INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) - TASSOC

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating. Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A) to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall  Spring  2008  Co-Teacher's Name  Murdie

COURSE NUMBER  SECTION  C  0  0  0

I. ORGANIZATION

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. clearly states the goal or objective for the period</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. reviews prior class material to prepare students for the content to be covered</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. provides internal summaries and transitions</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. summarizes and distills main points at the end of class</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. appears well prepared for class</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

II. PRESENTATION

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. incorporates various instructional supports like slides, films, diagrams, etc. where needed</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. speaks audibly and clearly, uses no speech fillers, such as ok/um</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. communicates a sense of enthusiasm and excitement toward the content</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. talks to the class, not the board or windows</td>
<td>0</td>
<td>1</td>
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<tr>
<td>5. varies the pace and tone to keep students alert</td>
<td>0</td>
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<td>2</td>
</tr>
<tr>
<td>6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion</td>
<td>0</td>
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<td>2</td>
</tr>
</tbody>
</table>

III. CREDIBILITY AND CONTROL

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
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<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. appears comfortable and competent with the content</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. responds confidently to student inquiries for additional information</td>
<td>0</td>
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<td>2</td>
</tr>
<tr>
<td>3. speaks about course content with confidence and authority</td>
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<td>2</td>
</tr>
<tr>
<td>4. is able to admit error and/or insufficient knowledge</td>
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</tr>
<tr>
<td>5. respects constructive criticism</td>
<td>0</td>
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</tbody>
</table>

Please include additional comments or specific examples below:

I thought she did a great job with her presentation. Very enthusiastic.

4/15/2008
INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSOC

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Semester (circle one): Fall  Spring  200  Co-Teacher's Name

COURSE NUMBER  SECTION

I. ORGANIZATION

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<tr>
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</tbody>
</table>

1. clearly states the goal or objective for the period
2. reviews prior class material to prepare students for the content to be covered
3. provides internal summaries and transitions
4. summarizes and distills main points at the end of class
5. appears well prepared for class

II. PRESENTATION

<table>
<thead>
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1. incorporates various instructional supports like slides, films, diagrams, etc. where needed
2. speaks audibly and cleanly, uses no speech fillers, such as ok/um
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4. talks to the class, not the board or windows
5. varies the pace and tone to keep students alert
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III. CREDIBILITY AND CONTROL

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1. appears comfortable and competent with the content
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5. respects constructive criticism

Please include additional comments or specific examples below:

4/15/2008
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Semester (circle one): Fall [Spring] 2009  Co-Teacher’s Name Amanda Murray

COURSE NUMBER 317 SECTION 000

I. ORGANIZATION

<table>
<thead>
<tr>
<th>Behavior</th>
<th>N/A</th>
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<th>Does Well</th>
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<tbody>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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II. PRESENTATION

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<tr>
<th>Behavior</th>
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<tbody>
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<td>slides, films, diagrams, etc. where needed</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. speaks audibly and cleanly, uses no speech fillers,</td>
<td></td>
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<td></td>
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<tr>
<td>such as ok/um</td>
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<tr>
<td>3. communicates a sense of enthusiasm and excitement</td>
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<tr>
<td>toward the content</td>
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III. CREDIBILITY AND CONTROL

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<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>3. speaks about course content with confidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and authority</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>5. respects constructive criticism</td>
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Please include additional comments or specific examples below:

Amanda is fabulous! She taught DOE her classes very well. They were always interesting and included videos.

4/15/2008
INSTRUCTIONAL OBSERVATION FORM FOR STUDENTS (FORM #2): TASSOC

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Semester (circle one): Fall __ Spring 200 __ Co-Teacher’s Name Amanda Mordic

COURSE NUMBER 217 __ SECTION 001

I. ORGANIZATION

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
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II. PRESENTATION

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III. CREDIBILITY AND CONTROL

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<td>2</td>
</tr>
<tr>
<td>4. is able to admit error and/or insufficient knowledge</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. respects constructive criticism</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Please include additional comments or specific examples below:

Amanda is one of the most engaged and interested teaching assistants I have encountered at Emory and I really appreciate her work in this course.

4/15/2008
INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM #2): TASSOC

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Semester (circle one): Fall  Spring  2008  Co-Teacher’s Name  Amanda Mudge

COURSE NUMBER  321  SECTION  0 60

<table>
<thead>
<tr>
<th>I. ORGANIZATION</th>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. clearly states the goal or objective for the period</td>
<td>0</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2. reviews prior class material to prepare students for the content to be covered</td>
<td>0</td>
<td>1 2 3 5</td>
<td></td>
</tr>
<tr>
<td>3. provides internal summaries and transitions</td>
<td>0</td>
<td>1 2 3 5</td>
<td></td>
</tr>
<tr>
<td>4. summarizes and distills main points at the end of class</td>
<td>0</td>
<td>1 2 3 5</td>
<td></td>
</tr>
<tr>
<td>5. appears well prepared for class</td>
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<td>1 2 3 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. PRESENTATION</th>
<th>N/A</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. incorporates various instructional supports like slides, films, diagrams, etc. where needed</td>
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<td>1 2 3 5</td>
<td></td>
</tr>
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<td>0</td>
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<td></td>
</tr>
<tr>
<td>3. communicates a sense of enthusiasm and excitement toward the content</td>
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<table>
<thead>
<tr>
<th>III. CREDIBILITY AND CONTROL</th>
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<tr>
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Semester (circle one): Fall  _____ Spring 200 ______ Co-Teacher's Name __________________

