Lethbridge College

Faculty Peer Observation Handbook

2017

Contents

Introduction

Effective July 1, 2010, Peer Observation is the process used at Lethbridge College for the evaluation and development of continuing academic staff members (Section 10.4 of the Collective Agreement for the Faculty Association). The Peer Observation process has a primary focus on Professional Development Planning. The following handbook will provide faculty members to be evaluated during this academic year with an overview of the process and planning information.

All necessary forms are included in the Appendix.

Checklist for Faculty Member Being Evaluated:

- Attend orientation session
- Attend Best Practices in Peer Observation Training Session
- Complete faculty profile on Learning Management System (LMS)
- Choose two peer observers in consultation with your Dean. One observer MUST be an interdisciplinary (external) colleague
- Consult with your Dean regarding peer observers and goals
- Arrange and conduct pre-observation interview 1 with selected peer
- Conduct classroom observation 1
- Arrange and conduct post-observation interview 1
- Arrange and conduct pre-observation interview 2 with selected peer
- Conduct classroom observation 2
- Arrange and conduct post-observation interview 2
- Receive and gather all feedback from peer observers and student evaluations
- Complete self-reflection report (also available on LMS and the EET website)
- Complete summary report (also available on LMS and the EET website)
- Submit both reports to your Dean
- Meet with your Dean

Checklist for Observing a Colleague:

- Attend Best Practices in Peer Observation Training Session
- Review all guidelines and tools provided for observers online and in the handbook
- Attend pre-observation interview 1. Complete pre-observation briefing guidelines as needed
- Review peer observation guidelines – anecdotal and subject matter as needed
- Conduct classroom observation 1 (Observation Recording sheets if needed)
- Prepare necessary feedback (post-observation discussion guidelines if needed) and attend post-observation interview 1
- Attend pre-observation interview 2. Complete pre-observation briefing guidelines as needed
- Review peer observation guidelines – anecdotal and subject matter as needed
- Conduct classroom observation 2 (Observation Recording sheets if needed)
- Prepare necessary feedback (post-observation discussion guidelines if needed) and attend post-observation interview 2

Process

- Each faculty member to be evaluated will attend a Peer Observation Orientation seminar.
- Faculty members and others involved in the observation process will attend a Best Practices in Peer Observation Training. Dates for these sessions will be communicated to the group as soon as they are available.

Prior to selecting peer observers, faculty will complete the online faculty profile in the Learning Management System (LMS). The purpose of this questionnaire is to create a Personal Profile for each faculty member involved in Peer Observation. The profile will be used to assist faculty in identifying and connecting with potential peers for classroom observations. Please complete this form thoroughly so all faculty members involved will have adequate information to assist in the peer selection process. The information on the profile will be placed in a document accessible only to those directly involved in the active Peer Observaion cycle. Once faculty members have completed the form they will be able to access a link to all submitted profiles allowing them to view the profiles of the other members of the group. This resource will assist faculty in choosing peer observers. A link to both the form and spreadsheet will be available in the LMS.

Two peer observations are conducted for faculty during Peer Observation. These observations could be in a face to face course, an online course or either portion of a blended course. **A minimum of one peer observation must be completed by a peer from a different program/school/area (interdisciplinary)**.

The peer observations will meet the following outcomes:

- Provide feedback that focuses primarily on subject matter
- Provide feedback that focuses primarily on teaching

Ideally, faculty being evaluated will choose two peers from amongst the faculty group being evaluated in the same year. Exceptions will be considered and confirmed suitable in consultation with the Dean.

It is recommended that each faculty member evaluated observe two colleagues (one subject, one interdisciplinary). Each faculty member being evaluated must complete a minimum of one peer observation for another faculty member.

Peer selection will be completed by the faculty being evaluated in consultation with their Dean. Observation tools are available for use.

Student Feedback Surveys are required as part of the Peer Evaluation process and are administered by the Centre Administrative Assistants.

Student Feedback Focus Groups are an alternative and optional way to gather specific feedback on teaching. Staff from the Educational Enhancement Team are available to facilitate these sessions. Please email pd@lethbridgecollege.ca if you are interested in organizing an optional student focus group.

