

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 PolS 317 SECTION 000

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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 ok/um	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:

I thought she did a great job with her presentations very professional & knowledgeable

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Semester (circle one): Fall Spring 200 8 Co-Teacher's Name Adrienne Williams

COURSE NUMBER 317 SECTION 0

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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 ok/um	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:

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Semester (circle one): Fall Spring 2008 Co-Teacher's Name Amanda Murdie
 COURSE NUMBER 317 SECTION 000

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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 ok/um	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:

Amanda is fabulous! She taught ~~did~~ her classes very well. They were always interesting and incorporated ~~over~~ videos.

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

COURSE NUMBER 317 SECTION 001

I. ORGANIZATION

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

II. PRESENTATION

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

III. CREDIBILITY AND CONTROL

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

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.

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Semester (circle one): Fall Spring 200 8 Co-Teacher's Name Amandie Murdie

COURSE NUMBER 371 SECTION 000

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
		1	2	3	4	5
1. clearly states the goal or objective for the period	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 clearly, uses no speech fillers, such as ok/um	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 lecturc, 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. spcaks 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:

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

COURSE NUMBER 317 SECTION 000

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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 ok/um	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:

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Semester (circle one): Fall Spring 200 7 Co-Teacher's Name J. ...

COURSE NUMBER 2083 SECTION 00

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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 clearly, uses no speech fillers, such as ok/um	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:

[Handwritten signature/initials]

INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) :TASSOC

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Semester (circle one): Fall Spring 200 8 Co-Teacher's Name Alexis Murdie

COURSE NUMBER ²⁰¹⁵ 317 SECTION 001
2290

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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 ok/um	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:

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 2008 Co-Teacher's Name Amanda Murdie

COURSE NUMBER 317 SECTION 000
2290

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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 clearly, uses no speech fillers, such as ok/um	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:

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

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Semester (circle one): Fall Spring 2008 Co-Teacher's Name Amanda Murdie
 COURSE NUMBER 317.220 SECTION 000

I. ORGANIZATION

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

II. PRESENTATION

1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	<u>4</u>	5
2. speaks audibly and cleanly, uses no speech fillers, such as ok/um	0	1	<u>2</u>	3	4	5
3. communicates a sense of enthusiasm and excitement toward the content	0	1	2	3	<u>4</u>	5
4. talks to the class, not the board or windows	0	1	2	3	<u>4</u>	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	<u>3</u>	4	5

III. CREDIBILITY AND CONTROL

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

Please include additional comments or specific examples below:

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

COURSE NUMBER 2290 SECTION 000

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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 ok/um	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:

INSTRUCTIONAL OBSERVATION FOR STUDENTS (FORM # 2) :TASSOC

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Semester (circle one): Fall Spring 2009 Co-Teacher's Name Amanda Murdie

COURSE NUMBER 317 SECTION 000

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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 ok/um	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:

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 2290 SECTION 000

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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 ok/um	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:

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.

Semcster (circle one): Fall Spring 200 08 Co-Teacher's Name Murdie

COURSE NUMBER 317 SECTION 001

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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 ok/um	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:

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.

Semcster (circle one): Fall Spring 200 8 Co-Teacher's Name Murdie

COURSE NUMBER 217 SECTION a

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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. ineorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	5
2. speaks audibly and clearly, uses no speech fillers, such as ok/um	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:

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 Aminda Muniz
 COURSE NUMBER PH 317 SECTION 000

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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 ok/um	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:

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 ~~8~~ Co-Teacher's Name M. L. Die
 COURSE NUMBER 317 SECTION 000

I. ORGANIZATION	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	<u>4</u>	5
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	<u>4</u>	5
3. provides internal summaries and transitions	0	1	2	3	<u>4</u>	5
4. summarizes and distills main points at the end of class	0	1	2	<u>3</u>	4	5
5. appears well prepared for class	0	1	2	3	<u>4</u>	5
II. PRESENTATION						
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	<u>4</u>	5
2. speaks audibly and clearly, uses no speech fillers, such as ok/um	0	1	2	3	4	5
3. communicates a sense of enthusiasm and excitement toward the content	0	1	2	3	<u>4</u>	5
4. talks to the class, not the board or windows	0	1	2	3	<u>4</u>	5
5. varies the pace and tone to keep students alert	0	1	2	<u>3</u>	4	5
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	<u>3</u>	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	<u>3</u>	4	5
4. is able to admit error and/or insufficient knowledge	0	1	<u>2</u>	3	4	5
5. respects constructive criticism	0	1	<u>2</u>	3	4	5

Please include additional comments or specific examples below:

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 Mordie

COURSE NUMBER PA 5317 SECTION 010

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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 ok/um	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:

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 _____ 00

I. ORGANIZATION	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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 ok/um	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:

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 Aracelis...

