

KINGSBOROUGH COMMUNITY COLLEGE  
Of  
The City University of New York  
POST-OBSERVATION CONFERENCE MEMORANDUM  
Spring (X) Fall ( )

<u>Post-Observation Conference</u> Observation Date <u>03/31/14</u> POST-Observation Date <u>04/8/14</u> Course and Section <u>ENG 24-2637</u> Name of Observer <u>Gooding, Karlene</u> Date Observation Report filed with Department Chairperson _____	<u>Names of Department Representatives Present:</u>  <u>Gooding, Karlene</u>  Observer  _____ P & B member or other assigned by Chairperson
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Faculty Member's Name Beveridge, Nicole

Date of Discussion 04/8/14 Department ENGLISH

NICOLE BEVERIDGE READ THE OBSERVATION REPORT AND I ASKED HER WHETHER SHE HAD ANY COMMENTS. SHE EXPRESSED HERSELF AS BEING IN ACCORD WITH THE COMMENTS MADE BY THE OBSERVER WITHOUT EXCEPTION.

THERE WAS NO FURTHER DISCUSSION.

(Attach additional pages, if necessary)

Signed Eileen Serretti  
Title Chair  
(Observer, Chairperson or Chairperson's designee)

I understand that my signature means only that I have read this memorandum and that I may attach any comments I wish. I do \_\_\_\_\_ do not  intend to submit a rebuttal or comments. If yes, when \_\_\_\_\_

Faculty Member's Signature N Beveridge Date 5/15/2014

OBSERVATION REPORT

INSTRUCTOR Nicole Beveridge DEPARTMENT English SUBJECT English

OBSERVER Karlene Gooding DATE OF OBS. 3/31/2014

Course English 24 Time Obs. Began 11:30 AM Purpose: Reappointment [  ] Year 2014

Section 40 Promotion [  ]

Room C111 Time Obs. Ended 12:30 PM Other \_\_\_\_\_

What is the topic of this lesson? **Tourette's Syndrome, the subject matter in 'Surgeon's Life' from the book Anthropologist on Mars by Oliver Sacks.**

What are the objectives of this lesson? (Must be obtained from instructor prior to observation)

**To build an awareness and understanding of the symptoms of Tourette's Syndrome and other neurological disorders. To help students develop a tolerance for the differences of other human beings whether it is race, skin color, religion, physical or academic abilities and disabilities. To hone understanding of the steps involved in critical reading, thinking and research.**

Were the objectives of the lesson communicated to the students?

**Yes. Prof. Beveridge did so by directing students' attention to the "Agenda" on the board which outlined the topic, questions, and activities for the session.**

Were the objectives of the lesson met?  X  Yes \_\_\_\_\_ No

What evidence was there that the instructor did or did not achieve these objectives?

**Via class discussion of the "Agenda" questions (definition of Tourette's, diagnosis, symptoms and treatment), group commentary on quotes from the "Surgeon's Life," an Identification Parade and discussion of well-known people with "hidden" disabilities, the class weaved through basic facts about Tourette's Syndrome, made real life connections to the topic, discussed perceptions and reactions, Oliver Sack's perspective on the subject and related research information. Students were also given different types of homework questions which asked them to further their understanding and critical thinking of Tourette's Syndrome through writing.**

Brief Summary of Lesson:

**Prof. Beveridge began the lesson by asking students to summarize a homework article about Tourette's Syndrome and express their observations about the article. Prof. Beveridge then connected the article to Oliver Sack's piece on the subject with information about his background. Next, questions (listed in the "Agenda") were addressed through class discussion. Different groups were assigned specific quotes (handouts) from "Surgeon's Life" to reflect on for class sharing. Students then participated in an Identification Parade (via Smartboard) of the pictures of nine well-known individuals and asked to individually note each person's physical traits, character traits and disability. A class discussion of these answers followed with more connections made to the topic and the objectives of the lesson. The session ended with a summary of the discussion and assignment of homework including a short film review, writing about three famous people with Tourette's Syndrome and a research paper about Tourette's Syndrome.**

Consider each teaching element below and evaluate the teaching skills of the instructor by placing a check mark under the term best describing your evaluation of the instructor's actions. Add comments to illustrate your evaluation. Provide at least a summary evaluation in each category, and evaluations and comments on individual points where you feel you have observed enough to make them. (N.B. "Needs Improvement", "Effective" and "Highly Effective" are to be considered satisfactory evaluations. "Not Applicable" shall not be interpreted as a negative evaluation.)

