

December 7th, 2015

Dear Dr. Schultz:

The Liberal Arts Division is pleased to recommend that we re-appoint Assistant Professor Jessica Barkl for the 2016-2017 academic year. She meets or exceeds the criteria as set forth in the contract for the duties of a faculty member: "Faculty duties include teaching, advising an average of 20 students per semester (or a student success project mutually agreed upon in consultation with the VP in lieu of advising), working toward continuous improvement to pedagogy and discipline specific content (professional development), service to the College through shared governance, and sharing one's expertise in Sullivan County." We base this recommendation on teaching observations, direct observation of advising by her supervisor, and observation of her work with the Theater Arts Program.

Jessica Barkl's teaching evaluations highlight her knowledge of subject matter, her excellent rapport with students, and her genuine enthusiasm for the craft of teaching. We have attached observation letters from Dr. Cindy Linden, Dr. Paul Reifenheiser, Dr. Thomas Martin, and Lisa Caloro for the Fall 2015. These documents attest to her fine work as a teacher. In the Spring 2015 semester, her student evaluations the highest in the division. Her score for overall teaching was 4.94 out of 5 and her score for overall quality of course was 4.9 out of 5. Those are ridiculously good numbers, and show a marked improvement over her already solid Fall 2014 scores. Her student success rates were 71% and her withdrawal rates were 15%. Both were close to the college average.

Dr. Reifenheiser has observed her intrusive method of advising. Jessica Barkl took on the role of advisor with great aplomb, immediately organizing her files and seeking out communication with her advisees. She understands that advising is more than just scheduling. She has been keeping abreast of student success and failures, and she has sought to mentor students and to work with their instructors to maximize the quality of education students obtain at SUNY Sullivan. She announced, with great pride, recently that she was able to get all over advisees to sign up for classes for the next semester. This was not a hopeful outcome for her; it was an important goal.

The work with students and with the community that Jessica Barkl has done has been incredibly impressive. In her annual report, her supervisor noted the following: "Jessica's work this semester has been ridiculously good. I am not indulging in hyperbole. She is a rising star on

this campus. Students respond to her incredibly well. She has crafted a burgeoning Theater Arts Program out of, literally, nothing. She has forged deep ties within the community. She has proven to be an adept and well revered teacher and mentor. “ Dr. Reifenheiser noted that she exceeded all of her primary goals for last year, and she accomplished multiple goals that were supposed to take a few years. Her work has been tireless and impressive. In short, she already has established excellent community connections and she will have produced three student run productions. In the past 6 months she has directed two productions – *Life is a Dream* and *Insurrection* – ran a summer residency that crafted the play *Africa*, invited the NACL to perform the *Weather Project* on campus (and she performed in it). Her work with the Performing Arts Club has given students positive options for spending time on and off campus productively.

In summary: Assistant Professor Barkl continues to be a most welcome addition to our division and to the College as a whole; we whole heartedly welcome her return for the 2016-2017 academic year.

Sincerely,

Dr. Paul Reifenheiser, Professor

Jessica Barkl, Assistant Professor

Lisa Caloro, Associate Professor

Dr. Cindy Linden, Professor

Dr. Thomas Martin, Associate Professor



CLASSROOM OBSERVATION REPORT

Instructor's Name: _Jessica Barkl_ :Liberal Arts and Humanities _____

Course Number & Name:Music Appreciation, HUM 1200-01 _____

Date of Observation: November,18,2015 _____

Lesson Topic & Learning Objectives:Discussion of Symphonic Music _____

Organization and Administration

1. Content and organization of subject matter (Clearly explained, ordered, coherent and progressive presentation related to material studied)
Comment: The Professor was extremely organized. The lesson introduced a wide array of terms and information. I was amazed at the plethora of terminology introduced by the professor and the ease that students seemed to grasp them. The professor presented information by means of actually singing and playing music, powerpoint projection of the relevant sheet music, and audio recordings.
2. Class Environment and administration (Positive, safe atmosphere conducive to learning, efficient use of time, good management of classroom procedures and student behavior)
Comment: The class was effective. It seemed every minute was filled. The classroom was situated in a comfortable room with sound absorbing devices to enhance the music. The students seemed attentive and responded very well to the professor. There was a very impressive interaction and dialogue throughout the entire class between the instructor and the students.
3. Use of teaching aids and technology (Computer/projector, document camera, blackboard, whiteboard, Smartboard)The professor used diagrams, powerpoint presentations of images, terminology, chronologies and also used video presentations of clips, there were sound recordings and projections of sheet music. The instructor to my astonishment also performed music and sang.
Comment:

Teaching Skills

4. Presentation and delivery (Tone of voice, clarity of delivery, mannerisms, use of English, personalizes the subject matter, remains self reliant and confident)Comment: Professor Barkl is relaxed and established a wonderful mood in the classroom .She performed as she taught .Her knowledge of terms and the information was again extraordinary. At a number of points she introduced personal experiences to support her lecture.

5. Pedagogy (Use of a variety of instructional strategies and activities to accommodate varied learning styles and ability/comprehension levels, achieves objectives for the day's lesson)
Comment: The professor introduced numerous questions to get the students pondering. She displayed a wide range of the levels of Bloom's Taxonomy, that not only provided material and information, but also raised many question to encourage a critical view of the material.

When I observed Jessica's class I had no idea what to expect. I anticipated another humdrum music class. What I encountered was indeed amazing. Jessica sang, explained, acted out, all to underscore important points in her class. She enjoyed a wonderful rapport with the students that made the atmosphere fun and at the same time interesting. I found myself sitting on the edge of my chair as she explained topics and terms that I had heard my entire life but had never been explained with such clarity.

Questioning technique (Adaptable and appropriate, ability to elicit answers when not forthcoming and promote curiosity and learning)

Comment: The classroom was a model experience of teaching at its best.

6. Student involvement (Student interest and motivation demonstrated through classroom participation, homework preparation, exploration, creativity)
Comment: Students related well to Jessica with a banter of ideas flowing back and forth. It was a rally of Q and A that was peppered with enthusiasm almost unparalleled in my teaching experience. Several students informed me before the class that Jessica is the very best professor they have had on campus. That her exhaustive knowledge and care and passion part of what they loved about the class.

7. Rapport with students (Open and flexible to input, inclusive, courteous, considerate, sympathetic, helpful, exhibiting a sense of humor) Jessica was inclusive in her discussion. She not only introduced elements of diversity religious, racial and sexual, she seemed to exude a sense of openness and tolerance with the varying world views of the students, as reflected in her conversing with them.

Quality of Instruction

8. Instructor's knowledge of subject matter (Accuracy and added depth of knowledge, ability to field questions, evident judgment as to appropriate detail and level)
I for subject matter and use of relevant material)
Comment: I learned a great deal myself from attending the class. Simply stated, Jessica is a treasure trove of information.

9. Overall evaluation of lesson

Comment: My overall evaluation is that Jessica is the kind of professor every Ivy League university would love to have on their staff. Her talents, passion, enthusiasm are infectious. I would therefore give her my very highest endorsement. I therefore most highly recommend that she be granted tenure at this college when the appropriate time arrives.

Attach a brief summary addressing strengths and weaknesses, recommendation for improvement or commendation.

Observer's Name: Dr. Thomas J. Martin _____
Please Print

Observer's Signature: _____



CLASSROOM OBSERVATION REPORT

Instructor's Name: Jessica Barkl Program: Liberal Arts/Theater

Course Number & Name: Music Appreciation

Date of Observation: October 2, 2015

Lesson Topic & Learning Objectives: _____

Organization and Administration

1. Content and organization of subject matter (Clearly explained, ordered, coherent and progressive presentation related to material studied)
Comment: This class was well organized, moving from identifying different elements of a specific song to a "game show" for which students demonstrated the knowledge they had acquired since the beginning of the semester.