COURSE NUMBER 317 SECTION 010

I. ORGANIZATION	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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	N/A	Needs Improvement			Does Well	
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 ok/um	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	N/A	Needs Improvement			Does Well	
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:

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 8 Co-Teacher's Name Amanda Mundy

COURSE NUMBER 317 SECTION 001

I. ORGANIZATION	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	0	1	2	3	4	<u>5</u>
2. reviews prior class material to prepare students for the content to be covered	0	1	2	3	4	<u>5</u>
3. provides internal summaries and transitions	0	1	2	3	4	<u>5</u>
4. summarizes and distills main points at the end of class	0	1	2	3	4	<u>5</u>
5. appears well prepared for class	0	1	2	3	4	<u>5</u>
 II. PRESENTATION						
1. incorporates various instructional supports like slides, films, diagrams, etc. where needed	0	1	2	3	4	<u>5</u>
2. speaks audibly and cleanly, uses no speech fillers, such as ok/um	0	1	2	3	4	<u>5</u>
3. communicates a sense of enthusiasm and excitement toward the content	0	1	2	3	4	<u>5</u>
4. talks to the class, not the board or windows	0	1	2	3	4	<u>5</u>
5. varies the pace and tone to keep students alert	0	1	2	3	4	<u>5</u>
6. selects teaching methods appropriate for the content, for example lecture, exercises, discussion	0	1	2	3	4	<u>5</u>
 III. CREDIBILITY AND CONTROL						
1. appears comfortable and competent with the content	0	1	2	3	4	<u>5</u>
2. responds confidently to student inquiries for additional information	0	1	2	3	4	<u>5</u>
3. speaks about course content with confidence and authority	0	1	2	3	4	<u>5</u>
4. is able to admit error and/or insufficient knowledge	0	1	2	3	4	<u>5</u>
5. respects constructive criticism	0	1	2	3	4	<u>5</u>

Please include additional comments or specific examples below:

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 000

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

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

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

Please include additional comments or specific examples below:

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 8 Co-Teacher's Name Murdie

COURSE NUMBER Phy 317 SECTION 000

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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 clearly, uses no speech fillers, such as ok/um	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	6
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:

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 317 SECTION 000

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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 clearly, uses no speech fillers, such as ok/um	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:

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 Wardie

COURSE NUMBER Phy 317 SECTION 000

I. ORGANIZATION

	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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 clearly, uses no speech fillers, such as ok/um	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:

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 Mardie

COURSE NUMBER ¹⁰¹⁵ 317 SECTION 01

I. ORGANIZATION	N/A	Needs Improvement			Does Well	
1. clearly states the goal or objective for the period	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 ok/um	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:

Amanda was great!

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 8 Co-Teacher's Name Amanda Murdie

COURSE NUMBER 317 SECTION ~~000~~
000

I. ORGANIZATION

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

II. PRESENTATION

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

III. CREDIBILITY AND CONTROL

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

Please include additional comments or specific examples below:

examples relevant to student experiences
 and course content
 integrates text material into class presentations
 presents views other than own when appropriate
 explains difficult terms, concepts or problems in
 more than one way
 uses the course to help diverse groups of students
 understand background of ideas and concepts
 includes up-to-date developments in the field
 where appropriate
 organizes and explains assignments

N/A	Needs Improvement			Does Well	
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5

INSTP

INTERACTION AND RAPPORT

gives students enough time to respond to questions
 responds to wrong answers constructively
 allows ample time for questions
 encourages students to respond to each other's
 questions
 presents diverse points of view
 encourages student thought and participation
 responds constructively to
 questions
 responds equitably
 identifies students who do not understand
 uses a variety of approaches to learning

0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5

or specific examples below.
 ... edibly helpful and available for extra help
 She was also a compelling and
 self just as confident in her abilities
 intelligent in the class when she
 Dr. Fair: Overall, phenomenal

(circle best answer)
 A B C D F
 B C D F

IV. CONTENT

	N/A	Needs Improvement			Does Well	
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	0	1	2	3	4	5
4. explains difficult terms, concepts or problems in more than one way	0	1	2	3	4	5
5. tailors the course to help diverse groups of students	0	1	2	3	4	5
6. presents background of ideas and concepts						
7. presents up-to-date developments in the field where appropriate	0	1	2	3	4	5
8. clearly organizes and explains assignments	0	1	2	3	4	5

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	0	1	2	3	4	5
4. encourages students to respond to each other's questions	0	1	2	3	4	5
5. respects diverse points of view	0	1	2	3	4	5
6. requires student thought and participation	0	1	2	3	4	5
7. solicits and responds constructively to student opinions	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.

