

Teaching Effectiveness:

The following document contains student feedback forms of the same or similar items, highlighting feedback skills, classroom management and student perceived performance.

I present the last 3 semesters in the first part, followed by in-class observations by department coordinators. At the end of this document, I include some testimonials from students over the years.

SFF Instructor Report

 CRN: **25772**

INSTRUCTOR NAME:

Franco Rodriguez, Camila

The instructor provided useful feedback about exams, projects, and assignments.

	Strongly Agree = 5	Agree = 4	Neither Agree Nor Disagree = 3	Disagree = 2	Strongly Disagree = 1	Not Applicable	Mean
n = 19	(9)	(6)	(4)	(0)	(0)	(0)	
Section	47%	32%	21%	0%	0%		4.3
Subject Code	61%	24%	9%	4%	2%		4.4
College	60%	26%	8%	4%	2%		4.4

The instructor promoted an atmosphere conducive to work and learning.

	Strongly Agree = 5	Agree = 4	Neither Agree Nor Disagree = 3	Disagree = 2	Strongly Disagree = 1	Not Applicable	Mean
n = 19	(13)	(5)	(0)	(1)	(0)	(0)	
Section	68%	26%	0%	5%	0%		4.6
Subject Code	68%	21%	7%	2%	2%		4.5
College	64%	26%	6%	2%	1%		4.5

The instructor was conscientious in meeting class and office hour responsibilities.

	Strongly Agree = 5	Agree = 4	Neither Agree Nor Disagree = 3	Disagree = 2	Strongly Disagree = 1	Not Applicable	Mean
n = 19	(10)	(7)	(1)	(1)	(0)	(0)	
Section	53%	37%	5%	5%	0%		4.4
Subject Code	68%	22%	8%	1%	1%		4.5
College	65%	26%	7%	1%	1%		4.5

Subject Code-Added Items

The instructor provided opportunities for class participation.

	Strongly Agree = 5	Agree = 4	Neither Agree Nor Disagree = 3	Disagree = 2	Strongly Disagree = 1	Not Applicable	Mean
n = 19	(15)	(4)	(0)	(0)	(0)	(0)	
Section	79%	21%	0%	0%	0%		4.8
Subject Code	76%	15%	6%	1%	1%		4.6

Class activities were well thought-out and prepared.

	Strongly Agree = 5	Agree = 4	Neither Agree Nor Disagree = 3	Disagree = 2	Strongly Disagree = 1	Not Applicable	Mean
n = 19	(10)	(8)	(1)	(0)	(0)	(0)	
Section	53%	42%	5%	0%	0%		4.5
Subject Code	63%	25%	8%	2%	2%		4.4

SFF Instructor Report

 CRN: **53615**

INSTRUCTOR NAME:

Franco Rodriguez, Camila

Overall, the instructor was effective in helping me learn the material in this course.

	Strongly Agree = 5	Agree = 4	Neither Agree Nor Disagree = 3	Disagree = 2	Strongly Disagree = 1	Not Applicable	Mean
n = 3	(1)	(1)	(0)	(1)	(0)	(0)	
Section	33%	33%	0%	33%	0%	0%	3.7
Subject Code	60%	23%	11%	4%	2%	0%	4.3
College	62%	26%	7%	3%	2%	0%	4.4
Level	59%	27%	8%	4%	3%	0%	4.4
University	60%	27%	7%	4%	2%	0%	4.4

Overall, I learned a great deal from this course.

	Strongly Agree = 5	Agree = 4	Neither Agree Nor Disagree = 3	Disagree = 2	Strongly Disagree = 1	Not Applicable	Mean
n = 3	(1)	(2)	(0)	(0)	(0)	(0)	
Section	33%	67%	0%	0%	0%	0%	4.3
Subject Code	58%	26%	11%	3%	2%	0%	4.3
College	58%	28%	9%	3%	2%	0%	4.4
Level	56%	28%	9%	4%	2%	0%	4.3
University	57%	28%	9%	4%	2%	0%	4.3

On average, how many hours per week have you spent on this course (or section), including: attending class, doing homework, attending rehearsals, doing readings, reviewing notes, writing papers, attending study groups, doing lab work (unless the lab is a separate section), and any other course related work?