2. Class Environment and administration (Positive, safe atmosphere conducive to learning, efficient use of time, good management of classroom procedures and student behavior)
Comment: I was held up after my class by a few students and was about 2 minutes late for Jessica's class. As I walked in, there was a music video playing and all students were in their seats. I was surprised to see that half the class members—4 students—were on their cell phones, but I soon realized that they were referring to class notes. Every one of them listened attentively and were ready to contribute to the discussion that followed. When the song finished, students discussed the variety of sounds they heard. All students participated. They clearly felt comfortable and knew what was expected of them. The other activity of the day similarly required participation from all students and they willingly did so. At no point did the class seem rushed nor was any time wasted.

3. Use of teaching aids and technology (Computer/projector, document camera, blackboard, whiteboard, Smartboard)
Comment: Jessica relied mostly on the computer/projector for this class.

Teaching Skills

4. Presentation and delivery (Tone of voice, clarity of delivery, mannerisms, use of English, personalizes the subject matter, remains self reliant and confident)
Comment: Excellent in every way.

5. Pedagogy (Use of a variety of instructional strategies and activities to accommodate varied learning styles and ability/comprehension levels, achieves objectives for the day's lesson)
Comment: As mentioned previously, Jessica's instruction and activities were, I think, structured to include participation from everyone; in doing so, I believe she successfully accommodated all students' learning styles. Although I didn't personally observe them, students commented on other techniques Jessica had used in the past. For one, is able to draw upon personal experience as examples of certain concepts. One student mentioned that she taught meter by tap dancing for the class. Is it any wonder these students adore her?

6. Questioning technique (Adaptable and appropriate, ability to elicit answers when not forthcoming and promote curiosity and learning)
Comment: I have addressed this in previous sections.
7. Student involvement (Student interest and motivation demonstrated through classroom participation, homework preparation, exploration, creativity)
Comment: I have addressed this in previous sections.
8. Rapport with students (Open and flexible to student input, inclusive, courteous, considerate, sympathetic, helpful, exhibiting a sense of humor)
Comment: I have addressed most of these areas in previous sections, but I would like to add that the relationship between Jessica and her students is one of mutual respect and the students had fun while learning what they needed to. I have never encountered a more enthusiastic group of students during my Q & A with them at the end of class.

Quality of Instruction

9. Instructor's knowledge of subject matter (Accuracy and added depth of knowledge, ability to field questions, evident judgment as to appropriate detail and level)
Comment: Considering that this course is not one that Jessica was originally scheduled to teach, her depth and breadth of knowledge is impressive. As I talked with students after class, they all agreed that she is very knowledgeable and always able to answer their questions. Students interested in pursuing a career in music were quick to add that the class provided them with the foundation they will need when they take music theory.
10. Instructor's interest in subject (Enthusiasm for subject matter and use of relevant material)
Comment: Jessica's interest was clear during my visit. Most impressive, however, is how that interest and enthusiasm translated to the students.
11. Overall evaluation of lesson
Comment: This was one of the most interesting, dynamic, and fun classes that I have had the pleasure to observe. The only negative comment the students offered had to do with the room itself. Nonetheless, they all agreed that Jessica successfully worked around the room's limitations.

Attach a brief summary addressing strengths and weaknesses, recommendation for improvement or commendation.

Rather than attaching a separate paper, I will leave my final comment here. I think it is clear from my observations and comments that this was an incredibly strong class. I can't think of a single thing that I would change.

Observer's Name: Cindy Linden
Please Print

Observer's Signature: 



CLASSROOM OBSERVATION REPORT

Instructor's Name: _Jessica Barkl_____ Program: Liberal ARts _____

Course Number & Name: Acting I _____

Date of Observation: 11/24/15 _____

Lesson Topic & Learning Objectives: Workshop Day _____

Organization and Administration

1. Content and organization of subject matter (Clearly explained, ordered, coherent and progressive presentation related to material studied)
Comment: Through a variety of exercises students warmed up, and practiced their monologues and their slates.

2. Class Environment and administration (Positive, safe atmosphere conducive to learning, efficient use of time, good management of classroom procedures and student behavior)
Comment: This classroom is a community – all the students work together, even when they are concentrating on individual monologues. They are comfortable, having a good time, and learning.

3. Use of teaching aids and technology (Computer/projector, document camera, blackboard, whiteboard, Smartboard)
Comment: Class was very physically active. Many of the exercises involve movement. Jessica's teaching aids are the room and its contents. There is lots of improvising and pretending.

Teaching Skills

4. Presentation and delivery (Tone of voice, clarity of delivery, mannerisms, use of English, personalizes the subject matter, remains self reliant and confident)
Comment: Jessica is fun and engaging. She did the exercises right alongside the students while coaching them and challenging them.

5. Pedagogy (Use of a variety of instructional strategies and activities to accommodate varied learning styles and ability/comprehension levels, achieves objectives for the day's lesson)
Comment: Warm-up exercises are hilarious. But the sounds and activities are obviously connected to focus on voice and other techniques in the theater world. The students were

all involved and participating and new exactly what was expected of them. Even the guy who insisted he was tired, was up and moving and speaking and performing without much cajoling.

6. Questioning technique (Adaptable and appropriate, ability to elicit answers when not forthcoming and promote curiosity and learning)
Comment: Part of the class was a workshop setting so the students said their monologues and then Jessica asked them a few questions before the rest of the class gave feedback. I like that she asked the actor what he or she thought first. If they know how they performed, then they are clearly learning what they should be doing and how to hone their skills.
7. Student involvement (Student interest and motivation demonstrated through classroom participation, homework preparation, exploration, creativity)
Comment: Because of the nature of the course, students have no choice – they MUST participate. There is no complaining or resistance. Everybody did what was expected happily.
8. Rapport with students (Open and flexible to student input, inclusive, courteous, considerate, sympathetic, helpful, exhibiting a sense of humor)
Comment: Jess is tough – she accepts no excuses and expects her students to be prepared and do as they're directed. But she is clearly loved by them; they all get individual attention and she is good-natured, even when she is giving them the business.

Quality of Instruction

9. Instructor's knowledge of subject matter (Accuracy and added depth of knowledge, ability to field questions, evident judgment as to appropriate detail and level)
Comment: Jessica's close attention to craft and technique is obvious, even to somebody who has no experience with acting. Students have to use their voices and bodies throughout the entire class. They are completely immersed. There is also a lot of focus on process and self-evaluation.
10. Instructor's interest in subject (Enthusiasm for subject matter and use of relevant material)
Comment: Jessica loves what she's doing and loves her students. Her energy and positive attitude are intoxicating. The students can't help but have fun while they're in her classroom.
11. Overall evaluation of lesson
Comment: This was a really enjoyable and entertaining class to watch. I actually found myself wanting to participate a couple of times. Jessica brings a really great balance to her teaching – she's tough, but fun, she's rowdy but focused. She's also clearly very invested in our students. I think she is a real asset. The students told me that they love that she is fun and fair and they like that she doesn't "talk down" to them. They love the class because it feels like they are part of a community. That's what it's all about!

Attach a brief summary addressing strengths and weaknesses, recommendation for improvement or commendation.

Observer's Name: _____
Please Print

Observer's Signature: _____



CLASSROOM OBSERVATION REPORT

Instructor's Name: _Jessica BARKL_____ Program: _____

Course Number & Name: ACTING I _____

Date of Observation: 11/17/15 _____

Lesson Topic & Learning Objectives: Proper Slating for a Monologue _____

Organization and Administration

1. Content and organization of subject matter (Clearly explained, ordered, coherent and progressive presentation related to material studied)
Comment:

This was strong. Jessica opened the class with warm-ups to get students active and involved. All the warm-ups were geared towards work that the students would have to perform that day. Furthermore, they were an enjoyable way to start a class. Students were required to use their minds, their bodies, and their voices throughout the class. The warm-ups prepped them for this.