The following chart provides faculty an outline of the minimum time expectations required for the evaluation process and ensures that the overall purpose and desired outcomes of the Peer Observation Process are met. To work effectively, each faculty member being evaluated should observe two colleagues, one subject and one interdisciplinary. Times given are guidelines and are based on faculty observing and providing feedback for two other faculty members.

	Faculty being evaluated	Peer from outside evaluated group	CTLI	Student	Administrator
Orientation Seminar	1		1		
Best Practices In Peer Observation Training	2	2	2		
Selecting Peer Observers through profile and individual contact	1		.5		.5
Select Peers meet and greet	1 (optional)		1		
Consult with your Dean regarding observers and goals	.5				.5
Pre – Observation Interview(s)	1				
Classroom observation completed by peers for faculty member	0	1			
Classroom observation completed by evaluated faculty for peers	2				
Post – Observation feedback for the evaluated faculty by peers	1.5	1			
Post – Observation feedback by the evaluated faculty member for peers	1.5				
Student Feedback survey	0			.5	1
Student Feedback focus group	1 (optional)		1 (optional)		
Self – Reflection and report	1				
Review Meeting with your Dean	.5				1
Estimated Totals	12 hours	4 hours	4.5 hours	.5 hours	3 hours

Peer Observation Timelines for Faculty

Dates given are a suggested timeline.

		Date	Personnel	Comments
September	Orientation Sessions for Evaluated Faculty	September Dates posted on the EET website and LMS	VP Academic, Faculty, Consultants	Faculty attend only one session
	Best Practices in Peer Observation training	September, October, and December Dates posted on the EET website and LMS	Faculty and Consultants	Faculty attend only one session
	Peer Selection (from Faculty profiles or individual contact)	By September 21	CTLI and Faculty	Faculty to submit profile - online form
	Peer Selection Meet and Greet	TBA	CTLI and Faculty	Optional
	Book meeting appointment with Dean	By September 30	Faculty, Admin Assistant	Book a date prior to October 15
	Peer selection and goals with Dean	By October 15	Faculty, Dean	Exceptions may occur
Oct – Dec	Best Practices in Peer Observation training	TBA (only if required)	Faculty and Consultants	Faculty attend only one session
	Observation #1: Pre-Interviews (2)	By November 15	Faculty	Some may choose to do both in WN
	Observation #1: Classroom (2)	By November 30	Faculty	
	Observation #1: Feedback (2)	By November 30	Faculty	
	Student evaluations completed	By November 30	Students, Faculty, CTLI	Survey or focus group
	Student evaluations to faculty	After final grades submitted	Admin Assistant	

		Date	Personnel	Comments
Jan – April	Best Practices in Peer Observation training	TBA (only if required)	Faculty and Consultants	Faculty attend only one session
	Observation #2 Pre-Interviews (2)	By March 15	Faculty	Some may choose to do both in WN
	Observation #2: Classroom (2)	By March 31	Faculty	
	Observation #2: Feedback (2)	By March 31	Faculty	
	Student evaluations completed	By March 31	Students, Faculty, CTLI	Survey or focus group
	Book Meeting with Dean	By April 15	Faculty, Admin Assistant	Most will be booked for May
	Student evaluations to faculty	After final grades submitted	Admin Assistant	
May – June	Complete self – reflection report	Week before Dean meeting	Faculty	Deans may want in advance
	Complete summary report	Week before Dean meeting	Faculty	Attach to self – reflection report
	Complete review meeting with Dean	By May 27	Faculty and Dean	Exceptions may occur
	Complete appraisal report	By June 30	Dean	Sends to HR

Observation Process

The following is a summary of the information given during the Best Practices in Peer Observation Training.