	19+ = 7	16-18 = 6	13-15 = 5	10-12 = 4	7-9 = 3	4-6 = 2	0-3 = 1	Mean
n = 3	(0)	(0)	(0)	(2)	(1)	(0)	(0)	
Section	0%	0%	0%	67%	33%	0%	0%	3.7
Subject Code	2%	4%	9%	15%	22%	34%	13%	2.9
College	2%	4%	8%	15%	22%	32%	16%	2.9
Level	3%	4%	9%	15%	21%	31%	18%	2.9
University	4%	5%	9%	16%	21%	29%	16%	3.0

Course Attribute-Added Items

The course helped me improve my writing.

	Strongly Agree = 5	Agree = 4	Neither Agree Nor Disagree = 3	Disagree = 2	Strongly Disagree = 1	Not Applicable	Mean
n = 3	(1)	(2)	(0)	(0)	(0)	(0)	
Section	33%	67%	0%	0%	0%	0%	4.3
Writing-Intensive Course	55%	28%	10%	4%	2%	0%	4.3

School/College-Added Items

SFF Instructor Report

 CRN: **21209** INSTRUCTOR NAME: **Franco Rodriguez, Camila**

Overall, the instructor was effective in helping me learn the material in this course.

	Strongly Agree = 5	Agree = 4	Neither Agree Nor Disagree = 3	Disagree = 2	Strongly Disagree = 1	Not Applicable	Mean
n = 12	(10)	(2)	(0)	(0)	(0)	(0)	
Section	83%	17%	0%	0%	0%	0%	4.8
Subject Code	60%	23%	11%	4%	2%	0%	4.3
College	62%	26%	7%	3%	2%	0%	4.4
Level	59%	27%	8%	4%	3%	0%	4.4
University	60%	27%	7%	4%	2%	0%	4.4

Overall, I learned a great deal from this course.

	Strongly Agree = 5	Agree = 4	Neither Agree Nor Disagree = 3	Disagree = 2	Strongly Disagree = 1	Not Applicable	Mean
n = 12	(5)	(7)	(0)	(0)	(0)	(0)	
Section	42%	58%	0%	0%	0%	0%	4.4
Subject Code	58%	26%	11%	3%	2%	0%	4.3
College	58%	28%	9%	3%	2%	0%	4.4
Level	56%	28%	9%	4%	2%	0%	4.3
University	57%	28%	9%	4%	2%	0%	4.3

On average, how many hours per week have you spent on this course (or section), including: attending class, doing homework, attending rehearsals, doing readings, reviewing notes, writing papers, attending study groups, doing lab work (unless the lab is a separate section), and any other course related work?

	19+ = 7	16-18 = 6	13-15 = 5	10-12 = 4	7-9 = 3	4-6 = 2	0-3 = 1	Mean
n = 12	(1)	(0)	(0)	(2)	(1)	(5)	(3)	
Section	8%	0%	0%	17%	8%	42%	25%	2.6
Subject Code	2%	4%	9%	15%	22%	34%	13%	2.9
College	2%	4%	8%	15%	22%	32%	16%	2.9
Level	3%	4%	9%	15%	21%	31%	18%	2.9
University	4%	5%	9%	16%	21%	29%	16%	3.0

School/College-Added Items

The instructor provided useful feedback about exams, projects, and assignments.

	Strongly Agree = 5	Agree = 4	Neither Agree Nor Disagree = 3	Disagree = 2	Strongly Disagree = 1	Not Applicable	Mean
n = 12	(4)	(8)	(0)	(0)	(0)	(0)	
Section	33%	67%	0%	0%	0%	0%	4.3
Subject Code	57%	24%	12%	5%	2%	0%	4.3
College	59%	26%	9%	4%	2%	0%	4.4

CLASS OBSERVATION FORM
DEPARTMENT OF SPANISH AND PORTUGUESE
TEMPLE UNIVERSITY
2023-2024

Name of observer: Fernando Fonseca Pacheco, Ph.D.