Ms. Murdie 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 abilities to maintain the level of intellect in the class when she lectured as I did with Dr. Ravi. 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

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

IV. CONTENT

	N/A	Needs Improvement			Does Well	
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	0	1	2	3	4	5
4. explains difficult terms, concepts or problems in more than one way	0	1	2	3	4	5
5. tailors the course to help diverse groups of students	0	1	2	3	4	5
6. presents background of ideas and concepts						
7. presents up-to-date developments in the field where appropriate	0	1	2	3	4	5
8. clearly organizes and explains assignments	0	1	2	3	4	5

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	0	1	2	3	4	5
4. encourages students to respond to each other's questions	0	1	2	3	4	5
5. respects diverse points of view	0	1	2	3	4	5
6. requires student thought and participation	0	1	2	3	4	5
7. solicits and responds constructively to student opinions	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.

VII. OVERALL EVALUATION

- Overall what letter grade would you give this instructor?
- Overall what letter grade would you give this course?

(circle best answer)

- A B C D F
A B C D F

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

IV. CONTENT

	N/A	Needs Improvement			Does Well	
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	0	1	2	3	4	5
4. explains difficult terms, concepts or problems in more than one way	0	1	2	3	4	5
5. tailors the course to help diverse groups of students	0	1	2	3	4	5
6. presents background of ideas and concepts						
7. presents up-to-date developments in the field where appropriate	0	1	2	3	4	5
8. clearly organizes and explains assignments	0	1	2	3	4	5

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	0	1	2	3	4	5
4. encourages students to respond to each other's questions	0	1	2	3	4	5
5. respects diverse points of view	0	1	2	3	4	5
6. requires student thought and participation	0	1	2	3	4	5
7. solicits and responds constructively to student opinions	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.

VII. OVERALL EVALUATION

(circle best answer)

- Overall what letter grade would you give this instructor?
- Overall what letter grade would you give this course?

A B C D F
A B C D F

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

IV. CONTENT

	N/A	Needs Improvement			Does Well	
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	0	1	2	3	4	5
4. explains difficult terms, concepts or problems in more than one way	0	1	2	3	4	5
5. tailors the course to help diverse groups of students	0	1	2	3	4	5
6. presents background of ideas and concepts						
7. presents up-to-date developments in the field where appropriate	0	1	2	3	4	5
8. clearly organizes and explains assignments	0	1	2	3	4	5

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	0	1	2	3	4	5
4. encourages students to respond to each other's questions	0	1	2	3	4	5
5. respects diverse points of view	0	1	2	3	4	5
6. requires student thought and participation	0	1	2	3	4	5
7. solicits and responds constructively to student opinions	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.

He is extremely knowledgable, passionate, and engaging.

VII. OVERALL EVALUATION

- Overall what letter grade would you give this instructor?
- Overall what letter grade would you give this course?

(circle best answer)

- A B C D F
A B C D F

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

IV. CONTENT	N/A	Needs Improvement			Does Well	
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	0	1	2	3	4	5
4. explains difficult terms, concepts or problems in more than one way	0	1	2	3	4	5
5. tailors the course to help diverse groups of students	0	1	2	3	4	5
6. presents background of ideas and concepts						
7. presents up-to-date developments in the field where appropriate	0	1	2	3	4	5
8. clearly organizes and explains assignments	0	1	2	3	4	5

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	0	1	2	3	4	5
4. encourages students to respond to each other's questions	0	1	2	3	4	5
5. respects diverse points of view	0	1	2	3	4	5
6. requires student thought and participation	0	1	2	3	4	5
7. solicits and responds constructively to student opinions	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.

VII. OVERALL EVALUATION

(circle best answer)

- Overall what letter grade would you give this instructor?
- Overall what letter grade would you give this course?

A B C D F
A B C D F

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

IV. CONTENT

	N/A	Needs Improvement			Does Well	
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	0	1	2	3	4	5
4. explains difficult terms, concepts or problems in more than one way	0	1	2	3	4	5
5. tailors the course to help diverse groups of students	0	1	2	3	4	5
6. presents background of ideas and concepts						
7. presents up-to-date developments in the field where appropriate	0	1	2	3	4	5
8. clearly organizes and explains assignments	0	1	2	3	4	5

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	0	1	2	3	4	5
4. encourages students to respond to each other's questions	0	1	2	3	4	5
5. respects diverse points of view	0	1	2	3	4	5
6. requires student thought and participation	0	1	2	3	4	5
7. solicits and responds constructively to student opinions	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.

