

## Classroom Visitation Form

Southwestern is committed to creating a culture of excellence for our students, staff, and faculty. One of the ways we fulfill our commitment is through peer-to-peer feedback and mentorship on each other’s teaching. This Classroom Visitation Form is designed to provide a framework for peer teaching observations, helping to assist the instructor in the performance of their duties, and to encourage and support their professional development over time.<sup>1</sup> The form is comprised of two components: a pre-observation form, to be completed by the faculty being observed, and a post-observation form, to be completed by the observer. The two components work iteratively to promote constructive feedback, pedagogical reflection, and ongoing dialogue to promote faculty members’ continual development over the course of their careers at Southwestern.

**Pre-Observation Form** *(for Faculty being observed, please complete this form and return to the person observing your teaching)*

<b>Faculty Member: Benjamin Holt</b>	
<b>Course: Math 251</b>	<b>Date: November 14, 2019</b>
<b>Observer: Sean Hutcherson</b>	
<b>Name and Topic of Class Session: Optimization</b>	

### 1. Learning Outcomes

**What is/are the objective(s) of the class session? What do you want your students to know, understand, and/or demonstrate as a result of your instruction?**

Objective 1: practice setting up and solving optimization problems.

### 2. How do you plan to achieve this/these Outcomes?

---

<sup>1</sup> Collective Bargaining Agreement, Article 16.1

Before the previous class time, students were required to watch a video outlining the solutions of several applied optimization problems covered by the textbook. In order to supplement the examples in the video, I gave an additional lecture on the topic during the previous class time.

For this class time, students will ask questions about the homework due at our next meeting, and will be then be assigned to a group who is responsible for completing a problem at the board. During the group session, I will help each group through their problem. The students attempting to find a solution on their own in addition to individual guidance will help the students acquire the necessary independence for completing the work individually.

**3. Instructional Techniques Being Used** (*select all that apply*):

- Lecture
- Class Discussion
- Small group activities
- Individual Student Assistance
- Interactive activity
- Lab
- Web-enhanced
- Other: \_\_\_\_\_

**4. What will you do to help students reflect on and enhance their learning?**

What will you do to help students look back on their learning? What will you do to help students enhance their learning process?

The act of having students do the heavy lifting in finding solutions with assistance from the instructor will bring the class into a more active mindset. By finding their own solutions, the material will take deeper root in the student's mind. The group setting will allow students with a strong grasp on the material to explain the material to other students in their respective groups whose grasp is not as strong. The student who is explaining the idea will acquire a deeper understanding by breaking it down for others, and those who still need help will get a perspective on the material which is different than mine.

During this time, I will work individually with groups in order to ensure they present a correct solution.

If there is time, each group will present their solution to the rest of the class. It is my hope that other students in the class will have questions for those who are presenting.

**5. What do you hope to learn from this observation?**

**What feedback would you like the observer to provide during your lesson to help you better reflect on your practice?**

**Post-Observation Form** (for classroom observers, please complete this form and return to the instructor. Please note that due to the variety of activities in which our faculty engage, some of the items may not be applicable to each instructor.)

### 1. Development of Learning Outcomes

**Please describe and demonstrate (with specific examples) how and/or to what extent the objectives and outcomes identified by the faculty member were met during the class session.**

Ben met his primary objective of having his students practice setting up and then solving optimization problems. He achieved this objective by spending several minutes at the beginning of class answering a homework question that a student had asked about an optimization problem. Ben worked out the problem for the entire class, clearly explaining each step along the way. Ben also accomplished his objective by splitting his class into groups and having each group work out a different optimization problem on the whiteboard. Ben circulated around the class and interacted with each group, providing feedback and answering questions as each group worked on its assigned problem.

### 2. Teaching Effectiveness:

- Main ideas are clear and specific
- Sufficient variety in supporting information
- Relevancy of main ideas was clear
- Instructor related ideas to prior knowledge
- Definitions were given for vocabulary

Specific examples of teaching effectiveness observed:

Ben gave a detailed explanation to the homework question he answered at the beginning of class. He referenced 1) the videos that students were required to watch as well as 2) the class discussion they had the previous class period.

I appreciated how Ben made a point of interacting with each group as they worked out solutions to their assigned problems.

### 3. Presentation and delivery:

- Communicates audibly and clearly
- Establishes and maintains eye contact with students
- Varies pace and tone to keep students alert
- Uses a presentation style that facilitates note-taking
- Uses positive and appropriate humor
- Incorporates various instructional supports (film, diagrams)
- Other: \_\_\_\_\_

Specific examples of teaching presentation and delivery observed:

Ben made good eye contact with his students, both in front of the class as well as when he worked with students individually. His voice was easily heard throughout the class period. Ben varied the class activities during the class period (having a class discussion for the first 10-15 minutes of class, then having students work in groups for the remainder of the hour) that helped keep students engaged.

### 4. Student Involvement:

- Attends respectfully to student comprehension or puzzlement
- Responds to changes in student attentiveness
- Asks questions of students that challenge them to think more deeply
- Invites student participation and comments
- Incorporates student responses when appropriate
- Encourages students to respond to their peers throughout the discussions
- Treats students with respect
- Uses positive reinforcement to encourage student participation and intellectual risk-taking
- Encourages students to interact civilly/respectfully with each other
- Other: \_\_\_\_\_

Specific examples of student involvement observed:

Students were actively involved in learning to set up and solve optimization problems. The groups of students I observed during the problem-solving part of class at the whiteboard were on task and eagerly working on their assigned problems. As Ben worked with groups individually, it was apparent that Ben and his students had a shared goal of having students gain a better understanding of the optimization problems. It was clear that Ben had established a good rapport with his students in this class.

#### 5. Learning environment:

- Students seemed to be interested and taking notes during class
- Checks for understanding periodically
- Promotes student involvement
- Students participated in active learning activities
- Addresses potentially disruptive behaviors before they impact the learning environment
- Students were given an opportunity to apply learning through practice, project, case studies, etc.
- Creates opportunities for students to practice relevant skills
- Develops student independence by encouraging students to assume responsibility for their own learning
- Solicits student feedback
- Listens carefully to student comments and questions
- Encourages critical thinking and analysis
- Other: \_\_\_\_\_

Specific examples of the learning environment observed:

As a result of Ben having each group working on an optimization problem, students were learning actively rather than passively. Many of the students seemed interested in the work other groups had done in solving their assigned problems. Toward the end of class, I noticed several students taking pictures of the worked-out solutions that had been completed by other groups.

#### 6. Overall summary of / reflection on classroom observation

Ben did a great job of providing for his students the tools and learning environments necessary for them to learn how to solve optimization problems. He came to class prepared and exhibited an excellent understanding of the content he was sharing with his students. Ben is a very approachable instructor who helps students gain a better appreciation of mathematics.

I highly recommend that Ben receive a positive evaluation for the 2019-20 academic year.

---

**Peer Review Member's Signature**

---

**Date**

---

**Faculty Member's Signature**

---

**Date**

*The Faculty Member's signature acknowledges review and receipt of this form and does not constitute agreement.*