

PY 030 Child Growth & Development Course- Instructor Evaluation

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Name *Miriam Tillinger*, ADEP Doctoral Student
Context Instructor for PY 030-031 Course

Lesson Overview

The class began with Miriam checking in with her students on their progress for the PY 030 course literature review project. She reviewed the learning goals of this long-range writing assignment. She also discussed methods to identify appropriate empirical articles and several different search techniques. Miriam conducted a few housekeeping items and then introduced her topic "Chapter 8, Intelligence" from the Berk text to her class. She led a topic lecture and facilitated question-answer discussion for the group. Her planning and preparation were apparent.

Evaluation Standards

I- Knowledge of Subject Matter

Miriam 's preparation and implementation for her lesson revealed a strong knowledge base in developmental psychology, as well as, specifically on the current chapter topic. She demonstrated thorough knowledge of content and pedagogy and was proficient and prepared to teach her "intelligence" lesson. She was professional throughout the session and was able to monitor the students. The main elements of her lecture were aligned with her instructional goals for the chapter and there was a recognizable sequence of the materials. Miriam demonstrated mastery of concepts relating to both crystallized and fluid intelligence that she was presenting to her class. This was clear in the way she easily covered her material. She was relaxed and responded to students' questions with *facile*. Miriam met her primary objective, which was to help her students to be able to understand, discuss and answer questions concerning child development and intelligence.

II- Communication

Miriam 's directions were clear and precise when she was explaining components of the literature review process, as well as, going over study plans for her upcoming midterm exam. Her expectations were reasonable and intelligible for success on both aforementioned assessment components. Her voice and pace were appropriate for the BC LSOE emerging adult student population. She listened carefully to students while they asked questions about the material and responded in a professional and helpful manner. Interactions were respectful and appropriate and Miriam displayed her ability to recognize various students' learning levels by reframing some subtopics in more than one way so all class members were able to successfully grapple with the material. She has developed a nice rapport with the students in her class and has a tactful method of communicating, which conveys strong classroom management tones in a caring and respectful way. Miriam was effective in gaining her students' attention and interest in her intelligence and IQ testing lesson. It was very clear that Miriam is articulate and knows the material well. She is able to convey her knowledge in a way that is accessible to the students.

III- Instruction/Management

Miriam 's lesson was developmentally appropriate and at the same time challenging for the PY 030 section. She actively involved students by having them answering the questions she posed. There was a good level of student time-on-task with answering written and verbal questions and there were no

unnecessary slowdowns. The presentation did decelerate when required in order to enable greater student understanding. Miriam worked well with students of all learning levels in the class. There was a good selection of content from the chapter in her PowerPoint slides and her teaching strategies for the material were appropriate. The lesson was aural, visual and intellectually oriented. Miriam's lesson encouraged students to become more familiar with the IQ and intelligence material and to make connections to applied contexts where applicable.

IV- Knowledge of Evaluation

Miriam checked for understanding throughout the lesson. She asked many questions throughout, which helped the students to better, understand the lesson material, as well as, help her to assess how well it was going. Miriam observed students' responses to the questions and the topics that came up during the lesson. She listened to the responses of students when questions were asked. She also assessed progress based on observation of student attentiveness, participation, and overall grasp of the material.

V- Problem Solving/Critical Thinking Skills

Miriam posed questions to the class as they were discussing the lesson. Students enjoyed Miriam 's lesson and it showed that she was thinking of how to make the lesson more creative and interesting. She demonstrated a flexibility and responsiveness by adjusting the lesson as needed as students' questions came up. She engaged her class in the topic and encouraged them to take a personal role and responsibility in meeting the goals of the chapter 8 intelligence lesson.

VI- Equity

Miriam addressed all students with respect and professionalism. She encouraged all students to participate. She is talented in regards to her ability to sense what a specific student is able to grasp. Miriam was relaxed and comfortable working with students and was aware and involved in helping all the students in the class including those with disabilities, differing perspectives, and ability levels to process and understand the material.

VII- Professionalism

Miriam was very professional throughout her lesson. The topic was interesting and Miriam presented it without falling into any potential problem areas that might have derailed sensitive lessons in child development and intelligence topics. Miriam's appearance, presentation and demeanor reflected a high level of professionalism. She was dressed in a way that matched the professional yet comfortable manner of dress at the Boston College Lynch School of Education. She responded enthusiastically to students as they asked her questions. Miriam's commitment to the profession is quite obvious. Her lesson was excellent. She is well regarded by her students. I felt confident she was well matched as an instructor for the 030-031 sequences. Miriam is also a very pleasant instructor to work with for the course and I suspect she will have a terrific career in the field of teaching and research. I would not hesitate to recommend her for a variety of positions within the field of applied developmental psychology and higher education.

BC Co-Supervisor of PY 030-031 Doctoral Students, 2012-2013

Julia Whitcavitch-DeVoy, PhD



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