1. Choose the observers carefully. Each faculty member to be evaluated must choose two peers who can provide the appropriate feedback. A minimum of one observer must be an interdisciplinary colleague.
   The chosen observers must be able to meet three outcomes:
   a) Provide feedback on teaching and learning
   b) Provide feedback on subject matter
   c) Provide feedback that is interdisciplinary

2. Be organized in all stages of the observation process: pre-observation, observation and post-observation.
   a) Determine semesters/terms and find compatible dates
   b) Choose class times where students are in learning mode
   c) Pre-observation exchange within a week prior to observation (one hour)
   d) Post-observation with 1 -2 weeks after observation (one hour)

3. Select the observation tools wisely (provided under forms and guidelines for the observation process).
   a) Mix and match tools
   b) Be familiar with the options
   c) Add specific items as needed

4. Familiarize yourself with the course.
   a) Obtain a course outline
   b) Ask about a lesson plan
   c) Clarify expectations (pre-observation)
   d) Listen carefully to what the candidate says in the pre-visit interview

5. During the observation:
   a) Be objective
   b) Resist the urge to compare with your own teaching style
   c) Do not intervene
   d) Watch the students as well as the instructor

6. Consider the observation process a learning experience.
   a) Follow general principles for feedback; encourage self-reflection over giving direct advice
   b) Use "I" directed questions
   c) Be supportive rather than judging
   d) Share ideas when asked

7. Respect confidentiality

8. Peer Observers should have training and orientation into the process

Adapted from Siddiqui, Jonas-Dwyer and Carr (2007). Twelve Tips for Peer Observation of teaching. **Medical Teacher**. 29:297-300
Additions from Carter, V. (2008). Five Steps to Becoming a Better Peer Reviewer. **College Teaching**, 56:2, 85 – 87.
Additions from Classroom Observation: Guidelines. **The Teaching Professor**. May, 2008

Forms and Guidelines for the Observation Process

Forms and tools used for the observation process include:

- Peer Observation - Pre – Observation Briefing Guidelines
- Peer Observation – Observation Guidelines – Anecdotal
- Peer Observation – Observation Recording Sheet – Anecdotal
- Peer Observation – Observation Guidelines – Subject Matter
- Checklists on Questioning/Group Work/Lecturing
- Peer Observation – Post-Observation Discussion Guidelines
- Peer Observation Guide for Online Courses

All forms and tools are available in the appendix, on the EET website, and in the LMS. Guidelines are provided to assist with the observation process.

Completing the Evaluation

When all observation requirements are fulfilled, faculty members must complete a self-reflection report and a faculty peer evaluation summary report. Both of these forms are available on the EET website and on LMS course shell as well as in this handbook. All material is submitted to your Dean and reviewed.

Appendix

(Note: all these documents are on the following pages and can also be downloaded from the EET website in Word format or from the LMS.)

Peer Observation: Pre – Observation Briefing Guidelines

Peer Observation: Observation Guidelines – Anecdotal

Peer Observation: Observation Recording Sheet – Anecdotal

Peer Observation: Observation Guidelines – Subject Matter

Checklists on Questioning/Group Work/Lecturing

Peer Observation: Post-Observation Discussion Guidelines

Peer Observation Guide for Online Courses

Self-Reflection Report Guidelines

Faculty Peer Evaluation Summary Report

Professional Development and Peer Observation Flowchart

Peer Observation - Pre-Observation Briefing Guidelines

Faculty:	___________________	Peer Observer:	__________________
Course:	___________________	Observation Date/Time:	__________________
Room:	___________________	Post-Observation Date/Time:	__________________

The purpose of the pre-observation conference is to review the instructor's teaching strategies, the goals and focus of the visit, the type of course, and the role of the peer observer during the observation.

1. What are your course/class goals - what knowledge, skills and/or attitudes do you expect from the students?

2. What type of class will be observed (circle appropriate terms; write in as needed)
    a. Lecture/activity/seminar/laboratory/other
    b. Required/general education/elective/personal interest
    c. Developmental/first year/second year/other
    d. Technology: computer/online/Smart Board/Mobile Learning/other
    e. Student population e.g. number of students, program mix, other
    f. Length of lecture/times per week
    g. Other

3. How will you assess student learning on the day of the observation?

4. Number of times course previously taught

5. Primary method/strategies of teaching

6. Special problems/constraints

7. Should observation be (which forms will be selected):
    a. Anecdotal – and/or –
    b. Checklist on Questioning/Group work/lecturing

8. Other requests or interests to look for during the classroom Observation.

Peer Observation - Observation Guidelines - Anecdotal

The purpose of the Observation Guidelines is to provide the Peer Observer with suggestions and ideas on what to observe for and provide feedback on. Seven Dimensions of Teaching are included in the guidelines. It is recommended that the Peer Observer become familiar with each of the dimensions before beginning the observation. The guidelines are not all inclusive and are not intended to direct the observation. The Peer Observer should comment on only those behaviors and events that occur during the observation period. These guidelines correspond with the Anecdotal Observation Recording Form.

