

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.¹ 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)*

Faculty Member: Benjamin Holt	
Course: MTH 81 Culinary Math	Date: 11/7/2018
Observer: Sean Hutcherson	
Name and Topic of Class Session: When to Ignore Yield Percent	

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?

Students should learn to recognize when yield percent is useful, and when it is not. They will continue to solve culinary problems encountered earlier in the course, but will learn to distinguish between problems and situations which require yield percent from those which do not.

¹ Collective Bargaining Agreement, Article 16.1

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

I will first present two scenarios. One scenario requires yield percent, the other one does not. It will be up to the students to decide which scenario requires yield percent and which one does not. We will then solve each problem as a class.

I will use these examples as a lead-in to some general advice about how to understand when yield percent is necessary and when it is not.

Using this general advice, the class will be presented with two more scenarios: one which requires yield percent, and one which does not. It is my hope that students will be able to apply the ideas to a novel situation.

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?

In addition to what I hope to be a brief lecture, I will put students into groups, at which time, they will work together on problems from the online homework. The intent is to reinforce the ideas presented earlier. Moreover, it is intended to give students a chance to practice the material with the guidance of both their peers and their instructor. Stronger students will benefit by helping students whose grasp is less advanced, and those who need help will get a different perspective from their peers. Once students get guided practice with access to help, they will be better prepared for attempting and completing the homework on their own.

During the next class time, students will then present their solutions to the class.

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?

One of the more difficult aspect of putting students into groups can be the space and the facilities available to us where we all work together. I would like to acquire skills that enable me to facilitate group learning in a variety of situations, including the room where the class is presently held. I am hoping to get feedback on how I might better use the space to facilitate group learning.

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 satisfactorily completed his objective of helping students understand when yield percent is useful and when it is not. Ben presented examples of both to his students. He also had students work in groups on a worksheet for the last 15 minutes that further gave students the opportunity to distinguish between both cases.

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 was very clear in his explanations of yield percent. He performed some calculations in front of the class (while soliciting student input) to determine *edible portion quantity* (EPQ) and *as purchased quantity* (APQ). The students seemed to easily follow the classroom discussion that Ben led.

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 was outwardly enthusiastic about the topic of discussion. His voice was easily heard. He maintained excellent eye contact. Ben's writing was very neat. All of these qualities made it straightforward for students to follow this discussion and take notes as needed.

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:

I was impressed by Ben's ability to ask questions of the class and then wait for a response. Often times, when an instructor asks a question of the class and is greeted by a couple seconds of silence, the instructor answers his/her own question. Ben exhibited great patience when asking a question and then waiting for students to respond, even if a few seconds elapsed before someone answered the question. Ben came across as respecting his students throughout the period, and in turn, his students were respectful of him and of one another.

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:

Students seemed engaged in the class discussion that Ben was leading. I did not observe any disruptive behavior. Ben frequently asked questions of the class to check for understanding. The final 15 minutes of class were reserved for an active learning opportunity (students worked on a handout in small groups).

6. Overall summary of / reflection on classroom observation

I was impressed with Ben's teaching ability. He was very prepared and came across as very knowledgeable of the subject he was helping his students learn. Math 81 can be a challenging course for many instructors, but Ben seemed to have no difficulties at all. He had a good rapport with his students.

On a side note, Ben has been a wonderful addition to the Mathematics Department at Southwestern Oregon Community College. He is a hard-worker who is very dedicated to helping his students make sense of mathematics. It has been a pleasure having Ben as a colleague.

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.