "A. Teacher" Class: XXX 300
Observer: Dr. "An Observer" Date: Tuesday, March 17, 2015

Introduction: This class meets Tuesdays and Thursdays from 12:00pm-1:15pm. The classroom has fixed seats that do not turn, making it difficult for small group discussions, which the instructor does throughout the class, but its stadium style seating does make for easier viewing of and by the instructor and for students to see the instructor. A large screen and computer for presentations are installed in the room. The room has a very noisy air-flow register that affects the back third of the seats in the classroom, where I happened to sit. Another room assigned for this class would likely be a better option for the amount of student involvement with discussion groups and for ease of the instructor and teaching assistant to engage with the students. At our pre-observation meeting we discussed his concern that students do not come to class prepared for classroom discussions and what he had been instituting this semester to motivate this behavioral change.

Content Knowledge: Dr. "Teacher" is clearly knowledgeable regarding the content matter and related his own experiences into the classroom presentation to provide context and intrigue. I could see how the students were drawn in to his stories and explanations.

Design of the Course/Lesson: The syllabus clearly states expectations and goals, participation, assignments and grading, and topics and reading assignments for each class throughout the semester. Today's topic was on schedule, according to the syllabus, and given it is an upper division course for majors, the level of material in this course and the specific topic of today's lesson were appropriate. At the beginning of the class, the instructor provided a review of the last class in setting up the topic for today. Specific questions posed for today's class were available on Angel 2 days prior to class to help prepare them for discussion. Throughout the class, PowerPoint slides helped highlight key ideas and guide the presentation with the incorporation of small discussion groups to provide the application of theories and then bring the students back to focus on the instructor. Class time seemed to be used very efficiently.

Instructional Strategies: The instructor utilized many strategies to introduce and highlight material including questions available prior to class on Angel, a clear syllabus that indicated preparation for that day, materials to download from their classroom space on Angel, PowerPoint slides to highlight key ideas, YouTube videos, slides to guide the presentation rather than reading from notes, personal experiences and contemporary context for understanding and applying theories, and small discussion groups with time for them to report to the class. Directions were very clear but some students seemed to be quite unprepared. Therefore, he provided guidance in a manner that would help them remain engaged even under those circumstances.

Presentation Skills: Dr. "Teacher" has a very clear and audible voice for a large class of this size and was very personable, providing good eye contact, encouraging facial expressions, moving around and not stuck behind a podium or the computer, asking questions, and assisting with context for applying the theories to their own lives. The atmosphere was comfortable and the pace was appropriate; even in small group discussions, he was able to add guidance to keep the pace moving. When students asked questions or shared their small group report with the class, it would likely be beneficial in this room for the instructor to restate questions and comments as it was difficult to hear the more soft-spoken students at the front of the room from where I was sitting in the back 1/3 of the room.

Student Engagement/Rapport with Students: The instructor was engaging in his presentation and included several opportunities for student discussion and presentation of their ideas. There were several items that I noticed: many students did not come prepared to discuss as it seemed apparent that they had not read the material in advance; they did not seem to be prepared to discuss the questions that were available to them prior to class; while there was an expectation of classroom participation that they were graded on, there was no way to truly assess their participation which may have led to a lack of motivation to come prepared; the instructor stayed to work with the students in the front 1/3 of the room and the teaching assistant worked with one group in the last row of the room so there were a number of small groups in the middle that received no further guidance; and the room was not conducive for small group discussion due to fixed seats which do not allow anyone to turn the row behind them nor was it conducive for the instructors to move easily to assist small groups. With all of these difficulties, the instructor remained positive, encouraging, and helpful, allowing students to feel comfortable making comments. When he sensed students not being prepared, he created a more contemporary scenario and asked them to discuss how it fit the highlighted key ideas for the day's topic. This seemed to help but might also be seen as a reason some students may not come prepared. Finding the balance of engaging students with the expectation of coming to class prepared, and consistently being flexible and accommodating in class when they aren't prepared can be quite difficult for any teacher.

Overall: Dr. "Teacher" is an extremely knowledgeable professor who is providing many opportunities for student engagement. As this is the first time he has taught this course, he is applauded for trying many different activities and applying a number of strategies to motivate students to be prepared for class and to use class time for applying theories. Overall, the strategies he used were fairly effective and will become more effective as he includes and streamlines them; students were obviously starting to accept them as part of the class. At our post-observation meeting, we discussed other methods to assess student understanding, preparation, and participation during class which would help hold accountable the students for those participation grades as delineated in the syllabus. Some options to include are the One-Minute Paper, Student-Generated "Test Question" Cards, "Think-Pair-Share" for discussion partners (especially if the immovable chairs create a problem with small-group discussion), and Real-World Examples that might encourage students to enact a dramatic presentation of various scenarios in applying various theories. It may be necessary to simply talk with the students in class about the reasons for pre-class preparation, the goals for in-class work, and their suggestions for continuing with this expectation. Additionally, it may be helpful when scheduling rooms for the next semester of this class to identify a different room with more flexibility in arranging chairs that would enhance engagement activities.

Signed: Dr. An Observer

Dated: March 30, 2015