<b>Classroom Management</b>	Unsatisfactory	Needs Improvement	Effective	Highly Effective	Not Applicable	Comments
The instructor:						
1. Started class on time.				X		
2. Checked attendance.				X		<b>It was evident that the instructor knew each student by name.</b>
3. Maintained an atmosphere conducive to learning.				X		
4. Ended class on time.				X		

### Summary

**Prof. Beveridge started class on time by listing the session's "Agenda" on the board, then asking students to sit in groups (from the previous class while absent students were placed in groups) right away. Attendance was taken while students settled in groups.**

<b>Instructional Coherence</b>	Unsatisfactory	Needs Improvement	Effective	Highly Effective	Not Applicable	Comments
The instructor:						
5. Introduced the lesson (overview or focusing activity).			X	X		<b>An overview was given. However, a focusing activity might have been better to get all the students' attention right away. See suggestion / comments about a focusing activity at the beginning of class.</b>
6. Paced topics or activities appropriately.				X		
7. Sequenced topics or activities logically and with continuity.				X		
8. Related the lesson to previous or future lessons or assignments.				X		
9. Summarized or reviewed major lesson points.				X		

### Summary

**Activities were well sequenced and linked to previous lessons from the outset with the brief discussion of the homework article, while the homework assignments at the end moved students forward to future lessons.**

Teaching Strategies Used	Unsatisfactory	Needs Improvement	Effective	Highly Effective	Not Applicable	Comments
The instructor:						
10. Presented or explained content clearly.				X		
11. Used examples to clarify points.				X		Instructor effectively used real life examples such as not being able to control one's "pee," and coughing to further student's understanding of the topic or make it relatable for instance.
12. Varied explanations to respond to student questions or need for clarification.				X		Instructor also added research and or scientific information to help illuminate the subject for students.
13. Fostered critical thinking.				X		Through questioning, making connections, strategically using mystery in the lesson, and allowing students to reflect on their own.
14. Emphasized important points.				X		
15. Used chalkboard, graphics, visual aids or other enhancements to support presentation.				X		Use of the Smartboard with only pictures of public figures / celebrities was particularly effective in facilitating, student interest, thinking and responses. Students were more lively / active even light-heartedly pointing out that "David 'fine' Beckham's" disability was "lost in his finess." This really worked to get students to see disabilities in a different light, a lesson objective.
16. Encouraged student participation/ questions.				X		Use of quotations for the group work allowed students to make personal connections to the topic thus enhancing their understanding. For instance, a student compared Tourette's syndrome to being obsessed with something or not being able to let go (like OCD added Prof. Beveridge). The Identification Parade was also effective in this area as most students were surprised and had questions about the "hidden" disabilities of the well-known individuals. The instructor effectively used these revelations to segue into part of the lesson's objective to foster tolerance for differences, which is directly connected to the reading's positive perspective.
17. Asked questions to assess student understanding.				X		Evident for instance at the beginning when students were slow to express their "observations" about the homework article. The instructor prodded with varied questions.
18. Waited sufficient time for students to answer questions.				X		
19. Provided opportunities for students to interact together to discover/discuss or practice content points.			X			However, students were not given enough time to effectively participate in the group work assigned. See comments.

## Summary

**Prof. Beveridge's teaching strategies seamlessly built student interest, understanding, critical thinking and subtly expanded student knowledge of the topic in key areas.**

<b>Subject Mastery</b>	Unsatisfactory	Needs Improvement	Effective	Highly Effective	Not Applicable	Comments
The instructor:						
20. Presented content at a level appropriate for the students.				X		
21. Presented material relevant to the purpose of the course.				X		
22. Demonstrated command of the subject matter.				X		While discussing the current material, the instructor masterfully weaved between connections to prior information, added new information and connections that students missed, without creating confusion in the lesson or tangents while getting through a good deal of information in a one-hour class.

### Summary

Prof. Beveridge's material matched the content and purpose of the course starting with the assigned reading from a Department recommended text for the course. Further, her use of current well known public figures or celebrities with "hidden" disabilities to facilitate students' in depth understanding of Tourette's Syndrome, creatively fostered student observation, thinking, questioning and learning required at an English 24 level. Prof. Beveridge's subject preparation and mastery engineered student excitement about the topic and showed that she really knows what would really get her students' attention for learning.