Name of instructor: Camila Franco

Class number/name: Spanish 1001.008

Observation number: #1

Date of observation: Thursday October 19th, 2023 **Class meeting time:** 11:00 to 12:20

Time of observation: from 11:00 to 12:20 **Number of students present:** 11 students

NOTES ON THE LESSON AS A WHOLE

1. Strengths of the lesson:

- Planning of the class
- Organization and execution of the activities planned
- Modeling in the instructions and sequences of the activities
- Engagement of the students with the activities and the language
- Use of target language, teacher and student
- Preparation of classroom materials
- Resourcefulness for practicing vocabulary and grammar
- Classroom ambiance
- Feedback and corrections of tense and vocabulary
- Exchange with the students

2. Areas for improvement:

- Students' use of target language outside the structure of the activities
- Use of the book to see images and information rather than projecting it

3. Classroom management. Observations regarding instructor's rapport with students and professionalism:

- Camila's class had a good environment and allowed the students to feel comfortable.
- Camila had a good class management that created an engaging a communicative environment.
- Camila knows the name of the students, which creates a good participatory atmosphere.
- Given the shape of the classroom and the seating of the students, there was a group of students who did not participate as much when there were whole class activities. While the sitting and shape of the classroom explain this situation, it is important to keep these particularities in mind to ensure everyone is attentive in whole class activities.
- Camila was professional, respectful while maintaining an excellent atmosphere for learning.

4. Organization. Evidence of careful lesson planning and time management, or lack thereof:

- The activities that Camila planned were thoughtful and framed within the communicative goal of the class.
- The execution of the activities was superb.
- In general, Camila's lesson was excellent.

5. Comprehensibility/accuracy of teacher language. Steps taken to ensure that classroom language is accessible and serves as a good model to students:

Instructor signature _____ Observer signature _____

NOTES ON EACH LESSON ACTIVITY

- Camila utilized the language and phrasing properly. Often, she used resources (body language, board, etc.) to establish different communicative ways with the students.
- While socializing, Camila alternated properly between asking for volunteers and asking specific students to participate.

6. Elicitation of student language. Steps taken to maximize student participation, (e.g., appropriate task and question types, effective activity sequencing, adequate linguistic support for speaking activities):

- The elicitation of the language was planned and prepared for in the planned activities.
- Camila perfectly sequenced the activities for students to have the opportunity to participate actively.
- Camila provided specificity in the task and clarity in the steps of the activities while using good modelling as well.
- Moments of socializing should aim to include as many students as possible. There can be follow-up questions or asking students to write their favorite activities in common.

7. Feedback and error correction techniques: Steps taken to correct learners, and their appropriateness/ effectiveness in the context when they occurred.

- Camila corrected learners in the proper way and provide contextualization when new situations were presented.
- Camila should ask the students to use the book on their laptops—which some of them did it on their own.

8. Summary of post-observation discussion with instructor: Ideas exchanged about the strengths of the lesson as well as areas for continued work:

- Praising of planning and execution of the planning
- Excellent learning environment
- Praising of communicative process
- Students' use of target language outside the structure of the activities
- Comments about the use of the book on the screen or on the laptops