After warm-ups she progressed to a review of the methods of Tadaski Suzuki. The students recalled key points of this approach. She then brought them through a few exercises that were designed to have students approach their monologues in new (and often uncomfortable) ways. For example, students were asked to speed up and/or slow down parts of their monologues while be asked to perform specific physical tasks. The goal was to get students to approach their characters in a new and more developed capacity.

She progressed to a review of what students need to focus on to perform monologues. She focused on the slate, which actors must perform before giving a monologue.

2. Class Environment and administration (Positive, safe atmosphere conducive to learning, efficient use of time, good management of classroom procedures and student behavior)
Comment:

This is what Jessica does intensely well: she creates a safe and productive environment for students. She is in control always, but students have enough authority to take risks and feel empowered.

3. Use of teaching aids and technology (Computer/projector, document camera, blackboard, whiteboard, Smartboard)
Comment:

Jessica did not use any teaching aids during this lesson, other than playing some music to help augment one of her lessons. Normally I would find fault with this, but Jessica made it work nonetheless. I should note that she was not in a typical classroom, so the use of a computer and projector was not as readily available.

Teaching Skills

4. Presentation and delivery (Tone of voice, clarity of delivery, mannerisms, use of English, personalizes the subject matter, remains self reliant and confident)

Comment:

As noted, Jessica owns her space and is control of her classroom. She peppered the classroom with personalized approaches delivered with confidence.

5. Pedagogy (Use of a variety of instructional strategies and activities to accommodate varied learning styles and ability/comprehension levels, achieves objectives for the day's lesson)

Comment:

I enjoyed the approach that Jessica took to the class. She had students go through an exercise, but she took the time to explain why the exercise was going to be fruitful and the theory from which it was derived. It was clear that students understood that they weren't just taking part because she had told them to but because it would be beneficial for their craft.

6. Questioning technique (Adaptable and appropriate, ability to elicit answers when not forthcoming and promote curiosity and learning)

Comment: All students took part in the physical and mental parts of the class. She even had me take part in the warm-ups. It was clear that all students were fully invested in the class and active participants.

7. Student involvement (Student interest and motivation demonstrated through classroom participation, homework preparation, exploration, creativity)
Comment: As noted, the students not only took part, but they appeared to be genuinely enthused about the class. When I spoke with them – with Jessica not present – that enthusiasm which I witnessed was articulated. The students all gave Jessica rave reviews, noting how well she helps them improve and boost their confidence while remaining critical when needed.

8. Rapport with students (Open and flexible to student input, inclusive, courteous, considerate, sympathetic, helpful, exhibiting a sense of humor)
Comment: This is her greatest strength. Our students respond to Jessica incredibly well. More importantly, that skill can't be taught. She simply has already determined the best way to reach our students, even if they are recalcitrant or under-prepared. Jessica has become a star in the division because, I think, of this skill.

Quality of Instruction

9. Instructor's knowledge of subject matter (Accuracy and added depth of knowledge, ability to field questions, evident judgment as to appropriate detail and level)
Comment: I have been impressed with Jessica's knowledge of subject matter, especially as it relates to the continual research she employs to stay up-to-speed in her field.

10. Instructor's interest in subject (Enthusiasm for subject matter and use of relevant material)
Comment: Are you kidding? Jessica is relentless. Her enthusiasm is infectious and sincere.

11. Overall evaluation of lesson
Comment: I enjoyed Jessica's class greatly. More importantly, the students did as well. This was a solid lesson from an impressive instructor.

Attach a brief summary addressing strengths and weaknesses, recommendation for improvement or commendation.

Observer's Name: _____

Please Print

Observer's Signature: _____

February 20th, 2015

Dear Dr. Schultz:

The Liberal Arts Division is pleased to recommend that we re-appoint Assistant Professor Jessica Barkl for the 2015-2016 academic year. She meets or exceeds the criteria as set forth in the contract for the duties of a faculty member: "Faculty duties include teaching, advising an average of 20 students per semester (or a student success project mutually agreed upon in consultation with the VP in lieu of advising), working toward continuous improvement to pedagogy and discipline specific content (professional development), service to the College through shared governance, and sharing one's expertise in Sullivan County." We base this recommendation on teaching observations (both in-class and online), direct observation of advising by her supervisor, and observation of her work with the Theater Arts Program.

Jessica Barkl's teaching evaluations highlight her knowledge of subject matter, her excellent rapport with students, and her genuine enthusiasm for the craft of teaching. We have attached observation letters from Dr. Gabriel Rikard and Dr. Paul Reifenheiser for the Fall 2015 semester and observations from Dr. Cindy Linden and Lisa Caloro for the Spring 2015 semester. These documents attest to her fine work as a teacher.

Dr. Reifenheiser has observed her intrusive method of advising. Jessica Barkl took on the role of advisor with great aplumb, immediately organizing her files and seeking out communication with her advisees. She understands that advising is more than just scheduling. She has been keeping abreast of student success and failures, and she has sought to mentor students and to work with their instructors to maximize the quality of education students obtain at SUNY Sullivan. Though she – like all new advisors -- has much to learn about the intricacies of how our college operates, she has shown great skill in being a mentor to students.

The work with students and with the community that Jessica Barkl has done in the first 6 months of her tenure has been, according to her supervisor, "The best opening by a professor that he has ever seen on our campus." Dr. Reifenheiser and Assistant Professor Barkl established a set of goals that revolved mostly around working with students and the community to establish a Theater Arts Program on our campus; we have attached that document. Furthermore, Dr. Reifenheiser has provided an update on those goals to date. That attached document attests to the exemplary work that Jessica Barkl has done. Her work has been tireless and impressive. In short, she already has established excellent community connections and she will have produced

three student run productions. We are no longer creating a Theater Arts Program; we now have one.

In summary: Assistant Professor Barkl has been a most welcome addition to our division and to the College as a whole; we whole heartedly welcome her return for the 2015-2016 academic year.

Please note that Dr. Gabriel Rikard has removed himself from the Instructional Division Committee on Evaluation of Faculty on Term Appointments for Spring 2015 semester. His observation letter is from the Fall 2014 semester. We are including his signature here only for the purposes of noting that he served on this committee for the Fall 2014 semester and not the Spring 2015 semester.

Sincerely,

Dr. Paul Reifenheiser, Professor

Jessica Barkl, Assistant Professor

Lisa Caloro, Associate Professor

Dr. Cindy Linden, Professor

Dr. Gabriel Rikard, Associate Professor



CLASSROOM OBSERVATION REPORT

Instructor's Name: Jessica BARKL! Program: _____

Course Number & Name: ENG 1301

Date of Observation: Fall 2015

Lesson Topic & Learning Objectives: Focus on Intercultural Speech and Audience Development

Organization and Administration

1. Content and organization of subject matter (Clearly explained, ordered, coherent and progressive presentation related to material studied)
Comment: The content of the class handled quite well. Jessica started with an exercise designed to get students thinking about stereotypes, especially negative ones. Students were asked to take 5 minutes to list stereotypes of a variety of groups, including African Americans, Latinos, Women, Men, Catholics, Arabs, Southerners, etc. She used the lesson to get students thinking about audience. She used some historical examples and a Prezi presentation to augment the exercise. She talked extensively about how students simply must study the negative imagination, because that helps us solve negative problems. For example, before addressing an audience, one should have an understand what statements would cause problems or have negative consequences. Furthermore, having a clear understanding of that shows an ability to analyze our diverse world in sophisticated ways.
2. Class Environment and administration (Positive, safe atmosphere conducive to learning, efficient use of time, good management of classroom procedures and student behavior)
Comment: This was excellent. Jessica managed student behavior well. She was in full control of her class, and was able to skillfully reprimand students playfully. For example, one student was a bit late. Jessica joked with the student. She was light-hearted, but it was clear that she sending a message to the student that being late for class is not acceptable. It was instructive and potentially welcoming simultaneously.
3. Use of teaching aids and technology (Computer/projector, document camera, blackboard, whiteboard, Smartboard)
Comment: As noted above, Jessica used technology to augment her delivery. The technology never dominated, as she used it for support rather than to allow the Prezi presentation to take over.