<b>Instructor and Student Attitudes and Characteristics</b>	Unsatisfactory	Needs Improvement	Effective	Highly Effective	Not Applicable	Comments
The instructor:						
23. Instilled appreciation for the subject.				X		Especially through her subject mastery and choice of material to present via Smartboard.
24. Showed respect for student questions and responses.				X		Instructor's style was especially calm and patient while moving student questions and responses along, to eventually get through a lot a material .
25. Used appropriate voice volume and inflection, and was easy to understand.			X	X		Increased volume or more projection toward the back of the room needed to ensure everything is heard, especially when moving from one activity to the next.
26. Presented information or led discussions with enthusiasm and interest.				X		
27. Responded appropriately to student behaviors and concerns.				X		

(Continued on next page)

<b>Instructor and Student Attitudes and Characteristics (continued)</b> The instructor maintained an environment where the students:	Unsatisfactory	Needs Improvement	Effective	Highly Effective	Not Applicable	Comments
28. Were attentive and ready to learn.			X	X		At the beginning of class several students were not quite focused looking at phones or tablets. This did change drastically as the lesson progressed. See suggestion about a focusing activity at the beginning of class.
29. Showed evidence of preparation.				X		Students had the reading material handy and referred to specific sections of the reading when answering questions or offering their own comments.
30. Had a positive rapport with the instructor.				X		Students seemed naturally comfortable responding to the instructor while Prof. Beveridge guided them along with her soft yet deliberate style.

**Summary**

Prof. Beveridge projects an accessible demeanor with her students and they reciprocate with interest and respect. A positive student teacher rapport for learning has certainly been cultivated in this classroom.

<b>Additional Departmental Observation Elements (if needed)</b> To be determined annually by the departmental P& B.	Unsatisfactory	Needs Improvement	Effective	Highly Effective	Not Applicable	Comments

**Summary**

**Evaluation of Lesson:**

Comments:

This was a well thought out lesson in line with expectations for English 24 and creatively presented to engage students. Prof. Beveridge was fully prepared and also presented a lesson that was in sync with the learning style of her students. In turn, their interested, excited, connected, questioning responses evidenced what we ultimately strive for in the classroom and or learning experience.

Specific Recommendations for Improvement:

Especially on a Monday, perhaps a focusing activity at the beginning would have elicited all students' attention right away and produced more responses when the first set of questions were asked. Maybe they could have been asked to individually make notes or quickly journal on the quotes (given later in the lesson) while attendance was being taken to ensure that everyone's attention was on the "Agenda" at the same time or at the beginning of class.

More time should be allotted for group work if assigned. Almost immediately after quotes were assigned to groups for reflection, they were asked to share with the whole class. Due to lack of time, the results (answers), while fitting, appeared more individual rather than a product of group collaboration.

Additional Comments:

In our conversation Prof. Beveridge clarified that some students had the reading material on tablets and that sometimes phones are allowed in the class to quickly look up things, though not the case during this lesson.

**Overall Evaluation of Lesson:**

Unsatisfactory [ ]

Satisfactory [ X ]

Signature of Observer Kathlene Gooding Date 5/12/14

I understand that my signature means only that I have read this 6-page observation report:

Faculty Member's Signature Beveridge Date 5/15/2014  
5/06

Course: English 24

Section 40

Date: March 31, 2014

Professor: Dr. Nicole Beveridge

### **Tourette's Syndrome**

**Background of Lesson:** This class is currently reading '*Surgeon's Life*' - a paradoxical tale and case study outlined in An Anthropologist on Mars by Oliver Sacks. The subject mentioned in this case has a neurobiological disorder called Tourette's syndrome (TS). Tourette's disorder is a brain condition that starts in childhood. TS affects 100-200,000 people in the United States alone. Approximately 1 million Americans have very mild symptoms of TS. It is characterized by rapid, repetitive and involuntary body movements called tics. Tics usually start at about age 2. They may be at their worst by age 12. Tics tend to decrease during teenage years. They can continue into adulthood but occur less often and are less severe than in childhood.

I asked students to read the first three pages of the case and document their initial reactions. I later allowed them to watch a HBO documentary entitled "*I have Tourette's, but Tourette's does not have me.*" This documentary focused primarily on younger children and teens with Tourette's. I asked my students to make notes based on their observation of these children and what they had to say about this disorder. I showed another video clip from the Science Network, entitled "*Life with Tourette's*" the video focused on 3 adults who were also diagnosed with Tourette's. Later, I gave the mandate to complete the reading of the case of the Surgeon's Life for further discussion. I also informed the students that their second research assignment will be based on this specific case and the research surrounding TS.