Course number: 345 SECTION 2 0 0

I. ORGANIZATION

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4/15/2008
INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) : TASSOC

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating. Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A) to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall  [ ] Spring [ ] 200[ ] Co-Teacher's Name _____________________________

COURSE NUMBER ___________________ SECTION ___________________

I. ORGANIZATION

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. clearly states the goal or objective for the period</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. reviews prior class material to prepare students for the content to be covered</td>
<td>0</td>
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</tr>
<tr>
<td>3. provides internal summaries and transitions</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. summarizes and distills main points at the end of class</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. appears well prepared for class</td>
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</tr>
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</table>

II. PRESENTATION

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
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<td>2</td>
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<tr>
<td>2. speaks audibly and cleanly, uses no speech fillers, such as ok/um</td>
<td>0</td>
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<td>2</td>
</tr>
<tr>
<td>3. communicates a sense of enthusiasm and excitement toward the content</td>
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<td>0</td>
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<td>6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion</td>
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III. CREDIBILITY AND CONTROL

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Please include additional comments or specific examples below:

4/15/2008
INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) : TASSOC

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Semester (circle one): Fall

Co-Teacher's Name: Alexis Murdie

COURSE NUMBER 51 SECTION 001

1. ORGANIZATION

<table>
<thead>
<tr>
<th></th>
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<td>0 1 2 3</td>
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<td>0 1 2 3</td>
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Please include additional comments or specific examples below:

Not as much as Dr. Davis, but I felt that the course lectures were mostly just read from the slides. The classes went very quickly, in terms of covering a lot of material in a short amount of time. As someone who needs to take notes, it was very difficult to follow the classes. In this regard, she was much better than Dr. Davis, though.

4/15/2008
INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM #2): TASSOC

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Semester (circle one): Fall [Spring] 2005 Co-Teacher's Name: Amanda Mudie

COURSE NUMBER: 317 SECTION: 000

I. ORGANIZATION

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<td>1 2 3 4</td>
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</tr>
<tr>
<td>3. communicates a sense of enthusiasm and excitement toward the content</td>
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III. CREDIBILITY AND CONTROL

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<tr>
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<tr>
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<td>0</td>
<td>1 2 3 4</td>
<td></td>
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Please include additional comments or specific examples below:

Prof. Mudie is a great teacher; she is very enthusiastic about what she teaches. She has great teaching skills. I would take her courses.

4/15/2008
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Semester (circle one): Fall  ☐ Spring  ☑ 2008  Co-Teacher’s Name: Amanda Muller

COURSE NUMBER: 214-22  SECTION: 360

I. ORGANIZATION

<table>
<thead>
<tr>
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<td></td>
</tr>
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<td>1 2 3</td>
<td></td>
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<td></td>
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<td></td>
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III. CREDIBILITY AND CONTROL

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Please include additional comments or specific examples below:

4/15/2008
INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM #2). TASSOC

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Semester (circle one): Fall Spring 200 Co-Teacher’s Name

COURSE NUMBER 270 SECTION 08 0

I. ORGANIZATION

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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1. clearly states the goal or objective for the period
2. reviews prior class material to prepare students for the content to be covered
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4. summarizes and distills main points at the end of class
5. appears well prepared for class

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed
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III. CREDIBILITY AND CONTROL

1. appears comfortable and competent with the content
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Semester (circle one): Fall Spring 200 Co-Teacher’s Name Amanda Murdie

COURSE NUMBER 217 SECTION OD

1. ORGANIZATION

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Semester (circle one): Fall (Spring) 2008 Co-Teacher's Name: Amanda Murdie

COURSE NUMBER 4492 SECTION 608

I. ORGANIZATION

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<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

II. PRESENTATION

<table>
<thead>
<tr>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. incorporates various instructional supports like slides, films, diagrams, etc. where needed</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2. speaks audibly and cleanly, uses no speech fillers, such as ok/um</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3. communicates a sense of enthusiasm and excitement toward the content</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. talks to the class, not the board or windows</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5. varies the pace and tone to keep students alert</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

III. CREDIBILITY AND CONTROL

<table>
<thead>
<tr>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. appears comfortable and competent with the content</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2. responds confidently to student inquiries for additional information</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3. speaks about course content with confidence and authority</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. is able to admit error and/or insufficient knowledge</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5. respects constructive criticism</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Please include additional comments or specific examples below:

4/15/2008
INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM #2): TASSOC

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating. Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A) to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall  Spring  2008  Co-Teacher's Name: Hurdie

COURSE NUMBER: 317  SECTION:  

<table>
<thead>
<tr>
<th>I. ORGANIZATION</th>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. clearly states the goal or objective for the period</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5</td>
</tr>
<tr>
<td>2. reviews prior class material to prepare students for the content to be covered</td>
<td>0</td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
<tr>
<td>3. provides internal summaries and transitions</td>
<td>0</td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
<tr>
<td>4. summarizes and distills main points at the end of class</td>
<td>0</td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
<tr>
<td>5. appears well prepared for class</td>
<td>0</td>
<td>1 2 3</td>
<td>4</td>
</tr>
</tbody>
</table>

