

Teaching Observation Form

Please use this form for your teaching observations. Save the form with the name of the person *being observed* in the title (e.g. "Shepherd-TeachingObservation.docx). Email observations forms to Ryan (rshepherd@niu.edu). Please take **detailed notes** in the space available on page 3 and then use those notes to answer the questions on pages 1 and 2.

Instructor Observed: Karrie Kaiser Lee

Name of Observer: Ellen Franklin

Class Observed: English 103P

Observation Date: November 7, 2023

Number of Students in Attendance: 11

Please rate the following on a scale of 3 to 0:

3: This was accomplished very well.

2: This was accomplished.

1: More emphasis suggested.

0: I did not observe this during my session and cannot gauge

The Instructor...	Rating
Instructor Compartment and Preparation	
Spoke clearly	3
Used class time efficiently	3
Used technology in class effectively	3
Pedagogical Approaches	
Presented in an interesting and engaging manner	3
Used clear examples to demonstrate points	3
Varied teaching approaches (lectures, discussion, group work, etc.)	3
Organized class activities in a way conducive to learning	3
Referenced previous learning	3
Asked questions to encourage learning and critical thinking	3
Was knowledgeable about the material covered	3
Classroom Management	
Engaged students in activities to practice materials	3
Engaged students in reflection on application of materials	3
Encouraged students to ask questions and engage in discussion	3
Drew on students (written or spoken) contributions in lectures and discussion	3
Made space for students' ideas and examples in class	3
Helped students to engage with the class material	3
Responded to students in a supportive way	3
Treated students respectfully	3

1. Please describe the activities and classroom practices that you think the teacher did particularly well.

The class had good, even participation and mature chemistry. Karrie handles student comments/responses honestly, but always encouragingly. She's respectful of student offerings, but never patronizing. She has a facility with her students' names, but also refers to their insights, interests, and preferences. I imagine her students feel seen and known.

She fills her space well: posture, proxemics, gestural shifts: she leaned on table, strolled, stood still. Very relaxed, calm, soothing, not frenetic, which sets an informal, friendly tone, while maintaining seriousness of purpose.

Effective voice (stress, pitch, volume, articulation, volume, juncture, tone).

Very pleasant demeanor, inviting presence, in their corner, easy laugh and sincere smile: To a late student: "Come on in, Andrew, we're just getting started." "Excellent." "Good observation." "Very interesting." "Wow!" among other encouraging comments from Karrie.

2. What activities or classroom practices are you likely to borrow from your observation today?

I particularly like the way Karrie handles a latecomer graciously and how she plays and replays film video, with discussion sandwiched between specific scene views, and makes use of captioning. I also admire her relaxed persona and easy sense of humor.

3. What are two things from the class you might do differently? How might the instructor approach these areas?

Can't think of any.

Detailed Teaching Observation Notes

Please take detailed notes on what's happening in class and how you think it's going.

Thursday, 11/7, 11 a.m., Reavis 201: Sunny, crisp morning—lovely woodland dress, interesting hem

guy heavy? ethnicities?

on whiteboard: Unit 3, Parts 1 & 2: story & analysis

"stories as teaching tools"

Blackboard announcements

preview of coming weeks

Thursday workshop drafts

Star Wars example: hero through several lenses

Karrie's example: moving to Florida at 12 and being called a "Yankee"

summary to analysis exercise: "use paper or laptop" *all use laptops*

Pulp Fiction scene played, discussed, replayed—closed captioning turned on

trigger warning offered on "the F bombs"

all-class summary of the Big Kahuna scene

"summary is a challenge in a film like this: just the facts, play by play, what happened?"

4 volunteers on summary-analysis

something similar to this after each student response: "agree or do you want to push back on that?"

"analysis = what is under the surface? why did these things happen? implied meaning?"

3 more participants

Karrie types collective responses and collates them

summarizes day's activities and previews next class

several students approach desk to confab with Karrie

class went by quite quickly, well paced