Teaching Skills

4. Presentation and delivery (Tone of voice, clarity of delivery, mannerisms, use of English, personalizes the subject matter, remains self reliant and confident)

Comment: Jessica is a performer. I was not surprised to see that she was skilled in tone and delivery. However, I was impressed with how often she used examples from her own life when talking about stereotypes. She was able to personalize subject matter appropriately and deftly.

5. Pedagogy (Use of a variety of instructional strategies and activities to accommodate varied learning styles and ability/comprehension levels, achieves objectives for the day's lesson)
Comment: This was noted above. She performed an exercise that requires students to get up and move around the room. She fielded questions. She asked questions of the class. She gave a Prezi presentation. Students were engaged on many levels.



CLASSROOM OBSERVATION REPORT

Instructor's Name: Jessica Barkyl Program: Liberal Arts (Theater)

Course Number & Name: ENG 1301- Fundamentals of Speech

Date of Observation: 12-08-14

Lesson Topic & Learning Objectives: Impromptu Speeches—"Boot Camp"; Topic: "Popular Culture"

Organization and Administration

1. Content and organization of subject matter (Clearly explained, ordered, coherent and progressive presentation related to material studied)
Comment: The exercise is well organized and explained; the only problem is that the students have their typical hard time with focus. Might explain the entire exercise at first, though admittedly, this might have been done in a previous class.
2. Class Environment and administration (Positive, safe atmosphere conducive to learning, efficient use of time, good management of classroom procedures and student behavior)
Comment: This is an animated class . . . unruly almost, but Jessica seems to be able to hold it together. The exercise looks fun and the students seem to enjoy it.
3. Use of teaching aids and technology (Computer/projector, document camera, blackboard, whiteboard, Smartboard)
Comment: She uses the boards effectively; Blackboard and the overhead/ computer technology is not needed for this particular class.

Teaching Skills

4. Presentation and delivery (Tone of voice, clarity of delivery, mannerisms, use of English, personalizes the subject matter, remains self reliant and confident)
Comment: You can tell that Jessica is an actress; this is probably one of her strongest talents in the class.
5. Pedagogy (Use of a variety of instructional strategies and activities to accommodate varied learning styles and ability/comprehension levels, achieves objectives for the day's lesson)
Comment: I intended to use this exercise in my speech class next semester. Jessica states the objectives of the exercise and then returns to the repeatedly throughout the process to make certain that the students understand them.

6. Questioning technique (Adaptable and appropriate, ability to elicit answers when not forthcoming and promote curiosity and learning)
Comment: Everything stems from the interaction with students—the questions asked of the students are germane to the topic and they allow the students to reveal their knowledge and thoughts.
7. Student involvement (Student interest and motivation demonstrated through classroom participation, homework preparation, exploration, creativity)
Comment: Animated and full participation from all of the students throughout the exercise.
8. Rapport with students (Open and flexible to student input, inclusive, courteous, considerate, sympathetic, helpful, exhibiting a sense of humor)
Comment: Jessica seems at ease with this class, as though she has cultivated a good rapport with students; firm but fun with them—they used rock/paper/scissors to decide who went first.

Quality of Instruction

9. Instructor's knowledge of subject matter (Accuracy and added depth of knowledge, ability to field questions, evident judgment as to appropriate detail and level)
Comment: She clearly know what she is doing and is thoroughly comfortable with her subject matter.
10. Instructor's interest in subject (Enthusiasm for subject matter and use of relevant material)
Comment: She is enthusiastic about teaching and that bleeds into this exercise.
11. Overall evaluation of lesson
Comment: It is a great way to practice impromptu speeches because it's fun and it forces students to think on their feet and respond to their peers immediately.

Attach a brief summary addressing strengths and weaknesses, recommendation for improvement or commendation.

Observer's Name: _____
Please Print

Observer's Signature: _____

February 20, 2015

Dear Dr. Reifenheiser:

Today I observed Jessica Barkl's online Fundamentals of Speech class and I was relieved to see that Jessica is one of the few teachers who take online teaching seriously. Her class is organized, all the material is easily accessed, resources are provided, and consistent maintenance and feedback is administered. I am impressed with what she is doing.

Jessica provides updates through her announcements as well as links to the material she is referring to, and keeps the students on task. Her modules are clearly labeled and she even uses tables of contents for each (a function I didn't even know was available, and I will surely use in future online classes). The course information section is loaded with information that could answer any question students may have.

I love the use of Youtube videos that illustrate the different issues students may come across. From how to create their own Youtube channel to how to properly generate a works cited page, students can just watch a video, which, as we know, is one of their favorite things to do. I also love that the lectures provided are short, but effectively packed with information to help students, whether it be about giving proper feedback or what is expected for a particular speech.

Jessica has clearly outlined expectations and most of the students seem to understand. I was surprised to see that most of them contributed to the speech feedback discussion the required number of times and it seems that everybody has actually created a youtube channel and posted the required speeches. This is a victory as far as I'm concerned. It shows that Jessica is not only expecting them to meet the expectations of the class, but is also guiding them through the sometimes confusing tasks that students will often just refuse to do.

If I have any concerns, they aren't with Jessica's teaching, they are with the overall problems I have with the idea of an online speech class: students are missing the experience of actually being in front of a big group of people they don't know in real-time, and they are missing the important classroom activities that I think help with delivery: exercises on vocal variety and other tactics that students struggle with like impromptu speeches.

Overall, I really enjoyed browsing through Jessica's class. It was interesting to see how another good teacher overcomes the sometimes difficult online terrain, and effectively reaches the students.

Sincerely,

Lisa J. Caloro



CLASSROOM OBSERVATION REPORT

Instructor's Name: Jessica Barkl Program: LA

Course Number & Name: ENG 1301—Fundamentals of Speech

Date of Observation: Wednesday, February 18, 2015

Lesson Topic & Learning Objectives: Speech presentations—Develop effective presentation techniques.

Organization and Administration

1. Content and organization of subject matter (Clearly explained, ordered, coherent and progressive presentation related to material studied)
Comment: Before class officially began, Jessica wrote several reminders for students on the board—write name on board; don't forget "training wheels"; don't "abort mission"; and have fun, like what you're talking about. Say "Thank you." She then reviewed these expectations with students before speeches began. The class is small, so there is time for everyone to give their speeches in one day. At the end of each speech, students in the audience completed a "competency evaluation form" (see attached), which was used during a "debriefing" session once all speeches were finished. During the "debriefing" session, everyone sat in a circle to provide feedback to others using a four-step method Jessica calls "Toward a Critical Response." Students were clearly familiar with this method, but seemed very reluctant to speak. When they did, much of the feedback related to things they found interesting in the speech content rather than constructive criticism about speech organization and/or delivery. There were a few moments of useful constructive criticism once students were prompted by Jessica.

Overall, this was a well-organized lesson. Students demonstrated a clear understanding of expectations and performed surprisingly well considering this was only the second speech of the semester.