II. PRESENTATION

| 1. incorporates various instructional supports like slides, films, diagrams, etc. where needed | 0   | 1 2 3 | 4 5 |
| 2. speaks audibly and cleanly, uses no speech fillers, such as um/oh | 0   | 1 2 3 | 4 5 |
| 3. communicates a sense of enthusiasm and excitement toward the content | 0   | 1 2 3 | 4 5 |
| 4. talks to the class, not the board or windows | 0   | 1 2 3 | 4 5 |
| 5. varies the pace and tone to keep students alert | 0   | 1 2 3 | 4 5 |
| 6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion | 0   | 1 2 3 | 4 5 |

III. CREDIBILITY AND CONTROL

| 1. appears comfortable and competent with the content | 0   | 1 2 3 | 4 5 |
| 2. responds confidently to student inquiries for additional information | 0   | 1 2 3 | 4 5 |
| 3. speaks about course content with confidence and authority | 0   | 1 2 3 | 4 5 |
| 4. is able to admit error and/or insufficient knowledge | 0   | 1 2 3 | 4 5 |
| 5. respects constructive criticism | 0   | 1 2 3 | 4 5 |

Please include additional comments or specific examples below:

4/15/2008
INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM #2): TASSOC

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating. Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A) to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall/spring 200_, Co-Teacher’s Name

COURSE NUMBER_, SECTION_

1. ORGANIZATION

<table>
<thead>
<tr>
<th>N/A</th>
<th>Needs Improvement</th>
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</thead>
<tbody>
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</tr>
<tr>
<td>3. provides internal summaries and transitions</td>
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<tr>
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<tr>
<td>5. appears well prepared for class</td>
<td>0</td>
<td>1 2 3</td>
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</tbody>
</table>

II. PRESENTATION

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<td>0</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2. speaks audibly and cleanly, uses no speech fillers, such as oh/um</td>
<td>0</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3. communicates a sense of enthusiasm and excitement toward the content</td>
<td>0</td>
<td>1 2 3</td>
</tr>
<tr>
<td>4. talks to the class, not the board or windows</td>
<td>0</td>
<td>1 2 3</td>
</tr>
<tr>
<td>5. varies the pace and tone to keep students alert</td>
<td>0</td>
<td>1 2 3</td>
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<tr>
<td>6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion</td>
<td>0</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

III. CREDIBILITY AND CONTROL

<table>
<thead>
<tr>
<th>N/A</th>
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<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. appears comfortable and competent with the content</td>
<td>0</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2. responds confidently to student inquiries for additional information</td>
<td>0</td>
<td>1 2 3</td>
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<tr>
<td>3. speaks about course content with confidence and authority</td>
<td>0</td>
<td>1 2 3</td>
</tr>
<tr>
<td>4. is able to admit error and/or insufficient knowledge</td>
<td>0</td>
<td>1 2 3</td>
</tr>
<tr>
<td>5. respects constructive criticism</td>
<td>0</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

Please include additional comments or specific examples below:

4/15/2008
INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) : TASSOC

In this form you are asked to assess your instructor’s specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating. Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A) to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall  Spring  2005 Co-Teacher’s Name

COURSE NUMBER  SECTION  

I. ORGANIZATION

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. clearly states the goal or objective for the period</td>
<td>0</td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
<tr>
<td>2. reviews prior class material to prepare students for the content to be covered</td>
<td>0</td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
<tr>
<td>3. provides internal summaries and transitions</td>
<td>0</td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
<tr>
<td>4. summarizes and distills main points at the end of class</td>
<td>0</td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
<tr>
<td>5. appears well prepared for class</td>
<td>0</td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
</tbody>
</table>

II. PRESENTATION

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0</td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
<tr>
<td>2. speaks audibly and clearly, uses no speech fillers, such as ok/um</td>
<td>0</td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
<tr>
<td>3. communicates a sense of enthusiasm and excitement toward the content</td>
<td>0</td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
<tr>
<td>4. talks to the class, not the board or windows</td>
<td>0</td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
<tr>
<td>5. varies the pace and tone to keep students alert</td>
<td>0</td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
<tr>
<td>6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion</td>
<td>0</td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
</tbody>
</table>

III. CREDIBILITY AND CONTROL

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. appears comfortable and competent with the content</td>
<td>0</td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
<tr>
<td>2. responds confidently to student inquiries for additional information</td>
<td>0</td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
<tr>
<td>3. speaks about course content with confidence and authority</td>
<td>0</td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
<tr>
<td>4. is able to admit error and/or insufficient knowledge</td>
<td>0</td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
<tr>
<td>5. respects constructive criticism</td>
<td>0</td>
<td>1 2 3</td>
<td>4 5</td>
</tr>
</tbody>
</table>

Please include additional comments or specific examples below:

4/15/2008
### INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSOC

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating. Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A) to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall, Spring  200[9], [10] Co-Teacher’s Name


---

### I. ORGANIZATION

<table>
<thead>
<tr>
<th></th>
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<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>0</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>0</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>0</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>0</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