NOTES ON EACH LESSON ACTIVITY

Activity #	Start time: Activity type: (pair work, whole-class, lecture, discussion, etc.)	Put an “X” on the scale for each: a. Target lang. use teacher: 100% ----- ---0% b. Target lang. use students: 100% ----- ---0% c. Learner Language: Controlled----- Open ended d. Who’s doing the talking? Teacher----- Learners	Noteworthy features: Objective, description and comments
1	Start time: 11:04 to 11:05 Activity type: Updates and information about the class at large.	a. [0%] b. [0%] c. [--] d. [Teacher]	<p>Objective: Provide information and reminders about the class.</p> <p>Description: Camila gave information and reminders to the students about the upcoming activities of the class and the Department.</p> <p>Observations: Camila did a good and brief job providing this information. In particular, it was the only context in which Camila spoke in the non-target language.</p>
2	Start time: 11:05 to 11:18 Activity type: 1) Lecture, interactive review of reflexive verbs.	a. [85%] b. [100%] c. [Controlled] d. [Teacher, but students interacted actively]	<p>Objective: Review collectively reflexive verbs in the present.</p> <p>Description: The activity had 2 steps, first Camila used the board to review the conjugation of reflexive verbs in the present tense. While doing so, Camila asked and interacted with the students, who used the target grammar in the target language. This communicative approach to grammar review allowed the students to communicate in Spanish effectively.</p> <p>Second, Camila projected a page of the book on the screen to review vocabulary of reflexive verbs. During the review, Camila asked questions to the students in order to</p>

NOTES ON EACH LESSON ACTIVITY

			<p>provide venues for students' output. Frequently, Camila would follow up with more questions allowing the students to practice improvised speech.</p> <p>Observations:</p> <ul style="list-style-type: none"> ➤ Good explanation and emphasis on pronouncing to highlight the reflexive pronouns. ➤ Excellent use of the board and the projector to review communicatively. ➤ Good use of body language to demonstrate new or vague vocabulary to the students.
3	<p>Start time: 11:18 to 11:44</p> <p>Activity type: Pair work followed up by a whole class socializing</p> <p>a. [95%] b. [95%] c. [In between] d. [Learners]</p>		<p>Objective: Speak and communicate using the grammar previously reviewed.</p> <p>Description: Students completed a guide provided by Camila with 12 questions asking about the routine of the students. Afterwards, there was a socialization about the contents of the guide.</p> <p>Observations:</p> <ul style="list-style-type: none"> ➤ In this activity the students communicated in Spanish while reviewing old vocabulary and learning new expressions. Good communicative approach. ➤ While asking questions at large, students demonstrate a repetitive knowledge and usage of spelling and pronunciation in the target language. ➤ During the pair work, Camila walked around the classroom observing, correcting and interacting with the students. ➤ During the socialization, Camila asked follow up questions eliciting the language output of the students. ➤ In general, the ambiance of the class was conducive for the students to communicate and engage effectively in the activities. ➤ Camila uses effectively her body language to communicate with the

NOTES ON EACH LESSON ACTIVITY

			students and provide context to new vocabulary.
4	<p>Start time: 11:44 to 12:12</p> <p>Activity type:</p> <p>The activity had different sequences,</p> <p>1) Whole class review of vocabulary about nationality and personal data</p> <p>2) Review of the specificity of this vocabulary through a specific example from the book</p> <p>3) Pair work</p>	<p>a. [95%]</p> <p>b. [90%]</p> <p>c. [In between]</p> <p>d. [Learners]</p>	<p>Objective: Introduce and practice of new vocabulary about nationalities and personal data.</p> <p>Description: Camila introduced the vocabulary emphasizing pronunciation and cultural aspects by reading and then projecting on the screen a specific example from one of the characters of the book. Afterwards, Camila gave them a guide for students to create a personal ID in Spanish.</p> <p>Observations:</p> <ul style="list-style-type: none"> ➤ Excellent use of the board to introduce new vocabulary. ➤ Excellent use of the students' information to model and provide examples. ➤ Good use of the new vocabulary to practice pronunciation and to introduce cultural particularities of Spanish names. ➤ While projecting images of the book to the whole class, Camila should ask the students to open the book on that page. Some student had issues seeing with clarity the information. ➤ Students participated actively during the pair work.
5	<p>Start time: 12:13 to 12:17</p> <p>Activity type:</p> <p>Reminders about upcoming activities</p>	<p>a. [0%]</p> <p>b. [0%]</p> <p>c. [--]</p> <p>d. [Teacher]</p>	<p>Objective: Remind the students about the homework and other activities.</p> <p>Description: The last part of the class consisted of Camila providing some general reminders about the class, e.g. homework, email, etc.</p> <p>Observations:</p> <ul style="list-style-type: none"> ➤ Camila can use the rest of the class to go over these reminders in Spanish a couple of times before providing clarity in English.