2. Class Environment and administration (Positive, safe atmosphere conducive to learning, efficient use of time, good management of classroom procedures and student behavior)
Comment: My observation indicated that Jessica is effective in all of these areas. More importantly, when speaking with students toward the end of the class, they commented that Jessica: is supportive, a "great" teacher, demonstrates techniques, makes class relaxing, brings in humor, knows how to break the ice, is clear with assignments, and simply "awesome."
3. Use of teaching aids and technology (Computer/projector, document camera, blackboard, whiteboard, Smartboard)
Comment: N/A

Teaching Skills

4. Presentation and delivery (Tone of voice, clarity of delivery, mannerisms, use of English, personalizes the subject matter, remains self reliant and confident)
Comment: We all know that 9:00 am classes can be a struggle; students are seldom fully awake. Despite this, Jessica was able to hold students' attention. Her expectations were clear, her tone of voice soothing, and her observations of areas of weakness and instruction for addressing those weaknesses demonstrated her knowledge of the subject as well as an ability to transfer that knowledge into practical and personalized advice for each student.
5. Pedagogy (Use of a variety of instructional strategies and activities to accommodate varied learning styles and ability/comprehension levels, achieves objectives for the day's lesson)
Comment: The nature of the day's activities wasn't conducive to using a range of strategies, but even within the lesson's confines, Jessica managed to keep the classroom student-centered. Requiring students to complete the same assessment form that she uses for her evaluations, allows students to understand that their opinions matter and to respect their peers' comments. Moreover, conducting feedback with everyone organized in a circle rather than while standing at the podium, creates an atmosphere that is less threatening for students.
6. Questioning technique (Adaptable and appropriate, ability to elicit answers when not forthcoming and promote curiosity and learning)
Comment: If I had to identify one area that could use some work, this would be it. As I mentioned previously, even though this is a small class in which community building should be easier, most of the students were quite reticent to offer feedback during circle time. This might be addressed by asking more specific questions, allowing for longer and awkward silences, and/or nudging students to elaborate on their comments when they do speak.
7. Student involvement (Student interest and motivation demonstrated through classroom participation, homework preparation, exploration, creativity)
Comment: All students were fully prepared for their speeches. I was most impressed by the fact that, for the most part, they spoke with very little reliance on their notes. I have already discussed the minimal participation and will not repeat those observations here.
8. Rapport with students (Open and flexible to student input, inclusive, courteous, considerate, sympathetic, helpful, exhibiting a sense of humor)
Comment: Jessica's students clearly respect and like her. I see no evidence to suggest that she doesn't have an excellent rapport with her students, and during my discussion with her students they confirmed that she exhibits all of these qualities.

Quality of Instruction

9. Instructor's knowledge of subject matter (Accuracy and added depth of knowledge, ability to field questions, evident judgment as to appropriate detail and level)
Comment: As stated previously, Jessica's expectations for the class were clear, her tone of voice soothing, and her observations of areas of weakness and instruction for addressing those weaknesses demonstrated her knowledge of the subject as well as an ability to

Rubric for Asynchronous, Synchronous, Hybrid and Online Courses

	Outstanding	Highly Effective	Effective	Unacceptable				
Academic Requirement	Instructor has received the recommendation for approval to teach online by Chair.							
Academic Requirement	Instructor is scored against rubric after completing SUNY Webinars, or SUNY Face to Face Workshops, or Three hours of ANGEL Sessions and 10 hours of campus Online/Hybrid Training.	Instructor completed SUNY Webinars or SUNY Face to Face Workshops and was reviewed and approved by campus MID.						
Academic Requirement	Course Outline is updated to the current template, approved by Chair, and submitted to Academic Dean.				x			
Academic Requirement	Course Outline is free of grammatical and spelling errors. Required sections are not blank.			Course Outline is not free of grammatical and spelling errors and required sections are left blank.	x			
Academic Requirement	Course Outline is uploaded in a course folder labeled "Course Documents" with other course documents in the root of the learning modules.	Course Outline is uploaded in a course folder labeled "Course Outline" in the root of the learning modules.		Course Outline is not uploaded in a course folder with labels "Course Documents" or "Course Outline", and is not in the root of the learning modules.	x			

Academic Requirement	Online gradebook is present and the total possible points/percentage and weight distributions in the ANGEL gradebook precisely match what is declared in the course outline.			There is discrepancy between the total possible points/percentage in the ANGEL gradebook and the declared course outline. Online gradebook is not present.	x			
	Is in the Course Information Folder. Scheduled on the Calendar in ANGEL. Updated to the current course outline template.	Is in the Course Information Folder. Not scheduled on the Calendar in ANGEL. Is updated to the current course outline template.		Not in the Course Information Folder. Not Scheduled on the Calendar in ANGEL. Not Updated to the current course outline template or not present.	x			
	Lists the start and due dates for each week's assignments and readings.	Lists the assignments and readings with due dates.		Does not list assignments, readings and due dates.	x			
Instructor Activity	Instructor accesses the course on five different days out of the week, twice a day, appearing in the weekly user activity report monitoring the drop boxes, discussions, and help areas. (Averaging 1-2 hours per day).	Instructor accesses the course on 4 different days out of the week, twice a day, appearing in the weekly user activity report monitoring the drop boxes, discussions, and help areas. (Averaging 1-2 hours per day).	Instructor accesses the course on 6 different days out of the week, once a day, appearing in the weekly user activity report monitoring the drop boxes, discussions, and help areas. (Averaging 1-2 hours per day).	A pattern of 48 hr. lapse in course access time occurs. Instructor does not appear in the weekly user activity report monitoring the drop boxes, discussions, and help areas or doesn't answer questions timely.		x		
Posting Expectations Rubric	Rubric states the number of discussion questions required each module/week. Lists the point value of posts in the corresponding rubric column. States the number and	Rubric states the number of discussion questions required each module/week. Lists the point value of posts as points in the corresponding rubric column.		Rubric does not state the number of discussion questions required each module/week. Does not list the point value of posts as points in the corresponding	x			

	<p>quality of responses required from learner to instructor, and learner to learner.</p> <p>Lists measures such as word count, required number of posts, responses. Insists on college level spelling and grammar and academic referenced MLA/APA sources in each response.</p>	<p>States the number and quality value of responses required from learner to instructor, and learner to learner.</p> <p>Lists measures such as word count, required number of posts, responses. Insists on college level spelling and grammar. Does not insist on academic referenced MLA/APA sources in each response.</p>		<p>rubric column.</p> <p>Does not state the number and quality value of responses required from learner to instructor, and learner to learner.</p> <p>List measures such as word count, required number of posts, responses. Rubric does not insist on college level spelling and grammar and academic referenced MLA/APA sources in each response.</p>				
Writing Expectations Rubric	<p>States the number and quality value of responses required from learner to instructor.</p> <p>Rubric states the word count or page length for written assignments. Lists the point value of written assessments as points in the corresponding rubric column. Insists on college level spelling, grammar and academic referenced MLA/APA sources in each response where applicable.</p>	<p>States the number and quality value of responses required from learner to instructor.</p> <p>Rubric states the word count or page length for written assignments. Insists on college level spelling, grammar and academic referenced MLA/APA sources in each response where applicable.</p>	<p>States the number and quality value of responses required from learner to instructor.</p> <p>Rubric states the word count or page length for written assignments for each week's module. Insists on college level spelling and grammar.</p>	<p>No number or quality value of responses required from learner to instructor. No word count or page length for written assignments for each week's module. No point value assigned to written assessments. College level spelling and grammar and academic referenced MLA/APA sources in each response where applicable is not encouraged or enforced.</p>	x			
Attendance Expectations	<p>Attendance expectations are defined and measured by the discussion forums on whether or not students meet the module's posting expectations. Or another method is explicitly posted</p>			<p>Attendance expectations are not defined, posted, measured or assessed through discussion forums. Students are not encouraged to</p>	x			

	in course outline.			meet the modules' posting expectations.				
Office Hours	Office hours are listed on ANGEL calendar and course outline. Live office hours are facilitated in person, chat, desktop sharing, email or asynchronous discussion.		Office hours are listed on ANGEL calendar or course outline and facilitated in person, email or asynchronous discussion.	Office hours are not listed on ANGEL calendar or course outline. No attempt to facilitate in person, chat, desktop sharing, email or asynchronous discussion.	x			
Welcome Announcement	Starts with course identifier, summarizes introduction and directs them to course information folder, SLN Helpdesk, Student FAQ, and Orientation.	Summarizes introduction and directs them to course information folder, SLN Helpdesk, Student FAQ, and Orientation.	Summarizes introduction and directs them to course information.	Does not start with course identifier or does not summarize introduction or does not direct to course information folder. No mention of SLN Helpdesk, Student FAQ, and Orientation.	x			
Announcements	Announcements are posted more than once a week. Prior announcements are intact; they are indications of activity in courses.		Announcements are posted with relevant updates. Prior announcements are intact; they are indications of activity in courses.	Announcements are not posted or prior announcements have been deleted or no indication of activity.		x		
Q&A, FAQ or Virtual Office	A communication channel under a centralized location or in weekly discussion forums where instructors answer student questions.		A communication channel as a thread in weekly discussion forums where instructors answer student questions.		x			
Internal linking	Instructions, policies, and procedures are written once and are contextually linked in modules.		Instructions, policies, and procedures are re-written and are contextually linked in modules.	Instructions, policies, and procedures are written more than once and are not contextually linked in modules.	x			