### II. PRESENTATION

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>0</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>0</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>0</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>0</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>0</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

### III. CREDIBILITY AND CONTROL

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>0</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>0</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>0</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>0</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

Please include additional comments or specific examples below:

---

4/15/2008
INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM #2): TASSOC

In this form you are asked to assess your instructor’s specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating. Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A) to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall  Spring 2008  Co-Teacher’s Name: Hurdie

COURSE NUMBER:  SEC 7

<table>
<thead>
<tr>
<th>i. ORGANIZATION</th>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. clearly states the goal or objective for</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5</td>
</tr>
<tr>
<td>the period</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. reviews prior class material to prepare</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5</td>
</tr>
<tr>
<td>students for the content to be covered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. provides internal summaries and</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5</td>
</tr>
<tr>
<td>transitions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. summarizes and distills main points at the</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5</td>
</tr>
<tr>
<td>end of class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. appears well prepared for class</td>
<td>0</td>
<td>1 2 3 4</td>
<td>5</td>
</tr>
</tbody>
</table>

| ii. PRESENTATION                              |     |                   |           |
| 1. incorporates various instructional supports | 0   | 1 2 3 4           | 5         |
| slides, films, diagrams, etc. where needed    |     |                   |           |
| 2. speaks audibly and cleanly, uses no speech | 0   | 1 2 3 4           | 5         |
| fillers, such as ok/um                        |     |                   |           |
| 3. communicates a sense of enthusiasm and     | 0   | 1 2 3 4           | 5         |
| excitement toward the content                 |     |                   |           |
| 4. talks to the class, not the board or       | 0   | 1 2 3 4           | 5         |
| windows                                       |     |                   |           |
| 5. varies the pace and tone to keep students  | 0   | 1 2 3 4           | 5         |
| alert                                         |     |                   |           |
| 6. selects teaching methods appropriate for   | 0   | 1 2 3 4           | 5         |
| the content, for example lecture, exercises,  |     |                   |           |
| discussion                                     |     |                   |           |

| iii. CREDIBILITY AND CONTROL                  |     |                   |           |
| 1. appears comfortable and competent with     | 0   | 1 2 3 4           | 5         |
| the content                                   |     |                   |           |
| 2. responds confidently to student inquiries  | 0   | 1 2 3 4           | 5         |
| for additional information                    |     |                   |           |
| 3. speaks about course content with           | 0   | 1 2 3 4           | 5         |
| confidence and authority                      |     |                   |           |
| 4. is able to admit error and/or insufficient | 0   | 1 2 3 4           | 5         |
| knowledge                                     |     |                   |           |
| 5. respects constructive criticism            | 0   | 1 2 3 4           | 5         |

Please include additional comments or specific examples below:

4/15/2008
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Semester (circle one): Fall Spring 200______ Co-Teacher's Name__________

COURSE NUMBER _______ SECTION _ 0 0

1. ORGANIZATION

<table>
<thead>
<tr>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
1. clearly states the goal or objective for the period
2. reviews prior class material to prepare students for the content to be covered
3. provides internal summaries and transitions
4. summarizes and distills main points at the end of class
5. appears well prepared for class

II. PRESENTATION

<table>
<thead>
<tr>
<th>N/A</th>
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III. CREDIBILITY AND CONTROL

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1. appears comfortable and competent with the content
2. responds confidently to student inquiries for additional information
3. speaks about course content with confidence and authority
4. is able to admit error and/or insufficient knowledge
5. respects constructive criticism

Please include additional comments or specific examples below:

4/15/2008
INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM #2): TASSOC

In this form you are asked to assess your instructor’s specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating. Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A) to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall Summer 200X Co-Teacher’s Name

COURSE NUMBER: _____ SECTION: _____

I. ORGANIZATION

<table>
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<th>Does Well</th>
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</thead>
<tbody>
<tr>
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<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. reviews prior class material to prepare students for the content to be covered</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. provides internal summaries and transitions</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. summarizes and distills main points at the end of class</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. appears well prepared for class</td>
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<td>2</td>
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<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. incorporates various instructional supports like slides, films, diagrams, etc. where needed</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. speaks audibly and clearly, uses no speech fillers, such as ok/um</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. communicates a sense of enthusiasm and excitement toward the content</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. talks to the class, not the board or windows</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. varies the pace and tone to keep students alert</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

III. CREDIBILITY AND CONTROL

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
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<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. appears comfortable and competent with the content</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. responds confidently to student inquiries for additional information</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. speaks about course content with confidence and authority</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. is able to admit error and/or insufficient knowledge</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. respects constructive criticism</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Please include additional comments or specific examples below:

4/15/2008
INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) : TASSOC

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating. Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A) to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall  200  Co-Teacher's Name

