

Faculty Observation Report

To allow for the best assessment and reflection, please complete this form after the observation. Please use the Classroom Observation Organizer (NOT to be shared with the faculty member) during the actual class session.

Instructor	Lainey Foster
Department	DHY
Course Title	DHY 1100 Intro to Dental Hygiene
Semester & Year	23AUCR
Observer	Eric Charlton
Date & Time of Visit	10-16-2023; 1:00pm
Number of Students Present	8
Location & Room No.	GA 15/17

Observer: The following scale applies to each category within the report and should reflect to what extent the instructor demonstrates each behavior.

AW	Accomplished Well	No recommendations for improvement
A	Accomplished	Minor improvements are recommended.
ND	Needs Development	Instructor attempted to do this, but development/revision is necessary.
NSD	Needs Significant Development	Instructor did not do this and should consider adding.
DNO	Did Not Observe	Observer was not in the class for the entire lecture, or it's not applicable.

1. Learning Organization and Management

	DNO	NSD	ND	A	AW
a. Presented a well-prepared lesson in a systematic and organized fashion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Clearly explained the learning objectives for the class session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. Summarized the major points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Noticed when a student or students were not engaged and took action to involve the student/s in the class activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e. Solved or otherwise dealt with behavioral issues	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Instructor Foster was engaged and answering questions well before her class started. She summarized major points of upcoming lecture and was actively engaged involving student activity.

2. Knowledge of Subject Matter

	DNO	NSD	ND	A	AW
a. Explained concepts clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Demonstrated command of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. Gave relevant examples to illustrate concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Responded to student questions accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments: Instructor Foster set the environment as the subject matter expert. She gave relevant examples and illustrated concepts to assist the student in the learning process. She was readily available to respond to student's questions.

3. Teaching Style

	DNO	NSD	ND	A	AW
a. Spoke clearly and audibly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Showed enthusiasm for the subject matter and teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. Encouraged student questions and participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Interacted with individual students effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e. Determined student understanding of the material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f. Promoted critical thinking through approach and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
g. Emphasized relationships between key concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
h. Established an appropriate balance between lecture, discussion, and active and collaborative learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
i. Used effective and appropriate technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments: Instructor Foster speaks very clearly as she is lecturing. She shows enthusiasm as she is teaching the subject matter. Instructor Hale utilized different modalities (overhead projector, PowerPoint, dental samples) to enhance the student learning experience.

4. Critical Thinking

How did the instructor model and foster practices and strategies to help learners move beyond factual information to higher-level reasoning skills, such as analysis, application, creativity, and recognition of boundaries?

Instructor Lainey applied higher-level reasoning and application to this lecture, by asking questions that generated student thought and reflection.

5. Diversity, Equity, and Inclusion

Considering the diversity of the CSCC student population, what does the instructor do to help create a more inclusive and equitable learning environment for students in this course, and/or how does the course content address diversity, inclusion, and equity issues?

Unable to evaluate.

6. Department-Specific Criteria

Students were assessed on the One Plaque Index. The purpose was to record the presence of bacterial plaque on individual tooth surfaces to permit the patient to visualize progress while learning plaque control.

Overall Summary

Strengths:

Attentiveness, Energy, Enthusiasm, Encouragement, Subject Matter Expertise.

Opportunities for Continued Development:

Continue to show enthusiasm and encouragement to your Dental Hygiene students.

Instructor Comments

I was very impressed with Instructor Foster's attentiveness in lecturing and assisting students in their learning of the Plaque Index. I did not observe any observable developments or areas of improvement in this lecture.

Signatures

Faculty Member:

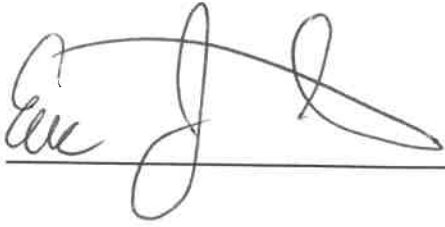


12/14/23
Date: Click here to enter a date.

Observer: _____

Date: Click here to enter a date.

Chairperson:

A handwritten signature in black ink, appearing to be "E. J. L.", written over a horizontal line.

12-14-2023
Date: [Click here to enter a date.](#)