VII. OVERALL EVALUATION

- Overall what letter grade would you give this instructor?
- Overall what letter grade would you give this course?

(circle best answer)

- A B C D F
- A B C D F

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

IV. CONTENT

	N/A	Needs Improvement			Does Well	
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	0	1	2	3	4	5
4. explains difficult terms, concepts or problems in more than one way	0	1	2	3	4	5
5. tailors the course to help diverse groups of students	0	1	2	3	4	5
6. presents background of ideas and concepts						
7. presents up-to-date developments in the field where appropriate	0	1	2	3	4	5
8. clearly organizes and explains assignments	0	1	2	3	4	5

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	0	1	2	3	4	5
4. encourages students to respond to each other's questions	0	1	2	3	4	5
5. respects diverse points of view	0	1	2	3	4	5
6. requires student thought and participation	0	1	2	3	4	5
7. solicits and responds constructively to student opinions	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.

VII. OVERALL EVALUATION

- Overall what letter grade would you give this instructor?
- Overall what letter grade would you give this course?

(circle best answer)

- A B C D F
 A B C D F

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

IV. CONTENT

	N/A	Needs Improvement			Does Well	
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	0	1	2	3	4	5
4. explains difficult terms, concepts or problems in more than one way	0	1	2	3	4	5
5. tailors the course to help diverse groups of students	0	1	2	3	4	5
6. presents background of ideas and concepts						5
7. presents up-to-date developments in the field where appropriate	0	1	2	3	4	5
8. clearly organizes and explains assignments	0	1	2	3	4	5

← missing scores

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	0	1	2	3	4	5
4. encourages students to respond to each other's questions	0	1	2	3	4	5
5. respects diverse points of view	0	1	2	3	4	5
6. requires student thought and participation	0	1	2	3	4	5
7. solicits and responds constructively to student opinions	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.

VII. OVERALL EVALUATION

- Overall what letter grade would you give this instructor?
- Overall what letter grade would you give this course?

(circle best answer)

A B C D F
A B C D F

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

IV. CONTENT	N/A	Needs Improvement				Does Well
		1	2	3	4	
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	0	1	2	3	4	5
4. explains difficult terms, concepts or problems in more than one way	0	1	2	3	4	5
5. tailors the course to help diverse groups of students	0	1	2	3	4	5
6. presents background of ideas and concepts						
7. presents up-to-date developments in the field where appropriate	0	1	2	3	4	5
8. clearly organizes and explains assignments	0	1	2	3	4	5

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	0	1	2	3	4	5
4. encourages students to respond to each other's questions	0	1	2	3	4	5
5. respects diverse points of view	0	1	2	3	4	5
6. requires student thought and participation	0	1	2	3	4	5
7. solicits and responds constructively to student opinions	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.

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

VII. OVERALL EVALUATION

(circle best answer)

- Overall what letter grade would you give this instructor?
- Overall what letter grade would you give this course?

A B C D F
 A B C D F

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

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Please include additional comments or specific examples below.

~~This~~ This course tried covering too much in too little time. This became evident in class b/c the instructors 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

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(circle best answer)

A B C D F

A B C D F

The Copenhagen Consensus was very interesting

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very good

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She's awesome!

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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.

VII. OVERALL EVALUATION

- Overall what letter grade would you give this instructor?
- Overall what letter grade would you give this course?

(circle best answer)

A B C D F
A B C D F

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

IV. CONTENT

	N/A	Needs Improvement			Does Well	
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	0	1	2	3	4	5
4. explains difficult terms, concepts or problems in more than one way	0	1	2	3	4	5
5. tailors the course to help diverse groups of students	0	1	2	3	4	5
6. presents background of ideas and concepts						
7. presents up-to-date developments in the field where appropriate	0	1	2	3	4	5
8. clearly organizes and explains assignments	0	1	2	3	4	5

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	0	1	2	3	4	5
4. encourages students to respond to each other's questions	0	1	2	3	4	5
5. respects diverse points of view	0	1	2	3	4	5
6. requires student thought and participation	0	1	2	3	4	5
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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? A B C D F

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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
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

- Overall what letter grade would you give this instructor?
- Overall what letter grade would you give this course?

(circle best answer)

A B C D F

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