**Aim:** To build an awareness and understanding of the symptoms of Tourette syndrome and other neurological disorders. Help students develop a tolerance for the differences of other human beings whether it is race, skin color, religion, physical or academic abilities and disabilities.

**Objectives:**

The students will hone their understanding of the steps involved in critical reading, thinking and research.

- ❖ Students will share their summary of the LA Times article entitled- Hope Inspired by Surgeon with Tourette's
- ❖ Outline differences in people.
- ❖ Explore the causes and effects of Tourette's.
- ❖ Discuss perceptions and reactions to Tourette's.
- ❖ Read the case "Surgeon's Life" in An Anthropologist on Mars, assigned by the professor.
- ❖ Students will demonstrate their understanding of the case by entering active group discussions with their peers.
- ❖ Students will identify quotes and comments from the case and explain/interpret them.
- ❖ Relate the case to their own life and the lives of others through questioning.
- ❖ Use specific rhetorical strategies such as definitions, compare/contrast, cause/effect etc. to outline your observations of Carl Bennett- subject in Surgeon's Life. How is he similar or different from other persons with TS? How has TS impacted his life and profession?
- ❖ Construct reasonable arguments regarding the cause, symptoms and treatment of TS,

**In Class Activities/Procedures:**

- ❖ Students will reflect on the case of the Surgeon's Life in their assigned groups. They will also make connections to the LA Times article.
- ❖ Students will make a note of specific traits (physical, character) that they possess and share with their colleagues.
- ❖ Pair and Share quotes pertaining to Tourette's
- ❖ Worksheet/handout will be distributed for completion in groups.
- ❖ Identify the difference or disability in the following persons

**Summation of Lesson:** Sacks creates a positive spin about Tourette's; he also relates it to our understanding of humanity. Instead of crude reductionism, Sacks takes us in the opposite direction, enabling us to see the value of difference and the dangers of having too narrow a conception of what is normal.

**Homework:** Choose any one of the two films 'Twitch and Shout' and 'Niagara Niagara' and generate a 1-2 page movie review.

**Assessment:** Research assignment (Journal Two). Using critical thinking, reading and research skills, the students will respond to specific questions and generate their research paper.

## **Tourette Quotes**

“Whoever has tics will be a person still. It's not like you're bad or anything, don't know anything. You're still a human even though you have Tourette's.”

“Stand up, dust yourself off, and say, you know what, this sucks, but I'm gonna have to deal with it.”

It feels weird, 'cause I'm in control of everything else - why aren't I in control of that? Why can't I stop myself from doing that?'

“Tics are... like an itch, like you have to, like scratch it. You just... do it. It's like controlling you, and you feel like you have to do it or something's going to happen.”

“You can't hold in a sneeze; you can't hold in a cough... you can't hold in a yawn forever. It doesn't feel right. That's kind of like when I have a tic, and that's how hard it is to stop. So when you see me doing something annoying, it's not because I want to, it's just more like I have to.”

“I found out that when I'm relaxed and just feeling really calm; I don't really twitch a lot. When I get really into the piano, I get into my own zone, so Tourette's is, I don't even know that I have it when I'm in my zone.”

“Things don't go wrong and break your heart so you can become bitter and give up. They happen to break you down and build you up so that you can be all that you were intended to be.”

“It is better to remain silent and be thought a fool, than open one's mouth and remove all doubt.”

English 24

Dr. Nicole Beveridge

**Due: April 9, 2014**

After carefully reading the case study- Surgeon's Life, and widening your scope and understanding of Tourette's syndrome, respond fully to the following questions. You must include some in-text citations from the case and video clips to support your arguments as necessary.

### **Journal Two**

**Instructions: Answer both questions completely.**

1. **Identify three (3) famous people** with Tourette's syndrome. Discuss how these people lived a life and how they compensated for his neurobiological disorder. **Prepare a fact sheet** on these individuals by stating how the persons lived a life, relationship with others, symptoms displayed, feelings about the condition etc.
2. Conduct a 3-4 page research report on Tourette's syndrome. Outline the characteristics of this neurological disorder. Explain the psychological, social, historical and neurological impact of this disorder. You may also include information pertaining to diagnosis, symptoms, and treatment.