

Faculty Peer Observation Process

Pre-observation meeting (cont.):

- Are there materials that I can look at ahead of time that will help me understand what will occur during the class that I will be observing?
- How would you like to introduce me to the students? (especially advisable in smaller classes)

Conducting the Observation:

Arrive in class early if possible and seat yourself somewhere unobtrusive. Collect and record instructional data based on the criteria provided on the department's peer observation form. Take **detailed notes** about what the faculty is doing, what the students are doing, how engaged the students appear, take on a **student perspective**, such as: as a student, is the pace appropriate for taking notes, do I have enough time to answer questions? Look for **evidence of expected teaching behaviors**, such as What evidence did you see that the faculty showed concern for the students? How did the students respond? What evidence did you see of students asking questions? Keep track of **passage of time**, such as length of lecture, length of groupwork, length of students' working individually on problems. Note verbatim **statements, questions** to refer to during the post-observation meeting.

Try not to get caught up in specific details of the content; focus your attention on the **overall instructional experience**. Resist the urge to compare with your own teaching style. Do not intervene. Thank your colleague, be positive, briefly comment on what you found interesting, helpful.

Time	Observations	Thoughts
9:00	Begin class with lecture on...	...
9:15	"Did everyone hear Larry's question?"	A few students did need it repeated.
9:30	"Are there other questions?" Moved on quickly.	It looked like a couple students were engaged with the material to ask some questions...

Accessed September 24, 2020: <https://learning.northeastern.edu/adapting-the-faculty-peer-review-process-to-your-context/>

Preparing the observation data for post-observation meeting and write-up:

After the observation, it is helpful to review your notes and organize them into several helpful **themes**, highlighting both **Strengths and Questions/Considerations** to offer your colleague for reflection. You might consider using an Observation Organizer (example, Northeastern University). Be mindful of keeping the amount of feedback manageable for the colleague.

Post-observation meeting:

Purpose: Discuss the observation data with your colleague with a focus on ***purposeful reflection*** on the class and ***collaboration guided by mutual respect***. Structure the meeting around questions that invite the colleague's insight, goals and provide the students' perspective. Offer ***actionable*** suggestions, avoid direct advice, and refrain from evaluative, prescriptive statements. Make it a learning experience for yourself. You should feel free to ask questions of the instructor any time clarification or information is needed during the peer observation process.

The following questions are intended to guide the meeting:

- What was your impression of how the class went? What worked well from your perspective?
- How well do you think the students achieved the goals you had planned for the class?
- How did the class session match with the plans that you made before class?
- When do you think the students were most or least engaged in the class?
- If you were to teach the class session again, what might you do differently and why and/or how?
- What did not work well from your perspective? Why do you think that might have happened?
- Was there something that surprised you or that was different from prior class sessions?