Dimension 1: **Use of good lesson design**
Indicative teaching strategies for demonstrating this dimension:

- Appears to be organized (use of lesson plan, uses time effectively, students are aware of expectations)
- Begins lesson with a suitable bridge which captures student attention
- Determines students prior knowledge and understanding
- Lesson objectives are made clear to the students (written, verbal, other)
- Students are made aware of the learning outcomes throughout the lesson
- Provides a structural overview of the lesson
- Ensures a synthesis of the key learning outcomes towards the end of the lesson
- Ensures that students are aware of the link between key learning outcomes and assessments, as appropriate
- The lesson from start to the end flows and is connected
- Evidence of sufficient preparation for the class and learning activities

Dimension 2: **Teaching reflects student diversity**
Indicative teaching strategies for demonstrating this dimension:

- Demonstrates an appreciation for the different levels of knowledge and understanding within the student group
- Addresses the different learning needs and styles of the learners in the group
- Focuses on building confidence, enthusiasm and intrinsic motivation
- Designs activities where students of differing abilities participate, engage and learn from the experience
- Treats all students as equal learners in the learning environment
- Encourages quieter students to participate
- Demonstrates respect for different points of view

Dimension 3: **Students are actively engaged in learning**
Indicative teaching strategies for demonstrating this dimension:

- Fosters a supportive, non-threatening teaching/learning environment
- Encourages students to express views, ask and answer questions and allow time for this to occur
- Uses questioning skills which encourage student engagement
- Provides immediate and constructive feedback where appropriate
- Demonstrates enthusiasm for teaching and student learning
- Uses active teaching methods such as discussion, group work, reflective exercises, brainstorming….

- Provides clear explanations and directions for learning activities
- Provides sufficient time for learning activities to occur

Dimension 4: **The focus of the lesson is on student learning**
Indicative teaching strategies for demonstrating this dimension:

- Helps students bridge the gap between current conceptual understanding and the next “level”
- Challenges students intellectually by extending them with question/answer/discussion components where students’ conclusions must be explained and justified (“what do you think is going on”, “why” and “what if” types of questioning)
- Encourages students to “construct” their own understanding
- Encourages critical thinking with deep (intrinsic) rather than surface (extrinsic) approaches to learning
- Seeks feedback progressively during the lesson through constant observation of interest level and engagement and by using specific questions to test understanding
- Uses and builds on student contributions and preparation
- Focuses on building confidence, enthusiasm and intrinsic motivation
- Fosters students’ responsibility for their own learning
- Modifies and adjusts the session to accommodate feedback from learners

Dimension 5: **Effective use of educational resources, teaching techniques and methods**
Indicative teaching strategies for demonstrating this dimension:

- Uses technology effectively (PowerPoint, Smart Board, Online components, other)
- Uses technology with educational strategies and techniques that support student learning (clear purpose)
- Demonstrates a balance between IT and other strategies
- Supplies the students with resources that support student learning (references, handouts)
- Makes connections with textbook and other materials
- Uses a variety of methods and activities, both with and without technology
- Provides useful demonstrations, examples, scenarios and activities
- Has clear writing and diagrams when using whiteboard

Dimension 6: **Teaching Style and Approach**
Indicative teaching strategies for demonstrating this dimension:

- Demonstrates an effective presentation style that engages students
- Has a rapport with learners
- Makes eye contact with students and uses their names
- Establishes and maintains control over learning environment
- Demonstrates “presence” and credibility with students
- Students appear to respond positively to the instructor
- Provides explanations that are clear and understood by the learners
- Clearly demonstrates a thorough command of the subject matter
- Has enthusiasm and interest in subject and the learners
- Uses humor respectfully and in a manner connected to the lesson
- Uses learning space well (can be heard and seen by everyone in the room)

Dimension 7: **Instructor identified**
Ask the Instructor being observed to indicate other areas in which they are interested in receiving feedback.

