Organization	← Needs Improvement	Satisfactory	Nearly → Perfect
begins class on time in an organized, orderly fashion			X
clearly states the goal or objective for the period			X
reviews prior class material to prepare students for the content to be covered			X
provides internal summaries and transitions			X
summarizes and distills the main points at the end of class		X	
appears well prepared for class			X
Presentation			
blackboard writing is large, legible, well organized			X
speech fillers, for example, "ok, um" are not distracting			X
speaks audibly and clearly			X
communicates a sense of enthusiasm and excitement toward content		X	
use of humor is positive and appropriate			
presentation style facilitates note taking			X
establishes and maintains eye contact with class		X	
talks to the class, not to the board or windows		X	
varies the pace to the difficulty level of material			X
Rapport and Interaction			
acknowledges students for contributions that deserve commendation			X
encourages student thought and participation			X
uses student names		X	
treats class members equitably			X
listens carefully to comments and questions			X
repeats/rephrases questions for class			X
answers student questions clearly and directly			X
allows ample opportunity for questions			X
Credibility and Control			
demonstrates content-competence			X
uses authority in classroom to create an environment conducive to learning			X
Content			
includes graphical illustrations		X	
selects examples relevant to student experiences and course content		X	
relates current content to what's gone before and what will come after			X
seeks to apply theory to problem solving		X	
explains difficult terms, concepts, problems in more than one way			X
clearly identifies assignment expectations		X	

students present: 26 (6 late) / # students enrolled: 26

Breakdown of Time, Topics, and Method

- $9:32$ − class begins

- $9:32$ − week overview (exam Friday)

- $9:35$ − cubic polynomial definition, w/student input

- $9:41$ − monomial definition w/examples, w/student input

- $9:54$ − general polynomial definition w/examples

- $10:08$ − polynomial questions for students

- $10:10$ − polynomial fun facts

- $10:11$ − example: zeros of $g(m) = m^4 + 2m^3 + m^2$

- $10:14$ − example: zeros of $h(q) = (q - \pi)(2q + 1)(q^2 + 3)$, w/student input

- $10:17$ − example: intercept of a polynomial

- $10:21$ − concluding comments and class ends

Comments on Course Materials

- Course syllabus has required elements: grading scheme is reasonable, accessibility accommodations are shown, there is a student conduct policy and mandatory reporter statement. A strict no-late-work policy might be difficult at times, especially in a remote environment in which we're asked to provide more leniency than usual

- The Canvas course site is streamlined and has a home page with most of the useful information presented up front

Comments on Successes

- I like the prepared notes style, with room left for new development

- You got everyone to show up to class! Amazing!

- Great handwriting on lecture slides

- Good effort to include student input in the development of new material, including managing slightly incorrect answers as well as correct ones

- Nice length of time pausing when asking students to consider a question

- Excellent monomial examples spanning the breadth of possibilities

- Good clarification of what students can expect from polynomial questions (sometimes we get wrapped up in all of the definitions that it's hard for them to tell what we expect)

Suggestions for Improvement

- You already seem aware of it, but slides can be a little cramped when adding notes to the file, so potentially either using a large frame to begin with or writing with smaller pencil tip if possible

- Erasing work in order to make space on the slide makes sense, but any students taking notes would have to decide how to manage that erasure on their own paper

- Consider using Zoom polls when you're asking the class if something is a polynomial, for quick questions you can modify them in the moment, and it'll make it easy to track student votes and maybe take overall less time

- When asking for the "intercept" of a function, specify which axis intercept you're looking for (it appears you're defaulting to vertical axis intercept)

Observed instructor: I have had the opportunity to look over this review and a copy was made available to me.

Reviewer Signature: Observed Instructor Signature: