

# **Evidence of Teaching Effectiveness**

Caitlin Newcomer

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\*I am happy to provide scanned copies of official evaluation forms upon request\*

# **Advanced Literature Course**

## **Women in Literature: Fall 2012**

### **“Blurring the Lines of Gender and Genre: Women’s Experimental Fiction”**

**Answer to “Overall Assessment of Instructor”: 67% Excellent (University Average: 56.2%)**

<b>Question</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Description of course objectives and assignments	68%	29%	4%	0%	0%
Communication of ideas and information	61%	29%	7%	4%	0%
Expression of expectations for performance in class	68%	21%	11%	0%	0%
Respect and concern for students	78%	22%	0%	0%	0%
Facilitation of learning	67%	26%	7%	0%	0%
Overall assessment of instructor	67%	33%	0%	0%	0%

# **Advanced Literature Course**

## **American Authors Since 1875: Summer 2012**

### **“I Too Sing America: American Literature and Culture Since 1875”**

**Answer to “Overall Assessment of Instructor”: 77% Excellent (University Average: 62.3%)**

<b>Question</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Description of course objectives and assignments	81%	13%	6%	0%	0%
Communication of ideas and information	82%	15%	3%	0%	0%
Expression of expectations for performance in class	84%	13%	3%	0%	0%
Respect and concern for students	88%	9%	0%	3%	0%
Facilitation of learning	80%	20%	0%	0%	0%
Overall assessment of instructor	77%	19%	0%	3%	0%

# First-Year Writing Course

## Freshman Special Topics in Composition: Fall 2010

### “Fairy Tales and the Contemporary Imagination”

Answer to “Overall Assessment of Instructor”: 77% Excellent (University Average: 54.7%)

Question	Excellent	Very Good	Good	Fair	Poor
Description of course objectives and assignments	68%	18%	14%	0%	0%
Communication of ideas and information	52%	32%	10%	0%	0%
Expression of expectations for performance in class	62%	33%	5%	0%	0%
Respect and concern for students	67%	33%	0%	0%	0%
Facilitation of learning	58%	32%	11%	0%	0%
Overall assessment of instructor	77%	18%	5%	0%	0%

# First-Year Writing Course

## Freshman Writing and Research: Summer 2010

Answer to “Overall Assessment of Instructor”: 75% Excellent (University Average: 60.7%)

<b>Question</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Description of course objectives and assignments	63%	38%	0%	0%	0%
Communication of ideas and information	69%	13%	19%	0%	0%
Expression of expectations for performance in class	75%	13%	13%	0%	0%
Respect and concern for students	69%	31%	0%	0%	0%
Facilitation of learning	75%	25%	0%	0%	0%
Overall assessment of instructor	75%	25%	0%	0%	0%

## Sample Student Comments (Anonymous)

### Major Figures in American Literature (Advanced Course)

#### **“From Paterson to Paris: American Modernists at Home and Abroad”**

“I really enjoyed our class discussions—they were informative and you gave real consideration to everyone’s ideas. I also liked the supplemental materials we looked at like *Tender Buttons* and the various art pieces and videos we saw in class—they were good frames of reference that seemed to last us the entire semester.”

“I like how she encouraged us to think critically and often asked for our thoughts and opinions.”

“Caitlyn [sic] is fantastic and truly enjoys teaching this class. She made the difficult material interesting and slightly easier to digest. I truly appreciated that she valued everyone’s opinion.”

“I initially began this course skeptical, I hate poetry. But Mrs. Newcomer is extremely passionate about it and her commentary on it challenged me mentally and made me want to listen and participate.”

### Introduction to Poetry (Introductory Course)

#### **“Modernist and Contemporary American Poetry”**

“I absolutely loved this course. It was extremely engaging and a wonderful learning environment. The course work was stimulating and the teacher’s feedback on my paper was constructive. This was by far one of my favorite classes this semester and I did not think at the beginning of this course I would feel that way. I am happy to say I have left this course with a greater understanding and appreciation of poetry.”

