

Teaching Assistant Observation Form

Each semester a Core WGS faculty member will observe at least one class session for each Teaching Assistant whether the class is taught online, or in person.

The following form is intended to guide WGS faculty members as they undertake and complete term observations of Teaching Assistants. Please bear in mind that this completed document will be used to guide assessment and rehiring decisions, and may prove useful when writing TA recommendation letters, should they be requested.

Before submitting this form to the WGS Department, please discuss the contents of this report with the TA in written format and/or at an in-person/online meeting. Once completed, this form should be submitted to the department's Administrative Specialist, and placed in the TA's departmental file. A copy of the completed form will be made available to the TA Selection Committee as part of the rehiring process in the future.

Date 10/31/22

Name of TA Dustin Satterfield

Name of Faculty Member Eunjung Kim

Course WGS 201

1. Summary of primary strengths observed (please comment on the general atmosphere of the class, any observations about levels of engagement with students, class activities, etc.)
 - There are 22 students enrolled and the day I observed, 14 students attended. Students sat in a lecture style facing the screen for interactive lecture. Satterfield was in the classroom before class time and there was a playful music playing. Class began promptly at 12:45 and ended as scheduled.
 - The class session was well organized and students remained engaged throughout. There was always at least one student volunteering an answer for each discussion question, showing both their active engagement with reading and comfort in speaking in classroom environment.
 - Satterfield opened the class with a question “what was your best costume for Halloween?” Each response was counted as an attendance check and warmed up the room for interaction. The opening activities created a light atmosphere and brought a sense of joy and energy into the room. Satterfield knew everyone’s name and students seemed comfortable sharing their experience.
 - There was a loud sound of an air purifier in the beginning and when the class started Satterfield turned it off to improve audibility. Half of the students were

wearing masks. It was thoughtful to run the air purifier before the class started and to turn it off for better communication.

- Two readings were assigned on the syllabus and students chose one article to read. Each reading had a designated student to bring discussion questions after briefly explaining the contents. Satterfield introduced the topic of prison industrial complex with one student posing questions on the piece by Ogden on Indigenous people's incarceration. When the room didn't respond right way, Satterfield allowed the students to think about the question and didn't intervene, which was a very successful strategy. The second question was answered by the student who presented the question when there was no response. The question addressed the connection between settler colonialism and incarceration, focusing on how traumatic experience leads to incarceration. After the discussion, Satterfield summarized the main points and expanded the scope to issues that were not addressed in the reading such as prison labor and employment training that does not reflect actual employment upon release.
- Another student presented questions based on the assigned reading "False Promises" on violence against LGBT people. An advance note was made to address the difficult nature of the topic. The discussion addressed how race impacts hate crimes against LGBT people and how the legal system including anti-hate crime fails the LGBT community. Students were made aware how victims of hate crimes are subject to police violence and harassment. Satterfield pushed the students to think critically about the limits to the hate crime framework. About half of the students spoke and engaged in the discussion.
- The class utilized a 5 minute break, which was a great way to refresh student attention and prevent disruption from students who may need to leave the room during class.
- Satterfield screened a short video introducing the concept of Prison Industrial Complex and gave an interactive lecture using the concentric circles that laid out the larger consequences and constituents of PIC. Many students participated by sharing their quick responses to the prompts to unpack the elements of PIC and its broader social impacts. This was an effective way of discussion PIC and I myself adopted it after observing Satterfield's method.
- Overall, the class was well organized, smoothly run, and successful to engage in critical discussion. Satterfield had an assuring and calm presence while also clearly establishing an atmosphere of lively inquiry and respect in which students were comfortable both showing their knowledge gained from the reading and discussion.

2. What element of the TA's teaching was the most impactful or successful? (Please detail the particular element(s) of the TA's teaching or engagement with students that was successful or impactful)

- The pace of the discussion was not rushed but focused. Satterfield didn't try to control or force the discussion into one direction.
- Satterfield was extremely successful in asking simple questions and generating responses without creating pressure or forcing one approach. Using student responses as a springboard for explaining more complicated and nuanced details, Satterfield incorporated the lecture in a conversational style. A few times, Satterfield redirected the attention of students toward a bigger picture and made connections to previous materials that illustrate women's agency and strengths for organizing as an example of a different world-making that is already happening.
- It was clear that students respected them and responded well whenever Satterfield made an emphasis of feminist solidarity and intersectional approaches.
- Not relying on many texts on Powerpoint made the students focus on the conversation.

3. Suggested areas of improvement (please provide specific examples and or feedback that can assist the instructor in improving a certain area or areas of teaching).
I only have minor suggestions for Satterfield to consider.

- It can be helpful to remind the students of the class from the previous week while introducing the topic of the day.
- Encouraging students who have not been participating to weigh in would be a great way to diversify the discussion.
- Some statistics on the magnitude of the PIC of the US and its international expansion might be useful for students to quickly understand the severity of the problem.

4. Please provide any additional comments that can shed light on the TA's pedagogical and teaching experiences.

- Satterfield's class modeled an interactive, open-ended, respectful, and participatory feminist classroom that allowed room for learning the basic information without being judged and for processing complex nature of the topic at the same time. Satterfield is a committed, effective, and excellent teacher who creates a collaborative and welcoming space for engagement..

Please submit a completed copy of this form to the WGS Administrative Specialist as well as to the TA. To confirm submission please initial and date here: Provided to WGS _____ and to the TA DJS 12/1/2022.

(last revised October, 2020)