Preparing for Peer Observation of Teaching

Pre-Observation Questions
The driving question of the pre-observation conversation is “What will help you?” Several other, specific contextual questions can make the observation more productive and effective.

- How can this peer observation be most useful to you? What documentation would you like for our observation (formative, summative, action plan, formal evaluation report, promotion and tenure letter)?

- How does this course fit into your academic career here? Is it a new course? A course you have taught several times? A course you developed on your own? Your version of a programmatic course?

- How does this course fit into the students’ program of study? General education? Gateway course? Course in the major? A challenging course that students often need to retake? A course with a strong cohort of well-prepared students?

- What are your overall goals for this course? (Be sure to provide a copy of the syllabus) What is your teaching philosophy and/or dominant pedagogical strategy for the course?

- What are your goals for this point in the term?

- What learning outcomes does this particular course session introduce, reinforce, or practice? (Provide any relevant course materials to help prepare for the session)

- What are your goals regarding student participation and involvement for the session?

- Is there anything specific you would like to emphasize? What are your points of pride? Are there any concerns about content presentation, alignment to learning outcomes, or student engagement, interaction, or dynamics that you are working to address?

- Any concerns or questions about introducing me to the class or other elements of the observation process?