

Department of Theatre and Dance
GPTI Teaching Observation Form

GPTI Name: Gabe Vanover

Course Observed: Introduction to Acting Date and Time: 10/28/15, 1:00pm

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)**

Yes, I think since they were in the second or third day of doing monologues, they all knew what to expect and Gabe also reiterated the plan. He also had the order of who was going on the board, which is simple but very useful to help make a class like this run smoothly.

2. Teacher involves all students in discussions (1 2 3 **4.5 5 N/A)**

This was not really the kind of class where discussion as a primary mode makes a lot of sense. Gabe was acting more like a director, giving each person individual feedback in order to help them improve their monologues, and for the most part I think that was very appropriate. He did seek feedback from students and gave them a chance to share their opinions and thoughts throughout the process.

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

As someone who has both performed and directed quite extensively, Gabe is clearly an authority on the subject and did a great job giving constructive feedback.

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

The class seemed to be well behaved in general and Gabe seemed to be in control. He had obviously trained them (and kept skillfully reiterating) how important it was that the whole class give focus to the performer. This was quite effective. For good reason he was very focused on the person performing in the front. In a class that Gabe had not done such a good job creating a respectful rapport with, I could imagine students behind him being less focused. Gabe obviously had worked hard to create an atmosphere where he could keep everyone focused without constantly monitoring them. This seemed appropriate for a class in which he was trying to create performance-like conditions for young actors.

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

Gabe got through the list of students that were scheduled to perform that day and it seemed that he was giving each person roughly the same amount of feedback time.

6. Teacher conveys enthusiasm for the subject and ability to motivate students (1 2 3 4 5 N/A)

Gabe is definitely enthusiastic and did a great job of making the students/performers laugh and feel comfortable – which, for a class of this nature is not a superficial component but actually quite integral and difficult to do. These are very green and very anxious young performers. He did a great job giving positive feedback – which is quite a challenge with actors so inexperienced and yet so crucial to their success.

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

Yes, Gabe stayed on topic and really kept the focus of the whole room on the monologues being performed.

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

Gabe had lots of very useful and wide-ranging feedback including topics such as awareness of habits, focus/gaze/use of eyes, using operative words previously discussed in class, motivation, physical/body language, projection, connecting thoughts, reacting, and many other insightful comments. He was able to be critical, and did make them try many iterations of their monologue after getting notes, while still giving them plenty of *positive* feedback.

Observed by: Seth Warren-Crow