Adapted from:

- Australian Learning and Teaching Council. **Peer Review of Teaching for Promotion Applications: Peer Observation of Classroom Teaching Information**.
- College of Education Temple University (2000). **Handbook for Peer Review**. Temple University.
- Borders College (2007). **Guide to Peer Evaluation**.

Peer Observation - Observation Recording Sheet – Anecdotal

Faculty: ______________________ Peer Observer: ______________________
Course: ______________________ Lesson Topic: ______________________
Room: ______________________ Observation Date/Time: ______________________

This form is intended to be used with the Peer Observation Anecdotal Observation Guidelines. The guidelines will provide the Peer Observer with suggestions for feedback and comments during the observation. It is recommended that the Peer Observer become familiar with the seven dimensions before beginning the observation. The Peer Observer should comment on only those behaviors and events that occur during the observation period.

Dimension 1: **Use of good lesson design**

Dimension 2: **Teaching reflects student diversity**

Dimension 3: **Students are actively engaged in learning**

Dimension 4: **The focus of the lesson is on student learning**

Dimension 5: **Effective use of educational resources, teaching techniques and methods**

Dimension 6: **Teaching Style and Approach**

Dimension 7: **Instructor identified**

Peer Observation - Observation Guidelines – Subject Matter

The purpose of the Observation Guidelines is to provide the Peer Observer with suggestions and ideas on what to observe for and provide feedback on. The guidelines are not all inclusive and are not intended to direct the observation. For subject matter feedback, it is essential that the Peer Observer and the Instructor clarify in the Pre-Observation Briefing, the exact areas of feedback that would be appropriate.

Dimension 1: **Application of professional and subject knowledge**

Indicative teaching strategies for demonstrating this dimension may include:

- Presents information that is current and up to date
- Provides accurate information being provided to students
- Uses language and terminology that is industry/discipline specific appropriately
- Demonstrates behaviors which enhance credibility as a professional within the discipline

Dimension 2: **Teaching methods match industry/subject**

Indicative teaching strategies for demonstrating this dimension may include:

- Content of lesson is relevant to the discipline
- Selects appropriate teaching methods for the content (including active learning approaches)
- Selects examples relevant to student experiences and course content
- Makes content relevant with real world applications
- Attempts to apply theory to problem solving and practical applications

Dimension 3: **Effective use of educational resources, teaching techniques and methods**

Indicative teaching strategies for demonstrating this dimension may include:

- Assessments are connected to real skills needed by students and graduates
- Explains difficult terms, concepts, and problems in more than one way
- Lesson outcomes align with the course and program outcomes

Dimension 4: **Instructor identified**

Ask the Instructor being observed to indicate other areas in which they are interested in receiving feedback.

Adapted from:

- Australian Learning and Teaching Council. **Peer Review of Teaching for Promotion Applications: Peer Observation of Classroom Teaching Information**.
- College of Education Temple University (2000). **Handbook for Peer Review**. Temple University.

Faculty:		Date/Time of Observation:	
Peer Observer:		Course:	
Date of Observation:		Lesson:	

Behaviours associated with Effective Questioning

	Observed	Not Observed	Comments
1. Asks focused, clearly-worded questions which give students a clear indication of expectations for responding.			
2. Speaks clearly and loudly such that questions can be heard everywhere in the classroom.			
3. Use varied and dynamic vocal patterns.			
4. Conveys to students a genuine interest in hearing their responses.			
5. Allows 5-8 seconds wait time for a response before restating the question or asking another student.			
6. Makes eye contact with students when asking questions and does not talk over their heads, to the blackboard or to just one individual.			
7. Calls on students by name when eliciting responses from specific individuals.			
8. Politely asks students to restate inaudible responses more loudly so the entire class can hear.			
9. Does not remain primarily in one place or engage in one-on-one questioning.			
10. Calls on students in an unpredictable sequence.			
11. Frequently asks a question before naming the respondent to encourage all students to listen and decide how they would answer.			
12. Does not allow a minority or more confident and/or impulsive students to dominate the class.			
13. Calls on students who do not normally respond.			
14. Is egalitarian in questioning and attempts to call on as many students as possible.			