COURSE NUMBER  SECTION

<table>
<thead>
<tr>
<th>I. ORGANIZATION</th>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. clearly states the goal or objective for the period</td>
<td>0</td>
<td>1     2     3     4     (3)</td>
<td></td>
</tr>
<tr>
<td>2. reviews prior class material to prepare students for the content to be covered</td>
<td>0</td>
<td>1     2     3     4     (3)</td>
<td></td>
</tr>
<tr>
<td>3. provides internal summaries and transitions</td>
<td>0</td>
<td>1     2     3     4     (3)</td>
<td></td>
</tr>
<tr>
<td>4. summarizes and distills main points at the end of class</td>
<td>0</td>
<td>1     2     3     4     (3)</td>
<td></td>
</tr>
<tr>
<td>5. appears well prepared for class</td>
<td>0</td>
<td>1     2     3     4     (3)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. PRESENTATION</th>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. incorporates various instructional supports like slides, films, diagrams, etc. where needed</td>
<td>0</td>
<td>1     2     3     4     (3)</td>
<td></td>
</tr>
<tr>
<td>2. speaks audibly and cleanly, uses no speech fillers, such as um/um,</td>
<td>0</td>
<td>1     2     3     4     (3)</td>
<td></td>
</tr>
<tr>
<td>3. communicates a sense of enthusiasm and excitement toward the content</td>
<td>0</td>
<td>1     2     3     4     (3)</td>
<td></td>
</tr>
<tr>
<td>4. talks to the class, not the board or windows</td>
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<td></td>
</tr>
<tr>
<td>5. varies the pace and tone to keep students alert</td>
<td>0</td>
<td>1     2     3     4     (3)</td>
<td></td>
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<tr>
<td>6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion</td>
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<table>
<thead>
<tr>
<th>III. CREDIBILITY AND CONTROL</th>
<th>N/A</th>
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<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. appears comfortable and competent with the content</td>
<td>0</td>
<td>1     2     3     4     (3)</td>
<td></td>
</tr>
<tr>
<td>2. responds confidently to student inquiries for additional information</td>
<td>0</td>
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<td></td>
</tr>
<tr>
<td>3. speaks about course content with confidence and authority</td>
<td>0</td>
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<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>5. respects constructive criticism</td>
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<td></td>
</tr>
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Please include additional comments or specific examples below:

4/15/2008
INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSOC

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A) to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall (Spring) 200________ Co-Teacher's Name: ___________

COURSE NUMBER: ________ SECTION: ________

I. ORGANIZATION

<table>
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<tr>
<th></th>
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<th>Does Well</th>
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II. PRESENTATION

<table>
<thead>
<tr>
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III. CREDIBILITY AND CONTROL

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
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<td></td>
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4/15/2008
INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) : TASSOC

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Semester (circle one): Fall [Spring] 200 [8] Co-Teacher's Name [Blank]

COURSE NUMBER [Blank] 31 [Blank] SECTION [Blank]

I. ORGANIZATION

<table>
<thead>
<tr>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1 2 3 4</td>
<td>5</td>
</tr>
</tbody>
</table>
1. clearly states the goal or objective for the period
2. reviews prior class material to prepare students for the content to be covered
3. provides internal summaries and transitions
4. summarizes and distills main points at the end of class
5. appears well prepared for class

II. PRESENTATION

<table>
<thead>
<tr>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
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3. communicates a sense of enthusiasm and excitement toward the content
4. talks to the class, not the board or windows
5. varies the pace and tone to keep students alert
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion

III. CREDIBILITY AND CONTROL

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<tr>
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<tbody>
<tr>
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<td>1 2 3 4</td>
<td>5</td>
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</table>
1. appears comfortable and competent with the content
2. responds confidently to student inquiries for additional information
3. speaks about course content with confidence and authority
4. is able to admit error and/or insufficient knowledge
5. respects constructive criticism

Please include additional comments or specific examples below:

4/15/2008
INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM #2) TASSOC

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Semester (circle one): Fall Spring 200 Co-Teacher's Name

COURSE NUMBER 212 SECTION COO

<table>
<thead>
<tr>
<th>I. ORGANIZATION</th>
<th>N/A</th>
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<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. clearly states the goal or objective for the period</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. reviews prior class material to prepare students for the content to be covered</td>
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<td>1</td>
<td>2</td>
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<td>2</td>
</tr>
<tr>
<td>2. speaks audibly and cleanly, uses no speech fillers, such as ok/um</td>
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<td>2</td>
</tr>
<tr>
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<td>2</td>
</tr>
<tr>
<td>4. talks to the class, not the board or windows</td>
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<td>2</td>
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<tr>
<td>5. varies the pace and tone to keep students alert</td>
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<td>2</td>
</tr>
<tr>
<td>6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>III. CREDIBILITY AND CONTROL</th>
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<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
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<td>2</td>
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<tr>
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</tr>
<tr>
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<td>1</td>
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4/15/2008
INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM #2) : TASSOC

In this form, you are asked to assess your instructor’s specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating. Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A) to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall    Spring 2000    Co-Teacher’s Name: Amanda Pillardie

COURSE NUMBER #17  SECTION 00

I. ORGANIZATION

<table>
<thead>
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<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1. clearly states the goal or objective for the period</td>
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<td>1</td>
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<td>1</td>
</tr>
<tr>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. summarizes and distills main points at the end of class</td>
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<td>1</td>
</tr>
<tr>
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II. PRESENTATION

<table>
<thead>
<tr>
<th>N/A</th>
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<tbody>
<tr>
<td></td>
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<tr>
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III. CREDIBILITY AND CONTROL

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<tr>
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Semester (circle one): Fall _ Spring 2008_____ Co-Teacher's Name _ Amanda Wilde __