	The labeling of all assessment items are not generic but specifically labeled with a subject matter, module number, topic, week, or event. Assessment items not being used are not viewed by students.	The labeling of three-fourths of assessment items are not generic but specifically labeled with a subject matter, module number, topic, week, or event. The remaining items just need to be revised. Assessment items not being used are not viewed by students.		More than three-fourths of assessment items are not specifically labeled with a subject matter, module number, topic, week, or event. Titles are ambiguous and do not label the assessments with subject matter, module, number or event. Unfinished assessment items being are viewed by students.	x			
	A blended, balanced, and multifaceted approach to assessments is incorporated in the course. At least 8 modules and 6 methods of evaluation e.g. Article review, quiz, essay, discussion, projects, team projects, midterm/final exam, case study, and research paper) are present to measure student performance.		A blended, balanced, and multifaceted approach to assessments is incorporated in the course. At least 6 modules and 4 methods of evaluation (e.g. Article review, quiz, essay, discussion, projects, team projects, midterm/final exam, case study, and research paper) are present to measure student performance.	Minimal or no blended, balanced, or multifaceted approach to assessments incorporated in the course.	x			
Supplemental Materials	Supplemental online resources, tools, and materials are offered in 6-12 modules with required participation for grade	Supplemental online resources, tools, and materials are offered in 2-6 modules with required participation for grade.	Supplemental online resources, tools, and materials are offered but not required participation for grade.	No supplemental online resources, tools, and materials are offered or required for a grade. Instructor does no use the features of online learning.	x			

	Questions are answered within 24hrs or acknowledgment has been made with explanation for more time needed to address outstanding issue.		Questions overlooked but later answered. 24 hrs has passed but, acknowledgment has been made with explanation for more time needed to address outstanding issue.	Questions overlooked. 24 hrs has passed, no acknowledgment or explanation has been made for outstanding issues unanswered.	x			
	Comments are substantial, insightful, customized to the individual students post, and prompt students to think critically with follow up responses.	Comments are substantial, insightful, customized to the individual students post.	Comments are substantial and insightful.	Instructor posts after the active discussion has passed.	x			
Gradebook updates	There is evidence of grading for the prior weeks. A grade of zero is entered for students who did not complete the assignment. Clear notation is made when students are granted extensions			There is no evidence of grading for the prior weeks. A grade of zero is not entered for students who did not complete the assignment. Notations are not made on extensions.	x			
Gradebook Feedback	Assessments are scored within 24 hours of due date.	Assessments are scored within 24 hours of due date. Announcement or acknowledgment is made with explanation of more time needed for grading.	Assessments are scored within 72 hrs of due date. Announcement or acknowledgment is made with explanation of more time needed for grading.	Assessments are not scored within 1 week of due date. Announcement or acknowledgment has not been made, and no explanation of more time needed for grading.	x			

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	Outstanding	Highly Effective	Effective	Unacceptable				
Academic Requirement	Instructor has received the recommendation for approval to teach online by Chair.							
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Academic Requirement	Course Outline is updated to the current template, approved by Chair, and submitted to Academic Dean.				x			
Academic Requirement	Course Outline is free of grammatical and spelling errors. Required sections are not blank.			Course Outline is not free of grammatical and spelling errors and required sections are left blank.	x			
Academic Requirement	Course Outline is uploaded in a course folder labeled "Course Documents" with other course documents in the root of the learning modules.	Course Outline is uploaded in a course folder labeled "Course Outline" in the root of the learning modules.		Course Outline is not uploaded in a course folder with labels "Course Documents" or "Course Outline", and is not in the root of the learning modules.	x			

Academic Requirement	Online gradebook is present <input type="checkbox"/> and the total possible <input type="checkbox"/> points/percentage and <input type="checkbox"/> weight distributions in the <input type="checkbox"/> ANGEL gradebook precisely <input type="checkbox"/> match what is declared in <input type="checkbox"/> the course outline.			There is discrepancy <input type="checkbox"/> between the total <input type="checkbox"/> possible <input type="checkbox"/> points/percentage in <input type="checkbox"/> the ANGEL gradebook <input type="checkbox"/> and the declared <input type="checkbox"/> course outline. Online <input type="checkbox"/> gradebook is not <input type="checkbox"/> present.	x			
	Is in the Course Information <input type="checkbox"/> Folder. <input type="checkbox"/> Scheduled on the <input type="checkbox"/> Calendar in ANGEL <input type="checkbox"/> Updated to the current <input type="checkbox"/> course outline template.	Is in the Course <input type="checkbox"/> Information Folder. <input type="checkbox"/> Not scheduled on the <input type="checkbox"/> Calendar in ANGEL <input type="checkbox"/> Is <input type="checkbox"/> updated to the current <input type="checkbox"/> course outline <input type="checkbox"/> template.		Not in the Course <input type="checkbox"/> Information Folder. <input type="checkbox"/> Not Scheduled on the <input type="checkbox"/> Calendar in ANGEL <input type="checkbox"/> Not Updated to the <input type="checkbox"/> current course outline <input type="checkbox"/> template or not <input type="checkbox"/> present.	x			
	Lists the start and due dates <input type="checkbox"/> for each week's <input type="checkbox"/> assignments and readings.	Lists the assignments <input type="checkbox"/> and readings with due <input type="checkbox"/> dates.		Does not list <input type="checkbox"/> assignments, readings <input type="checkbox"/> and due dates	x			
Instructor Activity	Instructor accesses the <input type="checkbox"/> course on five different <input type="checkbox"/> days out of the week, twice <input type="checkbox"/> a day, appearing in the <input type="checkbox"/> weekly user activity report <input type="checkbox"/> monitoring the drop boxes, <input type="checkbox"/> discussions, and help areas <input type="checkbox"/> (Averaging 1-2 hours per <input type="checkbox"/> day).	Instructor accesses the <input type="checkbox"/> course on 4 different <input type="checkbox"/> days out of the week, <input type="checkbox"/> twice a day, appearing <input type="checkbox"/> in the weekly user <input type="checkbox"/> activity report <input type="checkbox"/> monitoring the drop <input type="checkbox"/> boxes, discussions, and <input type="checkbox"/> help areas. (Averaging <input type="checkbox"/> 1-2 hours per day).	Instructor accesses the <input type="checkbox"/> course on 6 different <input type="checkbox"/> days out of the week, <input type="checkbox"/> once a day, appearing <input type="checkbox"/> in the weekly user <input type="checkbox"/> activity report <input type="checkbox"/> monitoring the drop <input type="checkbox"/> boxes, discussions, and <input type="checkbox"/> help areas. (Averaging <input type="checkbox"/> 1-2 hours per day).	A pattern of 48 hr. <input type="checkbox"/> lapse in course access <input type="checkbox"/> time occurs. <input type="checkbox"/> Instructor <input type="checkbox"/> does not appear in the <input type="checkbox"/> weekly user activity <input type="checkbox"/> report monitoring the <input type="checkbox"/> drop boxes, <input type="checkbox"/> discussions, and help <input type="checkbox"/> areas or doesn't <input type="checkbox"/> answer questions <input type="checkbox"/> timely. <input type="checkbox"/>	x			
Posting Expectations <input type="checkbox"/> Rubric	Rubric states the number of <input type="checkbox"/> discussion questions <input type="checkbox"/> required each <input type="checkbox"/> module/week. <input type="checkbox"/> Lists the <input type="checkbox"/> point value of posts in the <input type="checkbox"/> corresponding rubric <input type="checkbox"/> column. <input type="checkbox"/> States the number and <input type="checkbox"/>	Rubric states the <input type="checkbox"/> number of discussion <input type="checkbox"/> questions required <input type="checkbox"/> each module/week. <input type="checkbox"/> Lists the point value of <input type="checkbox"/> posts as points in the <input type="checkbox"/> corresponding rubric <input type="checkbox"/> column.		Rubric does not state <input type="checkbox"/> the number of <input type="checkbox"/> discussion questions <input type="checkbox"/> required each <input type="checkbox"/> module/week. Does <input type="checkbox"/> not list the point value <input type="checkbox"/> of posts as points in <input type="checkbox"/> the corresponding <input type="checkbox"/>	x			

