

Classroom Visit Post-Observation Guidelines

In the post observation meeting [or email exchange], the session will be most productive if the instructor is permitted to speak first about the class session. Encourage the instructor to discuss positive aspects of the session first. If successful aspects of the session are treated secondarily they may not be discussed at all. While it is easier to focus on changes, positive aspects of the instructor's teaching need to be recognized so that they can be continued.

The following is a list of possible questions/discussion prompts.

1. What instructional strengths did you demonstrate in this class session?
2. What changes would you make in the way you conducted this class session?
3. Was this a typical class session? How was it the same? Different?
4. What are your teaching strengths? How might you build on these strengths?
5. Did you model the activities/behaviors that you wanted?
6. You seemed [describe perceived attitude] about [describe activity or topic]. What was going through your mind?
7. I noticed that you [describe strategy; i.e., called students by name, moved all around the classroom, etc.] Why did you choose that strategy? Did the students respond as you expected? Were you satisfied with the student response?
8. What did you learn from teaching/observing this class session?
9. How did you feel about the students in this class session?
10. What do you think would happen if you [describe strategy]?

Based on:

Center for Teaching and Learning (CTL) at the University of Minnesota website.
<http://www1.umn.edu/ohr/teachlearn/resources/peer/index.html>

Linse, Angela R. (2006). "Faculty Peer Evaluation of Teaching," *Peer-to-Peer Protocols: Faculty Peer Evaluation of Teaching*, Winter Teaching & Learning Conference, Temple University, January 12, 2006.