NOTES ON EACH LESSON ACTIVITY

Other noteworthy features of learner or teacher language, including teacher errors with object of instruction:

Camila's lesson and class followed perfectly the parameters of a communicative class. The planning and execution of the activities were superb. Students were engaged and participating actively demonstrating a good learning environment. Camila should ask the students to use the book on their laptops—which some of them did on their own. For instance, if the class is going to use images or pages from the book as examples, she should ask students to open the book and go to the page. This way, students will not need to rely entirely on the image from the book while it is projected on the screen, which was confusing for some students given the distance and quality of the projection. In one instance, the student knew the answer to the question but could not see clearly the details of the image. Other than this detail, Camila's class and performance were excellent.

Summary of Student Feedback

Since 2019 I have had a student feedback response of 80-90% of the taught course. Students highlight my commitment to class, my ability to create welcoming spaces in the classroom and my organization and availability to help students in need. In the following I provide some of my feedback highlights that have been consistent in the last 3 years.

By teaching a wide array of classes and student populations I have learned to strategize my approach to learning. I was able to adapt during and after the pandemic to new student needs, and I always want to be able to guide my students to succeeding in their work.

Fall 2023

CRN: **1283** INSTRUCTOR NAME: **Franco Rodriguez, Camila**

Overall, the instructor was effective in helping me learn the material in this course.

	Strongly Agree = 5	Agree = 4	Neither Agree Nor Disagree = 3	Disagree = 2	Strongly Disagree = 1	Not Applicable	Mean
n = 14	(10)	(4)	(0)	(0)	(0)	(0)	
Section	71%	29%	0%	0%	0%	0%	4.7
Subject Code	60%	25%	9%	4%	2%	0%	4.4
College	60%	26%	8%	4%	2%	0%	4.4
Level	58%	27%	8%	4%	3%	0%	4.3
University	59%	26%	8%	4%	3%	0%	4.4

Performance Level (U=Upper, M=Middle, L=Lower): U

Overall, I learned a great deal from this course.

	Strongly Agree = 5	Agree = 4	Neither Agree Nor Disagree = 3	Disagree = 2	Strongly Disagree = 1	Not Applicable	Mean
n = 14	(9)	(4)	(1)	(0)	(0)	(0)	
Section	64%	29%	7%	0%	0%	0%	4.6
Subject Code	57%	28%	10%	3%	2%	0%	4.4
College	56%	28%	10%	4%	2%	0%	4.3
Level	56%	28%	10%	4%	3%	0%	4.3
University	56%	28%	9%	4%	3%	0%	4.3

Performance Level (U=Upper, M=Middle, L=Lower): U

Spring 2023

CRN: **35168** INSTRUCTOR NAME: **Franco Rodriguez, Camila**

The instructor provided useful feedback about exams, projects, and assignments.

	Strongly Agree = 5	Agree = 4	Neither Agree Nor Disagree = 3	Disagree = 2	Strongly Disagree = 1	Not Applicable	Mean
n = 16	(4)	(10)	(1)	(1)	(0)	(0)	
Section	25%	63%	6%	6%	0%		4.1
Subject Code	60%	25%	10%	4%	2%		4.4
College	58%	27%	9%	4%	2%		4.4

Performance Level (U=Upper, M=Middle, L=Lower): **M**

The instructor promoted an atmosphere conducive to work and learning.

	Strongly Agree = 5	Agree = 4	Neither Agree Nor Disagree = 3	Disagree = 2	Strongly Disagree = 1	Not Applicable	Mean
n = 16	(13)	(3)	(0)	(0)	(0)	(0)	
Section	81%	19%	0%	0%	0%		4.8
Subject Code	66%	23%	8%	2%	1%		4.5
College	63%	27%	6%	2%	1%		4.5

Performance Level (U=Upper, M=Middle, L=Lower): **U**

The instructor was conscientious in meeting class and office hour responsibilities.

