<div align="center">**CLASSROOM/ONLINE OBSERVATION OF TEACHING EFFECTIVENESS**</div>

Instructor Observed: Gaby Bedetti

Observer: Kevin Rahimzadeh

Course: ENG 210W

Date: March 1st, 2022

The list below corresponds with the Promotion and Tenure criteria for assessing teaching effectiveness. **Make narrative comments in response to these categories** as you feel will most accurately depict your evaluation.

Content of the Lesson:

Gaby's class was devoted to student discussion of two short plays, "The Nancy" and "Bump."

Organization:

After fifteen minutes of instructor-directed conversation with the class about student mental health during the Pandemic, the nature of literature ("Literature is rich because there's not one meaning," Gaby said at one point), student "engagement plans," and instructions on their next paper, the next hour of class was devoted to student-led discussion.

Command of Subject Matter:

Though I'm certain Gaby has entire command of her subject matter, students were front and center in this class, as they teased out their readings of these plays.

Instructional Methods:

Two students led discussion, each in turn. Each was assigned in advance the task of reading discussion board posts about their chosen play and then leading the rest of the students in discussion based off of those comments. Each received equal time: "The Nancy" discussion lasted 25 minutes and "The Bump" discussion lasted 24 minutes.

Professional Relationship with Students:

Meticulous.

How Does the Class Promote Critical and Creative Thinking?

Given the unusually high level of discussion students had clearly used critical thinking skills for weeks, if not months, before this class period. Their questions to one another were probing and responses were consistently grounded in the text itself.

How Does the Class Promote Critical Reading through Metacognitive Strategies?
(e.g., the instructor explains the purpose for reading assignments; the instructor previews reading assignments with students to help them connect to prior knowledge and increase motivation to read; the instructor guides students in asking questions about the reading; the instructor designs discussion activities to encourage analysis, synthesis and evaluation of texts; the instructor shares her/his annotations of text or asks students to share their annotations with peers; the instructor asks students to reflect on their reading process; etc.)

The intensely student-focused nature of this class, with Gaby very much on the sidelines though ready to step in at any moment to clarify a point or to encourage a student ("Your argument is making me reconsider my position," Gaby interjected at one point), demonstrated an impeccable "metacognitive strategy"—though how that unnecessarily trendy, jargon-laden term is an improvement over simply "teaching strategy" escapes me.

GENERAL COMMENTS/ OVERALL ASSESSMENT:
Check one:

__2___ (2 pts.) Faculty member meets expectations in teaching.

_____ (1 pt.) Faculty member has been evaluated and needs improvement in teaching.

_____ (0 pts.) Does not meet expectations.

This was an exceptional class, with a level of student discussion and insight I have rarely, if ever, observed in a General Education literature class. It helped that her students were, to a person, bright and enthusiastic. But the appearance of such is in itself misleading: I know full well that enthusiasm isn't something that students naturally bring to a classroom; it's more what a good teacher unfolds early in the semester and then carefully nurtures. And it's most likely due to Gaby as well that the class grounded their ideas not just in the text itself, but also in both their personal experience ("I had a similar situation happen to me," one student said at one point) and popular culture references ("This is just like Dolly Parton's song Jolene!" said another). Most striking is the fact that there were twelve students in the classroom and twelve student eagerly participated. I've never observed a class in all my career that had a hundred percent fully engaged participation. Kudos to this fine instructor!