

**UNC DEPARTMENT OF MATHEMATICS
INSTRUCTIONAL PRESENTATION EVALUATION FORM**

TA INSTRUCTOR: Caroline Yang COURSE: MATH 110

Please summarize below observed strengths and weaknesses and include any recommendations you might have for the instructor. The following points should be considered during your observation.

During your observation, the instructor:

- | | | |
|--|---|---|
| 1. Seems well prepared for class | Y | N |
| 2. Presents the lesson using concepts and language understandable to students | Y | N |
| 3. Provides relevant examples and demonstrations to illustrate concepts and skills | Y | N |
| 4. Displays a clear understanding of course topics | Y | N |
| 5. Identifies major or important points in the lesson | Y | N |
| 6. Asks questions at appropriate levels that students can handle with a reasonable degree of success | Y | N |
| 7. Speaks audibly and clearly | Y | N |
| 8. Writes legibly on the board | Y | N |
| 9. Conducts the lesson at a suitable pace, slowing the presentation when necessary for student understanding, but avoiding unnecessary slowdowns | Y | N |
| 10. Summarizes the main point(s) of the lesson | Y | N |

SUMMARY of strengths and weaknesses and recommendations to the instructor (please use additional sheets if necessary):

⊕ Rather than summarizing the main points of the lesson just presented, this instructor "recaps" the previous lecture's big ideas.

Ms. Yang clearly has an enviable rapport with her class. Math 110 is a "hard sell" in any case, and her section has 70 students. Moreover, the room in which she teaches is stuffy and cramped. But there were at least 5 student-initiated queries - to which Ms. Yang responded patiently and encouragingly. These were "on top" of the many questioned Ms. Yang asked her class - all of which were answered - over -

EVALUATOR: Debra Lynn Etheridge
(print name)

Debra Lynn Etheridge
(signature)

DATE OF OBSERVATION: Oct 19, 2015

by her students. I counted at least 23 such interchanges in this one 50-minute class.

Instructor's examples were well-chosen. She did a nice job of "foreshadowing" what students may learn in calculus I about the qualitative behavior of a polynomial's graph near a zero of multiplicity $(2k+1) \neq 1$ as opposed to the behavior near a zero of multiplicity 1.

I was particularly impressed, as is surely apparent, by the level of engagement her class demonstrated.

This grad student is to be commended for the care she takes in teaching this course. A fine job!