	Strongly Agree = 5	Agree = 4	Neither Agree Nor Disagree = 3	Disagree = 2	Strongly Disagree = 1	Not Applicable	Mean
n = 16	(9)	(5)	(1)	(1)	(0)	(0)	
Section	56%	31%	6%	6%	0%		4.4
Subject Code	67%	22%	8%	1%	1%		4.5
College	65%	27%	7%	1%	1%		4.5

Performance Level (U=Upper, M=Middle, L=Lower): **U**

Fall 2022

CRN: **1300** INSTRUCTOR NAME: **Franco Rodriguez, Camila**

Overall, the instructor was effective in helping me learn the material in this course.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 16	(8)	(6)	(0)	(1)	(1)	(0)	
Section	50%	38%	0%	6%	6%		4.2
Subject Code	63%	26%	8%	2%	2%		4.5
College	60%	27%	8%	4%	2%		4.4
Level	57%	27%	8%	4%	3%		4.3
University	57%	27%	8%	4%	3%		4.3

Performance Level (U=Upper, M=Middle, L=Lower): **M**

Overall, I learned a great deal from this course.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 15	(5)	(7)	(1)	(2)	(0)	(0)	
Section	33%	47%	7%	13%	0%		4.0
Subject Code	58%	30%	9%	2%	2%		4.4
College	56%	28%	10%	4%	2%		4.3
Level	54%	29%	10%	5%	3%		4.3
University	55%	29%	10%	4%	3%		4.3

Performance Level (U=Upper, M=Middle, L=Lower): **M**

Spring 2022

CRN: **3793** INSTRUCTOR NAME: **Franco Rodriguez, Camila**

Overall, the instructor was effective in helping me learn the material in this course.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 17	(13)	(3)	(1)	(0)	(0)	(0)	
Section	76%	18%	6%	0%	0%		4.7
Subject Code	64%	25%	7%	2%	2%		4.5
College	59%	27%	8%	4%	2%		4.4
Level	57%	27%	9%	5%	3%		4.3
University	57%	27%	8%	4%	3%		4.3

Performance Level (U=Upper, M=Middle, L=Lower): U

Overall, I learned a great deal from this course.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 17	(13)	(4)	(0)	(0)	(0)	(0)	
Section	76%	24%	0%	0%	0%		4.8
Subject Code	60%	28%	8%	2%	2%		4.4
College	56%	28%	10%	4%	2%		4.3
Level	54%	29%	10%	5%	3%		4.3
University	54%	29%	10%	4%	3%		4.3

Performance Level (U=Upper, M=Middle, L=Lower): U

Fall 2021

CRN: **1288** INSTRUCTOR NAME: **Franco Rodriguez, Camila**

The instructor provided useful feedback about exams, projects, and assignments.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 10	(9)	(1)	(0)	(0)	(0)	(0)	
Section	90%	10%	0%	0%	0%		4.9
Subject Code	61%	25%	8%	4%	1%		4.4
College	57%	27%	9%	5%	2%		4.3

Performance Level (U=Upper, M=Middle, L=Lower): U

The instructor promoted an atmosphere conducive to work and learning.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 10	(10)	(0)	(0)	(0)	(0)	(0)	
Section	100%	0%	0%	0%	0%		5.0
Subject Code	69%	23%	6%	2%	1%		4.6
College	61%	28%	7%	3%	2%		4.4

Performance Level (U=Upper, M=Middle, L=Lower): U

The instructor was conscientious in meeting class and office hour responsibilities.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 10	(9)	(1)	(0)	(0)	(0)	(0)	
Section	90%	10%	0%	0%	0%		4.9
Subject Code	71%	22%	5%	1%	0%		4.6
College	64%	27%	7%	1%	1%		4.5

Performance Level (U=Upper, M=Middle, L=Lower): U

Spring 2021 (Virtual)

CRN: **29181** INSTRUCTOR NAME: **Franco Rodriguez, Maria Camila**

School/College-Added Items

The instructor provided useful feedback about exams, projects, and assignments.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 7	(5)	(1)	(1)	(0)	(0)	(0)	
Section	71%	14%	14%	0%	0%		4.6
Subject Code	58%	27%	9%	4%	1%		4.4
College	55%	28%	10%	5%	2%		4.3