	Observed	Not Observed	Comments
15. Uses a variety of strategies to allow different kinds of learners a chance to answer comfortably; 1) asking a question and letting a student call out answers; 2) choosing one student to answer after asking a question; 3) letting students raise their hands if they have an answer and then choosing volunteers.			
16. Does not limit more challenging and stimulating questions to students perceived as having higher ability or knowledge.			
17. Probes for correct responses to questions rather than giving correct answers.			
18. Asks students to justify and further explain responses.			
19. Encourages students to answer each others' questions.			
20. Allow time to consider different points of view and multiple responses.			
21. Does not overly or covertly invalidate students' responses by unnecessarily changing their meaning or wording.			
22. Creates a safe and supportive atmosphere for students questions by answering immediately and politely.			
23. Does not make students feel potentially assailed, threatened, and passive by asking too many questions.			
24. Makes regular comprehension checks in the form of specific questions (not "Is that clear? Or "Does everyone understand?")			
25. Uses "think-pair-share" in which students think of an answer, pair with another student, and share their answers before responding to the instructor.			

Adapted from: Teaching Enhancement Centre. (2000). **Handbook for Peer Review**. Temple University.

Faculty:	______________________	Peer Observer:	______________________
Course:	______________________	Lesson Topic:	______________________
Room:	______________________	Observation Date/Time:	______________________

Behaviours associated with Effective Groupwork

	Observed	Not Observed	Comments
1. Selects/creates an activity which clearly lends itself to group process.			
2. Gives clear instructions for the activity, orally or in writing.			
3. Clearly explains the purpose and expected outcome of each group activity.			
4. Breaks the activity down into a clear, manageable sequence or process when reviewing the instructions.			
5. Checks to see if students understand the instructions.			
6. Models the task or a part of the task before placing the students into groups.			
7. Assigns specific roles for each student, or allow group to assign specific roles.			
8. For each role, identifies specific behaviours necessary for completion of the task.			
9. Assigns specific locations for groups.			
10. States a fixed amount of time in which students must complete the activity.			
11. Allows students an appropriate amount of time to complete the activity satisfactorily.			
12. Takes an active role; checks progress, provides feedback and guidance; keeps students on task.			
13. Takes a facilitative rather than a dominating or disruptive stance while monitoring small groups in process.			
14. Allow sufficient time after the small group work to process the activity as a unified group.			

Adapted from: Teaching Enhancement Centre. (2000). **Handbook for Peer Review**. Temple University.

Faculty: ______________________ Date/Time of Observation: ______________________
Peer Observer: ______________________ Course: ______________________
Date of Observation: ______________________

Behaviours associated with Effective Lecturing

	Observed	Not Observed	Comments
1. Begins each lecture with a brief review of the main ideas covered in the previous class session. May also ask students to summarize the main ideas.			
2. States the topic of each lecture.			
3. Provides a preview of the information prior to an explanation.			
4. Provides an outline for each lecture, on the board, an overhead, PowerPoint slide, in Angel, other).			
5. Organizes information within a step-by-step sequence.			
6. Visually presents all new or specialized vocabulary and important points on the board, overhead, PowerPoint or other.			
7. Reinforces information with visual aids.			
8. Gives many concrete examples to illustrate information points.			
9. Uses analogies/examples/stories frequently so that students can conceptualize concepts within a more familiar context.			
10. Relates information to the assigned reading whenever possible and gives the precise place within the text or article where students can find the information.			
11. Speaks loudly and clearly; uses microphone if needed.			
12. Stops to check for comprehension regularly rather that at the end of the lecture.			
13. Clearly signals topic shifts and transitions, both verbally and nonverbally.			

	Observed	Not Observed	Comments
14. Clearly signals digressions; explicitly indicates how a digression relates (or does not relate) to the prior points.			
15. Makes regular eye contact with all students.			
16. Uses broad gestures and facial expressions to emphasize main points.			
17. Summarizes main points of lecture at the end of the class.			
18. Saves time at the end of class for students questions/comments.			
19. Assesses students learning at multiple intervals through class.			
20. Modifies conversational style of speaking			
a. Speaks slowly and enunciates clearly so that all students can hear and understand.			
b. Doesn't let voice trail off at end of sentence of idea.			
c. Controls vocabulary; avoids unnecessarily sophisticated terminology.			
d. Provides synonyms or other descriptive clues for new of specialized terms.			
e. Repeats or paraphrases to improve comprehension.			
f. Uses transition phrases to link information (e.g. Therefore... On the other hand... However...)			
g. Does not overuse filler words (Okay.....) or non-words (Uh... Um....).			
h. Allows adequate pauses (5 – 8 seconds) to facilitate the decoding process, listening comprehension, note taking and question formation.			