To: Jessica Barkl and Paul Reifenheiser
From: Cindy Linden
RE: Observation of Wednesday, February 18, 2015

Thank you, Jessica, for inviting me to visit your classroom. From the time I entered the room, I could sense that the students were comfortable with you, each other, and the material. Your expectations for the speeches were clear and students demonstrated that they understood those expectations by performing required tasks without question.

I found the students' speeches both entertaining (they were presenting a Personal Experience Speech) and well performed. Despite missing half of her Monday meetings with this class, Jessica somehow managed to guide her students into incredibly competent speakers.

As mentioned in my response to Question 6, the one thing Jessica could work on is getting students actively engaged in discussion. I realize, however, that this can be a struggle, nor nearly impossible, with certain groups of students. With that in mind, only Jessica can know at this point in time whether this is a general or isolated matter.

Once again, thank you for your warm welcome. I found you, your students, and the class enjoyable.



CLASSROOM OBSERVATION REPORT

Instructor's Name: Jessica Barkl Program: LA

Course Number & Name: ENG 1301—Fundamentals of Speech

Date of Observation: Wednesday, February 18, 2015

Lesson Topic & Learning Objectives: Speech presentations—Develop effective presentation techniques.

Organization and Administration

1. Content and organization of subject matter (Clearly explained, ordered, coherent and progressive presentation related to material studied)
Comment: Before class officially began, Jessica wrote several reminders for students on the board—write name on board; don't forget "training wheels"; don't "abort mission"; and have fun, like what you're talking about. Say "Thank you." She then reviewed these expectations with students before speeches began. The class is small, so there is time for everyone to give their speeches in one day. At the end of each speech, students in the audience completed a "competency evaluation form" (see attached), which was used during a "debriefing" session once all speeches were finished. During the "debriefing" session, everyone sat in a circle to provide feedback to others using a four-step method Jessica calls "Toward a Critical Response." Students were clearly familiar with this method, but seemed very reluctant to speak. When they did, much of the feedback related to things they found interesting in the speech content rather than constructive criticism about speech organization and/or delivery. There were a few moments of useful constructive criticism once students were prompted by Jessica.

Overall, this was a well-organized lesson. Students demonstrated a clear understanding of expectations and performed surprisingly well considering this was only the second speech of the semester.

2. Class Environment and administration (Positive, safe atmosphere conducive to learning, efficient use of time, good management of classroom procedures and student behavior)
Comment: My observation indicated that Jessica is effective in all of these areas. More importantly, when speaking with students toward the end of the class, they commented that Jessica: is supportive, a "great" teacher, demonstrates techniques, makes class relaxing, brings in humor, knows how to break the ice, is clear with assignments, and simply "awesome."
3. Use of teaching aids and technology (Computer/projector, document camera, blackboard, whiteboard, Smartboard)
Comment: N/A

Teaching Skills

4. Presentation and delivery (Tone of voice, clarity of delivery, mannerisms, use of English, personalizes the subject matter, remains self reliant and confident)
Comment: We all know that 9:00 am classes can be a struggle; students are seldom fully awake. Despite this, Jessica was able to hold students' attention. Her expectations were clear, her tone of voice soothing, and her observations of areas of weakness and instruction for addressing those weaknesses demonstrated her knowledge of the subject as well as an ability to transfer that knowledge into practical and personalized advice for each student.
5. Pedagogy (Use of a variety of instructional strategies and activities to accommodate varied learning styles and ability/comprehension levels, achieves objectives for the day's lesson)
Comment: The nature of the day's activities wasn't conducive to using a range of strategies, but even within the lesson's confines, Jessica managed to keep the classroom student-centered. Requiring students to complete the same assessment form that she uses for her evaluations, allows students to understand that their opinions matter and to respect their peers' comments. Moreover, conducting feedback with everyone organized in a circle rather than while standing at the podium, creates an atmosphere that is less threatening for students.
6. Questioning technique (Adaptable and appropriate, ability to elicit answers when not forthcoming and promote curiosity and learning)
Comment: If I had to identify one area that could use some work, this would be it. As I mentioned previously, even though this is a small class in which community building should be easier, most of the students were quite reticent to offer feedback during circle time. This might be addressed by asking more specific questions, allowing for longer and awkward silences, and/or nudging students to elaborate on their comments when they do speak.
7. Student involvement (Student interest and motivation demonstrated through classroom participation, homework preparation, exploration, creativity)
Comment: All students were fully prepared for their speeches. I was most impressed by the fact that, for the most part, they spoke with very little reliance on their notes. I have already discussed the minimal participation and will not repeat those observations here.
8. Rapport with students (Open and flexible to student input, inclusive, courteous, considerate, sympathetic, helpful, exhibiting a sense of humor)
Comment: Jessica's students clearly respect and like her. I see no evidence to suggest that she doesn't have an excellent rapport with her students, and during my discussion with her students they confirmed that she exhibits all of these qualities.

Quality of Instruction

9. Instructor's knowledge of subject matter (Accuracy and added depth of knowledge, ability to field questions, evident judgment as to appropriate detail and level)
Comment: As stated previously, Jessica's expectations for the class were clear, her tone of voice soothing, and her observations of areas of weakness and instruction for addressing those weaknesses demonstrated her knowledge of the subject as well as an ability to

transfer that knowledge into practical and personalized advice for each student. She demonstrates the importance of not overwhelming students with too much information at once. I was most impressed with the way Jessica skillfully maneuvered a student's use of the word "retarded" into an important lesson on the impact of diction and connected it back to audience considerations. As someone who works in the field of disability studies—a field with which many people lack knowledge and/or understanding—I was impressed with the depth of Jessica's knowledge of the appropriate ways for discussing and addressing individuals with disabilities.

10. Instructor's interest in subject (Enthusiasm for subject matter and use of relevant material)

Comment: I have never seen Jessica when she didn't show enthusiasm for what she is doing, and this class was no exception.

11. Overall evaluation of lesson

Comment: Overall, I believe this was a successful class.

Attach a brief summary addressing strengths and weaknesses, recommendation for improvement or commendation.

Observer's Name: Cindy Linden
Please Print

Observer's Signature:  _____



CLASSROOM OBSERVATION REPORT

Instructor's Name: Jessica Barkl Program: LA

Course Number & Name: ENG 1301—Fundamentals of Speech

Date of Observation: Wednesday, February 18, 2015

Lesson Topic & Learning Objectives: Speech presentations—Develop effective presentation techniques.