COURSE NUMBER 517 ______ SECTION ____________

I. ORGANIZATION

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<th>Item</th>
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<th>Does Well</th>
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<tr>
<td>1. clearly states the goal or objective for the period</td>
<td>0</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>2. reviews prior class material to prepare students for</td>
<td>0</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>the content to be covered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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</table>

II. PRESENTATION

<table>
<thead>
<tr>
<th>Item</th>
<th>N/A</th>
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<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. incorporates various instructional supports like</td>
<td>0</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>slides, films, diagrams, etc. where needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. speaks audibly and cleanly, uses no speech fillers,</td>
<td>0</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>such as ok/um</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. communicates a sense of enthusiasm and excitement</td>
<td>0</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>toward the content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. talks to the class, not the board or windows</td>
<td>0</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>5. varies the pace and tone to keep students alert</td>
<td>0</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>6. selects teaching methods appropriate for the content,</td>
<td>0</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>for example lecture, exercises, discussion</td>
<td></td>
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III. CREDIBILITY AND CONTROL

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<thead>
<tr>
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<th>N/A</th>
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<tbody>
<tr>
<td>1. appears comfortable and competent with the content</td>
<td>0</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>2. responds confidently to student inquiries for</td>
<td>0</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>additional information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. speaks about course content with confidence</td>
<td>0</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>and authority</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. is able to admit error and/or insufficient knowledge</td>
<td>0</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>5. respects constructive criticism</td>
<td>0</td>
<td>1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

Please include additional comments or specific examples below:

Amanda was great!

4/15/2008
INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2): TASSOC

In this form you are asked to assess your instructor's specific classroom behaviors. Your instructor has requested this information for purposes of instructional analysis and improvement. Please try to be both thoughtful and candid in your responses. Your judgments should reflect that type of teaching you think is best for this particular course and your own learning style. Try to assess each behavior independently rather than letting your overall impression of the instructor determine each individual rating. Circle the number that best indicates your judgment about each item. If an item is not applicable (N/A) to this course, circle zero (0) as your response. There is an opportunity at the end of each section to include examples or comments.

Semester (circle one): Fall Spring 2008 Co-Teacher's Name Amanda Murdie

COURSE NUMBER 317 SECTION 800

I. ORGANIZATION

1. clearly states the goal or objective for the period
   N/A Needs Improvement Does Well
   0 1 2 3 4 5
2. reviews prior class material to prepare students for
   the content to be covered
   0 1 2 3 4 5
3. provides internal summaries and transitions
   0 1 2 3 4 5
4. summarizes and distills main points at the end of class
   0 1 2 3 4 5
5. appears well prepared for class
   0 1 2 3 4 5

II. PRESENTATION

1. incorporates various instructional supports like
   slides, films, diagrams, etc. where needed
   0 1 2 3 4 5
2. speaks audibly and cleanly, uses no speech fillers,
   such as um/ah
   0 1 2 3 4 5
3. communicates a sense of enthusiasm and excitement
   toward the content
   0 1 2 3 4 5
4. talks to the class, not the board or windows
   0 1 2 3 4 5
5. varies the pace and tone to keep students alert
   0 1 2 3 4 5
6. selects teaching methods appropriate for the content,
   for example, lecture, exercises, discussion
   0 1 2 3 4 5

III. CREDIBILITY AND CONTROL

1. appears comfortable and competent with the content
   0 1 2 3 4 5
2. responds confidently to student inquiries for
   additional information
   0 1 2 3 4 5
3. speaks about course content with confidence
   and authority
   0 1 2 3 4 5
4. is able to admit error and/or insufficient knowledge
   0 1 2 3 4 5
5. respects constructive criticism
   0 1 2 3 4 5

Please include additional comments or specific examples below:

4/15/2008
Examples relevant to student experiences and course content:

- Suggests text material into class presentations
- Views other than own when appropriate
- Uses difficult terms, concepts or problems in more than one way
- The course to help diverse groups of students
- Background of ideas and concepts is up-to-date developments in the field where appropriate
- Organizes and explains assignments

INTERACTION AND RAPPORT:

- Students enough time to respond to questions
- As to wrong answers constructively
- Adequate time for questions
- Encourages students to respond to each other’s questions
- Encourages diverse points of view
- Encourages thought and participation
- Responds constructively to ideas
- Treats students equitably
- Ensures students do not understand
- Approaches learning

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Specific examples below:

She was also a compelling and determined student in her abilities. Her approach to learning reflected in the class when she...(circle best answer)

- B  C  D  F
- B  C  D  F

Kem (Magna Publications)
IV. CONTENT

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<tr>
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INTERACTION AND RAPPORT

| 1. gives students enough time to respond to questions | 0 | 1 | 2 | 3 | 4 | ☑ |
| 2. responds to wrong answers constructively | 0 | 1 | 2 | 3 | 4 | ☑ |
| 3. allows ample time for questions | 0 | 1 | 2 | 3 | 4 | ☑ |
| 4. encourages students to respond to each other’s questions | 0 | 1 | 2 | 3 | 4 | ☑ |
| 5. respects diverse points of view | 0 | 1 | 2 | 3 | 4 | ☑ |
| 6. requires student thought and participation | 0 | 1 | 2 | 3 | 4 | ☑ |
| 7. solicits and responds constructively to student opinions | 0 | 1 | 2 | 3 | 4 | ☑ |
| 8. treats class members equitably | 0 | 1 | 2 | 3 | 4 | ☑ |
| 9. recognizes when students do not understand | 0 | 1 | 2 | 3 | 4 | ☑ |
| 10. acknowledges different approaches to learning | 0 | 1 | 2 | 3 | 4 | ☑ |

Please include additional comments or specific examples below.