Adapted from: Teaching Enhancement Centre. (2000). **Handbook for Peer Review**. Temple University.

Peer Observation

Post-Observation Discussion Guidelines

Here are sample questions to assist with the reflection and discussion during the post-observation conference. Use this as a guideline and select the combination of questions that will best facilitate the feedback session. Add other reflective questions during the feedback session when suitable.

- How did you think the class went? What did you think worked very well in this class? How can you use what worked in your next class?
- If you could teach the same class again, what would you do differently? What would you do the same way? What will you find funny about this class in two years?
- I noticed that you [describe strategy, e.g. called students by name, moved all around the classroom, lectured from your notes, did not answer student questions]. Why did you choose that strategy? Did the students respond as you had expected? Were you satisfied with the student response?
- What were your objectives in doing [describe strategy]? Did you feel that you were successful in meeting these objectives? Please explain.
- Did you model the things you wanted to?
- Have you ever considered [describe strategy]?
- Could you have asked something different besides, [quote question] to get the response you desired?
- What do you think are your strengths? How can you build on your strengths?
- Why did you react [describe reaction]?
- What areas do you want to improve? How might you do that?
- What did you learn from teaching this class?
- What made this class different from others you have taught?
- How did you feel about your students during this class?
- When you said, [quote something said], what did you notice about the reactions of the students? Why do you think this occurred?
- Was this a typical class? How was it the same? How was it different?

Peer Evaluation

Self-Reflection Report Guidelines

After receiving feedback from peers and students, it is important to take time to reflect on the information that has been provided. This reflection will be demonstrated by writing a report that summarizes both the insights and the impact this feedback will have on the faculty member's professional development planning for the next few years. The report will be attached to the Peer Evaluation Summary Form and submitted to the Dean at least one week prior to the final review meeting. After the final review meeting, the report, along with the Summary Form and the PD plan, will be submitted as record to the faculty member's Human Resource file.

In general, the Self-Reflection Report should be 1 – 2 pages in length. The exact content of the report will vary for each person. The following guidelines and questions could be used to assist with the self-reflection and report writing process:

1. Highlights of the significant feedback and insights obtained from each of the peer observations
    - What did you learn about yourself?
    - What did you discover about your teaching? Subject matter knowledge?
    - What was confirmed for you about your teaching?
    - What ideas have you developed as a result of this experience?

2. Highlights and impact of the student feedback collected
    - What did you discover about your course(s)?
    - What did the students say were your strengths?
    - Was any of the feedback a surprise or concern for you?

3. Indication of how all of the feedback will impact plans for discipline specific professional development
    - How will you use this information in the future?
    - How will this process inform your PD planning?

4. Indication of how this information will impact plans for teaching related professional development
    - How will this feedback impact your professional practice?
    - How will this process inform your PD planning?
    - What ideas for applied research have you thought about?

5. Description of other insights and significant reflections

Faculty Peer Evaluation Summary Report

Complete this form and submit it to the Dean at least one week prior to your scheduled final review meeting. Please attach your Self-Reflection Report.

Name:
Date of Initial Meeting with Dean:
Date Best Practices Training Completed:

Review Year:
Date of Review Meeting with Dean:

Peer Observation:

Peer Observer One:	Outcomes: Teaching Subject Interdisciplinary
Course:	Date & Time:
Key Areas of Feedback	

Peer Observer Two:	Outcomes: Teaching Discipline Interdisciplinary
Course:	Date & Time:
Key Areas of Feedback	

Student Feedback:

Surveys Completed	Focus Groups Completed
Survey Tool Utilized:	Consultant:
Course(s) and Dates:	Course (s) and Dates:
Key Areas of Feedback	Key Areas of Feedback:

Signature:

Date:

Peer Observation and Professional Development Flowchart