“[Ms.] Newcomer was extremely helpful in facilitating a comfortable environment so that myself and other peers felt that our comments and observations were important/useful to discussion.”

“Her enthusiasm about poetry adds life to a normally dry subject matter. Her passion is obvious and I appreciate that.”

### Contemporary Literature (Introductory Course)

#### **“American Postmodernism”**

“Very enthusiastic and knowledgeable, made me want to be interested. [She] remembers what you said and references back to it.”

“I liked how everyone was able to share their opinions and were never ‘judged.’ Everyone’s thoughts were welcomed and appreciated.”

“This course was eye-opening in terms of modern day literature and the world our generation lives in. I believe the materials and lessons learned will assist me beyond the classroom. [Ms.] Newcomer was clear, enthusiastic, and extremely willing to go beyond her duties to help a student in need. She turned confusing/scholarly materials into readable texts and made it relevant/enjoyable.”

“Caitlin Newcomer shows that she truly cares about the work she teaches. Her enthusiasm and sincere interest allows the class to learn more effectively than the numerous power point oriented tedious classes I’ve taken. I’m a non English major yet learned a lot.”

“[Ms. Newcomer] instructed in a professional manner, and was one of the best instructors I had at the university. She has a great feel for the class and the novels she teaches. She is beyond prepared every single day.”

### **Freshman Writing and Research**

“I liked her extremely helpful attitude—she is clear about wanting us to succeed and better ourselves as writers.”

“I liked her commenting on my draft and giving a lot of feedback. The course really improved my writing skills for different situations.”

“I liked that I was pushed to put more effort and thought into each draft of each paper, rather than just trying to fill pages.”

“She cares, every time I need[ed] help she was there and really took her time to see what could help me...Best English teacher I have had.”

### **Freshman Composition and Rhetoric**

“This course helped me with my writing. Before I would just turn in the first or second draft to my teachers. But this course helped me realize the importance of revision and it helped me learn how to revise efficiently. The instructor was very enthusiastic to be in class and teaching. She expected a lot out of us which was a good push.”

“As a teacher, Caitlin got to know each student individually and gave plenty of feedback on our writing.”

“I felt [that] if I had a problem I could go up and talk to her knowing she would listen and treat me with respect.”

“...I was stimulated to enjoy writing. Before this class I wouldn’t dare write the maximum number of pages but on all of the assignments I did. Her enthusiasm...made the class more enjoyable and made me want to come.”

## Comments from Observation and Mentor Reports

“Clearly Ms. Newcomer had a positive rapport with her students. She was both good-humored and warm-hearted, but not so at the expense of straight talk and practical instruction. I found her approach successful and heartening. Here, for two hours at least, was ample evidence that Ms. Newcomer takes her work in the classroom seriously; that she has thought long and hard about what makes a class work; that she has prepared for all the eventualities she can anticipate; that she has read, again and again and again, the work her students produce; that she has been fair, open-minded and thorough; that she has made herself available to them at their convenience.”

— Lee K. Abbot, Humanities Distinguished Professor of English, The Ohio State University

“I found Caitlin’s class to be engaging and innovative. Poetry is not an easy unit to teach in a first year composition class, and Caitlin helped her students appreciate the basics of poetry in ways that made it relevant to other types of writing while also initiating her students into the current conversations surrounding poetry. I will use her activity in my own poetry classroom as I believe it to be so useful and well thought out.”

— Sarah Grieve, FSU First Year Composition Mentor

“[I]t was my pleasure to work with Caitlin Newcomer as her peer teaching mentor. Throughout our monthly meetings and one-on-one conversations about pedagogical techniques, Caitlin proved herself to be an exceptional teacher—carefully thinking through different hypothetical situations, finding ways to engage her students, and always seeking advice on how she could improve.”

— David Rodriguez, FSU First Year Composition Mentor