Ms. Purdue was incredibly helpful and available for extra help throughout the course. She was also a compelling and thoughtful lecturer. I felt just as confident in her ability to maintain the level of intellect in the class when she lectured as I did within her office.

Overall, phenomenal job.

VII. OVERALL EVALUATION (circle best answer)

1. Overall what letter grade would you give this instructor? A B C D F
2. Overall what letter grade would you give this course? A B C D F


4/15/2008
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## V. INTERACTION AND RAPPORT

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Please include additional comments or specific examples below.

## VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor? A B C D F
2. Overall what letter grade would you give this course? A B C D F


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Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor? A B C D F
2. Overall what letter grade would you give this course? A B C D F


4/15/2008
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Please include additional comments or specific examples below.

She is extremely knowledgeable, passionate, and engaging.

VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?  
   A  B  C  D  F

2. Overall what letter grade would you give this course?  
   A  B  C  D  F


4/15/2008
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### VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?  
   - A  
   - B  
   - C  
   - D  
   - F

2. Overall what letter grade would you give this course?  
   - A  
   - B  
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V. INTERACTION AND RAPPORT

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<td>10.</td>
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Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?  A B C D F
2. Overall what letter grade would you give this course?    A B C D F

Developed with guidelines from *How Am I Teaching?* by M. Weimer, J.L. Parrett, M. Kenu (Magna Publications. 1988)

4/15/2008
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V. INTERACTION AND RAPPORT

| 1. gives students enough time to respond to questions                      | 0   | 1 2 3            | 4 5       |
| 2. responds to wrong answers constructively                                | 0   | 1 2 3            | 4 5       |
| 3. allows ample time for questions                                         |     |                  |           |
| 4. encourages students to respond to each other’s questions                |     |                  |           |
| 5. respects diverse points of view                                         |     |                  |           |
| 6. requires student thought and participation                              |     |                  |           |
| 7. solicits and responds constructively to student opinions                |     |                  |           |
| 8. treats class members equitably                                          |     |                  |           |
| 9. recognizes when students do not understand                              |     |                  |           |
| 10. acknowledges different approaches to learning                          |     |                  |           |

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?  
   A | B | C | D | F

2. Overall what letter grade would you give this course?  
   A | B | C | D | F


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VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?  A B C D F
2. Overall what letter grade would you give this course?      A B C D F


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Please include additional comments or specific examples below.

Amanda was fantastic! A great lecturer, very knowledgeable and extremely approachable. Fabulous job!!

VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?  (circle best answer)
   - A  B  C  D  F

2. Overall what letter grade would you give this course?  (circle best answer)
   - A  B  C  D  F


4/15/2008
IV. CONTENT

1. selects examples relevant to student experiences and course content  
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3. presents views other than own when appropriate  
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5. tailors the course to help diverse groups of students  
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V. INTERACTION AND RAPPORT

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VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?  
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2. Overall what letter grade would you give this course?  
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VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?  
(A) B C D F

2. Overall what letter grade would you give this course?  
(A) B C D F


4/15/2008
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This course tried covering too much in too little time. This became evident in class b/c the instructor rushed through slides & talked too quickly. I think the class would have been more interesting if different types of media were incorporated more. Although the last YouTube video on the Copenhagen Consensus was very interesting.

### VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor? (circle best answer)
   - A
   - B
   - C
   - D
   - F

2. Overall what letter grade would you give this course? (circle best answer)
   - A
   - B
   - C
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4/15/2008
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VII. OVERALL EVALUATION (circle best answer)

1. Overall what letter grade would you give this instructor? A B C D F
2. Overall what letter grade would you give this course? A B C D F


4/15/2008
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### V. INTERACTION AND RAPPORT

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<tr>
<td>2. responds to wrong answers constructively</td>
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<tr>
<td>3. allows ample time for questions</td>
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<td>4. encourages students to respond to each other’s questions</td>
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<tr>
<td>5. respects diverse points of view</td>
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<tr>
<td>6. requires student thought and participation</td>
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<td>7. solicits and responds constructively to student opinions</td>
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Please include additional comments or specific examples below.

### VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor? (circle best answer) 
   A B C D F
2. Overall what letter grade would you give this course? (circle best answer) 
   A B C D F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett, M. Kenu (Magna Publications. 1988)

4/15/2008
### IV. CONTENT

<table>
<thead>
<tr>
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<td>1. Selects examples relevant to student experiences and course content</td>
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<tr>
<td>2. Integrates text material into class presentations</td>
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<tr>
<td>3. Presents views other than one's own when appropriate</td>
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<tr>
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<tr>
<td>10. Acknowledges different approaches to learning</td>
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Please include additional comments or specific examples below.