Performance Level(U=Upper, M=Middle, L=Lower): **U**

The instructor promoted an atmosphere conducive to work and learning.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 7	(7)	(0)	(0)	(0)	(0)	(0)	
Section	100%	0%	0%	0%	0%		5.0
Subject Code	65%	26%	6%	2%	1%		4.5
College	59%	29%	8%	3%	2%		4.4

Performance Level(U=Upper, M=Middle, L=Lower): **U**

The instructor was conscientious in meeting class and office hour responsibilities.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 7	(7)	(0)	(0)	(0)	(0)	(0)	
Section	100%	0%	0%	0%	0%		5.0
Subject Code	69%	24%	6%	1%	0%		4.6
College	62%	28%	7%	2%	1%		4.5

Performance Level(U=Upper, M=Middle, L=Lower): **U**

Student testimonies

Students have taken the time to leave appreciative comments in their feedback forms, I have also been contacted after classes to be informed about their improved confidence in the language and the new projects they were interested in pursuing.

Student feedback:

“Professor Camila was the best professor I have ever had at Temple University and is by far my favorite. She made inclusivity a very important aspect of her class by engaging with her students whilst being politically correct in all aspects of learning.”

“She would always make sure to include everyone in group work, and, if someone did not have a partner, she would assign them to a group to work with so that no one is left out. Personally, I like to work alone, but it was enjoyable to work with others as well.”

“My instructor is kind to every student in the class. All students are included and treated equally.”

“She was always super open and inclusive, there was never any question to that. She was open to us made everyone feel very safe for being themselves“

“This instructor is the most amazing and fair professor I have ever had. She is also the most engaging professor I have ever had.”

I have selected some of the testimonies from students that have emailed me after completing their courses or during the semester. I feel incredibly grateful for each one of them, and many more who came to my office to thank me, talk to me, and ask for advice.

Testimony 1:

“Hola Profesora!

I hope this email finds you well. I am writing to you after having spent the last 4 months after graduation traveling through Europe and parts of Latin America. I was fortunate enough to spend time in Spain, Panama, and the entire summer living in Mexico City. I got to take spanish lessons with a teacher in Mexico and managed to make a bunch of friends through volleyball and other musical interactions.

The thing is, I have been dying to go back ever since I touched down in the US. My goal is to save up enough money that I can spend an entire year exploring the region before I begin applying to law school. This is all a new idea for me, but I was thinking of saving enough to cover my living expenses for the year, and then either working as a freelance correspondent in the region or working for non-profits that help with immigration paperwork for migrants coming to the US. The point is, I love the region, I want to continue learning spanish, and I

feel that this may be the best way to continue discovering Latin America while also doing something positive. I would love to catch up, not only to talk about my travels and my summer in Mexico, but also about different ways I might be able to finance a year abroad. Let me know what your schedule looks like this semester, and hopefully we will be able to set something up. Looking forward to hearing from you!"

Testimony 2:

"Buenas Tardes Profesora!

Thank you for a great year ! You are one of the most patient, and fairest teacher ever. You put yourself in the student's shoes and understand how complicated learning a second language can be so you break it down the best way possible. Since Spanish 1001, I knew you were a great profesor, and that is why I selected your for Spanish 1002.

It has been truly an honor and a pleasure to learn from you, and though I will not be moving forward in further Spanish studies, the knowledge that I have retained from you are truly fundamental.

I wish you all the best with the rest of your teaching at Temple University, or wherever else you decide to go, I also wish you the very best in your personal classes, and in your future endeavors! You are truly remarkable!! Teaching a great deal of students, while taking classes yourself! I commend you! I can tell that you're a great person, and I hope that you keep the positive energy that you bring to the classroom atmosphere!

Thank you for a great year! Stay blessed and stay safe! "

Testimony 3:

"Thank you so much for working with me, I really appreciate it! I will only use my materials from the text book and will not translate anything. See you next week.

Thanks again!"