Organization and Administration

1. Content and organization of subject matter (Clearly explained, ordered, coherent and progressive presentation related to material studied)
Comment: Before class officially began, Jessica wrote several reminders for students on the board—write name on board; don't forget "training wheels"; don't "abort mission"; and have fun, like what you're talking about. Say "Thank you." She then reviewed these expectations with students before speeches began. The class is small, so there is time for everyone to give their speeches in one day. At the end of each speech, students in the audience completed a "competency evaluation form" (see attached), which was used during a "debriefing" session once all speeches were finished. During the "debriefing" session, everyone sat in a circle to provide feedback to others using a four-step method Jessica calls "Toward a Critical Response." Students were clearly familiar with this method, but seemed very reluctant to speak. When they did, much of the feedback related to things they found interesting in the speech content rather than constructive criticism about speech organization and/or delivery. There were a few moments of useful constructive criticism once students were prompted by Jessica.

Overall, this was a well-organized lesson. Students demonstrated a clear understanding of expectations and performed surprisingly well considering this was only the second speech of the semester.

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Comment: My observation indicated that Jessica is effective in all of these areas. More importantly, when speaking with students toward the end of the class, they commented that Jessica: is supportive, a "great" teacher, demonstrates techniques, makes class relaxing, brings in humor, knows how to break the ice, is clear with assignments, and simply "awesome."
3. Use of teaching aids and technology (Computer/projector, document camera, blackboard, whiteboard, Smartboard)
Comment: N/A

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Observer's Name: Cindy Linden
Please Print

Observer's Signature:  _____

To: Jessica Barkl and Paul Reifenheiser
From: Cindy Linden
RE: Observation of Wednesday, February 18, 2015

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CLASSROOM OBSERVATION REPORT

Instructor's Name: Jessica Barkl Program: LA

Course Number & Name: ENG 1301—Fundamentals of Speech

Date of Observation: Wednesday, February 18, 2015

Lesson Topic & Learning Objectives: Speech presentations—Develop effective presentation techniques.

Organization and Administration

1. Content and organization of subject matter (Clearly explained, ordered, coherent and progressive presentation related to material studied)
Comment: Before class officially began, Jessica wrote several reminders for students on the board—write name on board; don't forget "training wheels"; don't "abort mission"; and have fun, like what you're talking about. Say "Thank you." She then reviewed these expectations with students before speeches began. The class is small, so there is time for everyone to give their speeches in one day. At the end of each speech, students in the audience completed a "competency evaluation form" (see attached), which was used during a "debriefing" session once all speeches were finished. During the "debriefing" session, everyone sat in a circle to provide feedback to others using a four-step method Jessica calls "Toward a Critical Response." Students were clearly familiar with this method, but seemed very reluctant to speak. When they did, much of the feedback related to things they found interesting in the speech content rather than constructive criticism about speech organization and/or delivery. There were a few moments of useful constructive criticism once students were prompted by Jessica.

Overall, this was a well-organized lesson. Students demonstrated a clear understanding of expectations and performed surprisingly well considering this was only the second speech of the semester.

2. Class Environment and administration (Positive, safe atmosphere conducive to learning, efficient use of time, good management of classroom procedures and student behavior)
Comment: My observation indicated that Jessica is effective in all of these areas. More importantly, when speaking with students toward the end of the class, they commented that Jessica: is supportive, a "great" teacher, demonstrates techniques, makes class relaxing, brings in humor, knows how to break the ice, is clear with assignments, and simply "awesome."
3. Use of teaching aids and technology (Computer/projector, document camera, blackboard, whiteboard, Smartboard)
Comment: N/A

Teaching Skills

4. Presentation and delivery (Tone of voice, clarity of delivery, mannerisms, use of English, personalizes the subject matter, remains self reliant and confident)
Comment: We all know that 9:00 am classes can be a struggle; students are seldom fully awake. Despite this, Jessica was able to hold students' attention. Her expectations were clear, her tone of voice soothing, and her observations of areas of weakness and instruction for addressing those weaknesses demonstrated her knowledge of the subject as well as an ability to transfer that knowledge into practical and personalized advice for each student.
5. Pedagogy (Use of a variety of instructional strategies and activities to accommodate varied learning styles and ability/comprehension levels, achieves objectives for the day's lesson)
Comment: The nature of the day's activities wasn't conducive to using a range of strategies, but even within the lesson's confines, Jessica managed to keep the classroom student-centered. Requiring students to complete the same assessment form that she uses for her evaluations, allows students to understand that their opinions matter and to respect their peers' comments. Moreover, conducting feedback with everyone organized in a circle rather than while standing at the podium, creates an atmosphere that is less threatening for students.
6. Questioning technique (Adaptable and appropriate, ability to elicit answers when not forthcoming and promote curiosity and learning)
Comment: If I had to identify one area that could use some work, this would be it. As I mentioned previously, even though this is a small class in which community building should be easier, most of the students were quite reticent to offer feedback during circle time. This might be addressed by asking more specific questions, allowing for longer and awkward silences, and/or nudging students to elaborate on their comments when they do speak.
7. Student involvement (Student interest and motivation demonstrated through classroom participation, homework preparation, exploration, creativity)
Comment: All students were fully prepared for their speeches. I was most impressed by the fact that, for the most part, they spoke with very little reliance on their notes. I have already discussed the minimal participation and will not repeat those observations here.
8. Rapport with students (Open and flexible to student input, inclusive, courteous, considerate, sympathetic, helpful, exhibiting a sense of humor)
Comment: Jessica's students clearly respect and like her. I see no evidence to suggest that she doesn't have an excellent rapport with her students, and during my discussion with her students they confirmed that she exhibits all of these qualities.

Quality of Instruction

9. Instructor's knowledge of subject matter (Accuracy and added depth of knowledge, ability to field questions, evident judgment as to appropriate detail and level)
Comment: As stated previously, Jessica's expectations for the class were clear, her tone of voice soothing, and her observations of areas of weakness and instruction for addressing those weaknesses demonstrated her knowledge of the subject as well as an ability to

transfer that knowledge into practical and personalized advice for each student. She demonstrates the importance of not overwhelming students with too much information at once. I was most impressed with the way Jessica skillfully maneuvered a student's use of the word "retarded" into an important lesson on the impact of diction and connected it back to audience considerations. As someone who works in the field of disability studies—a field with which many people lack knowledge and/or understanding—I was impressed with the depth of Jessica's knowledge of the appropriate ways for discussing and addressing individuals with disabilities.

10. Instructor's interest in subject (Enthusiasm for subject matter and use of relevant material)

Comment: I have never seen Jessica when she didn't show enthusiasm for what she is doing, and this class was no exception.

11. Overall evaluation of lesson

Comment: Overall, I believe this was a successful class.

Attach a brief summary addressing strengths and weaknesses, recommendation for improvement or commendation.

Observer's Name: Cindy Linden

Please Print

Observer's Signature:



To: Jessica Barkl and Paul Reifenheiser
From: Cindy Linden
RE: Observation of Wednesday, February 18, 2015

Thank you, Jessica, for inviting me to visit your classroom. From the time I entered the room, I could sense that the students were comfortable with you, each other, and the material. Your expectations for the speeches were clear and students demonstrated that they understood those expectations by performing required tasks without question.

I found the students' speeches both entertaining (they were presenting a Personal Experience Speech) and well performed. Despite missing half of her Monday meetings with this class, Jessica somehow managed to guide her students into incredibly competent speakers.

As mentioned in my response to Question 6, the one thing Jessica could work on is getting students actively engaged in discussion. I realize, however, that this can be a struggle, nor nearly impossible, with certain groups of students. With that in mind, only Jessica can know at this point in time whether this is a general or isolated matter.

Once again, thank you for your warm welcome. I found you, your students, and the class enjoyable.