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### VII. OVERALL EVALUATION

**(circle best answer)**

1. Overall what letter grade would you give this instructor? A B C D F
2. Overall what letter grade would you give this course? A B C D F


4/15/2008
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<tr>
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<tr>
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<td></td>
</tr>
<tr>
<td>5. tailors the course to help diverse groups of students</td>
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Please include additional comments or specific examples below.

### VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor? 🔄 A B C D F
2. Overall what letter grade would you give this course? 🔄 A B C D F


4/15/2008
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Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor? (circle best answer)
   A B C D F

2. Overall what letter grade would you give this course? (circle best answer)
   A B C D F

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1. selects examples relevant to student experiences and course content
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4. explains difficult terms, concepts or problems in more than one way
5. tailors the course to help diverse groups of students
6. presents background of ideas and concepts
7. presents up-to-date developments in the field where appropriate
8. clearly organizes and explains assignments

V. INTERACTION AND RAPPORT

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1. gives students enough time to respond to questions
2. responds to wrong answers constructively
3. allows ample time for questions
4. encourages students to respond to each other’s questions
5. respects diverse points of view
6. requires student thought and participation
7. solicits and responds constructively to student opinions
8. treats class members equitably
9. recognizes when students do not understand
10. acknowledges different approaches to learning

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor? (circle best answer)
   - A  B  C  D  F

2. Overall what letter grade would you give this course? (circle best answer)
   - A  B  C  D  F


4/15/2008
IV. CONTENT

1. selects examples relevant to student experiences and course content
   0 1 2 3 4 5
2. integrates text material into class presentations
   0 1 2 3 4 5
3. presents views other than own when appropriate
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V. INTERACTION AND RAPPORT

1. gives students enough time to respond to questions
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   0 1 2 3 4 5
8. treats class members equitably
   0 1 2 3 4 5
9. recognizes when students do not understand
   0 1 2 3 4 5
10. acknowledges different approaches to learning
    0 1 2 3 4 5

Please include additional comments or specific examples below.

SHE'S awesome!

VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?
   (circle best answer)

2. Overall what letter grade would you give this course?
   A B C D F

(V. CONTENT)

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Please include additional comments or specific examples below.

(VII. OVERALL EVALUATION)

(circle best answer)

1. Overall what letter grade would you give this instructor? 
   (A) A  (B) B  (C) C  (D) D  (F) F

2. Overall what letter grade would you give this course? 
   (A) A  (B) B  (C) C  (D) D  (F) F


4/15/2008
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### VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?  
   - A  B  C  D  F
2. Overall what letter grade would you give this course?  
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4/15/2008
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9. recognizes when students do not understand
   0 1 2 3 4 5
10. acknowledges different approaches to learning
    0 1 2 3 4 5

Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

(circle best answer)
1. Overall what letter grade would you give this instructor?
   A B C D F
2. Overall what letter grade would you give this course?
   A B C D F


4/15/2008
### IV. CONTENT

<table>
<thead>
<tr>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. selects examples relevant to student experiences and course content</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2. integrates text material into class presentations</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3. presents views other than own when appropriate</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. explains difficult terms, concepts or problems in more than one way</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5. tailors the course to help diverse groups of students</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6. presents background of ideas and concepts</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7. presents up-to-date developments in the field where appropriate</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8. clearly organizes and explains assignments</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

### V. INTERACTION AND RAPPORT

<table>
<thead>
<tr>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. gives students enough time to respond to questions</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2. responds to wrong answers constructively</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3. allows ample time for questions</td>
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</tr>
<tr>
<td>4. encourages students to respond to each other’s questions</td>
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</tr>
<tr>
<td>5. respects diverse points of view</td>
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</tr>
<tr>
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<td>7. solicits and responds constructively to student opinions</td>
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</tr>
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</tr>
<tr>
<td>9. recognizes when students do not understand</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>10. acknowledges different approaches to learning</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Please include additional comments or specific examples below.

### VII. OVERALL EVALUATION

<table>
<thead>
<tr>
<th>(circle best answer)</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td>1. Overall what letter grade would you give this instructor?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>2. Overall what letter grade would you give this course?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
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4/15/2008
IV. CONTENT

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2. integrates text material into class presentations
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5. tailors the course to help diverse groups of students
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6. presents background of ideas and concepts
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V. INTERACTION AND RAPPORT

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Please include additional comments or specific examples below.

VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor? (circle best answer)
   A B C D F
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4/15/2008
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<th>5</th>
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### VII. OVERALL EVALUATION

1. Overall what letter grade would you give this instructor?  
   (circle best answer)  
   A  B  C  D  F

2. Overall what letter grade would you give this course?  
   A  B  C  D  F

Developed with guidelines from How Am I Teaching? by M. Weimer, J.L. Parrett, M. Kenu (Magna Publications. 1988)

4/15/2008
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<table>
<thead>
<tr>
<th>Behavior</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Selects examples relevant to student experiences and course content</td>
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<td>1 2 3</td>
<td>4</td>
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<tr>
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Please include additional comments or specific examples below.

I enjoyed her teaching style much better than the actual professor. She was more engaging and interesting.

### VII. OVERALL EVALUATION

(circle best answer)

1. Overall what letter grade would you give this instructor?  
   - A B C D F  
   - [A]  

2. Overall what letter grade would you give this course?  
   - A B C D F  
   - [B]  

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