

Department of Theatre and Dance
GPTI Teaching Observation Form

GPTI Name: Gabriel Vanover

Course Observed: TH A 2303

Date and Time: Friday 24 October 2014, 1:00-1:50 pm

Location: 257 MCOM

Please rank the student instructor's work using the following guidelines: 1=Needs Improvement, 2=Fair, 3=Average (Meets Criteria), 4=Good, 5=Excellent (Goes Above and Beyond Needs and Objectives of the Class), N/A= Does Not Apply.

Please add specific comments under each section where appropriate.

1. Goals and objectives for the session appropriate for and clearly presented to the class (1 2 3 4 **5 N/A)**

A roadmap for the lecture was laid down vocally at the top of class, and the PowerPoint presentation announced the agenda and topics for the day. Similarly, the emphasizing and underlining of the key lessons learned that day appeared at the end of the lecture, or at points throughout. Like today's lecture, it is effective if you begin by telling students what they are going to learn, and finish by reminding them of what they have learned.

2. Teacher involves all students in discussions (1 2 3 **4 5 N/A)**

Pace of lecture was quick, but still allowed student interaction. When students did voice comments or questions, instructor answered them and elaborated upon them. Effort to include all students in discussion were apparent. Instructor acknowledged the briskness of the lecture, explaining that a Skype interview opportunity for the students (very exciting!) came up that squeezed the delivery of content into fewer class periods.

3. Teacher's familiarity with the subject (1 2 3 4 **5 N/A)**

Instructor displayed a firm grasp of the subject material. A confident delivery (strong vocal delivery, easy fielding of student questions) lends the instructor considerable classroom authority.

4. Teacher's classroom management style (1 2 3 4 **5 N/A)**

Instructor arrived early to class and used his time to prepare technology and answer student questions. The business of the day began promptly with a strictly timed quiz. Quiz questions were clearly communicated through a PowerPoint slide. Instructor went over answers to quiz directly after collecting them. Instructor's PowerPoint presentation provided summaries of lecture points covered. More images to accompany lecture might help keep attention of students.

5. Teacher's management of allotted class time (1 2 3 4 **5 N/A)**

Instructor arrived 10-15 minutes early to prepare himself and his materials. He began class promptly at 1:00 pm. Timed quiz lasting until 1:06 pm. Review of questions until 1:10. Lecture began and continued until 1:49 pm. Class business until class ended promptly at 1:50 pm.

6. Teacher conveys enthusiasm for the subject and ability to motivate students (1 2 3 **4.5 5 N/A)**

Instructor's presence (his strong voice, his occupation of the space of instruction) provided a clear sense of authoritative guidance through the material. The quick pace combined with slides that were images, however, the

quick pace came off as enthusiasm. Perhaps instructor might consider maximizing images and minimizing text. The example of the Hunchback production design was very effective for two reasons: first, a bit of video was included – always fun; secondly and more importantly, it was an example that the instructor had personal experience with, which made it fascinating to students.

7. Teacher stays on topic (1 2 3 4 5 N/A)

Instructor kept to a strict timetable on the day of observation.

8. Teacher gives appropriate feedback (1 2 3 4 5 N/A)

Arriving early made instructor available for individual student concerns. Instructor gladly laid aside his preparation and took up student concerns when approached. A quick quiz, followed by a review. This action focused the attention of the class. Instructor responded fully, respectfully, and pointedly to student queries.

Observed by: Andrew Gibb