



The Peer Review of Teaching: The Post-Observation Meeting

Formative Peer Review Program – Resource (Updated February 10, 2016)

This resource is for peer reviewers and reviewees. It contains prompts, questions, and ideas that can be used and/or considered in a post-observation meeting in the context of a peer review of teaching. This document was developed from ideas generated by workshop participants who attended [Developing Your Skills as a Peer Reviewer of Teaching: An Introductory Workshop](#).

Things to think about prior to/during the post-observation meeting

General

- Timing – close enough to reflect on what happened, but not immediately (approximately 1 week after observation is ideal)
- Describe the process to the reviewee (they may not know it or remember it from last time)
- Address reviewee's concerns from pre-observation meeting
- If this is a formative peer review, assure the reviewee that it is confidential

Non-verbal cues

- Non-formal, relaxed, celebratory, comfortable
- Nodding, expressive, relaxed posture, smiling, eye contact
- Use of physical space to create equality (not sitting behind a desk)

Taking care of your reviewee

- Remember that this is a reviewee-centered meeting – s/he needs to feel that you want to help him/her
- Create/think about atmosphere and ensure a positive one – location, body language/positioning, eye contact, tone of voice, active listening, having enough time
- Have food/coffee as part of meeting
- Create a climate of trust and maintain an equal status
- Smile/nod/take handwritten notes as opposed to typing on laptop
- Speak slowly (the reviewee is processing a lot of different things)
- Think of the meeting as a conversation
- Consider yourself as a reviewer, not an evaluator



Reflection and feedback

- Keep the reviewee's goals in mind
- Start with where the reviewee wants to start
- Invite the reviewee to reflect on teaching session
- Before talking, think to yourself: If I were a reviewee, what would I like to hear?
- Provide constructive and specific feedback (using examples) and listen attentively to reviewee's responses
 - I think X worked well...because...
 - I like the way you did Y... because...
- Allow reviewee to identify strengths, and finish with new ones they might not have realized
- Give insights and suggestions
- Identify what went well and balance positives with areas to improve
- Be sympathetic to issues being faced
- Keep checking in – how is the meeting/process going?
- Use open questions, paraphrasing, and active listening
- Address other questions that reviewee might have
- Depending on observation process used, share student feedback as well
- Consider yourself as a mirror reflecting back on what actually happened
- Be receptive to what each other is saying
- Ask for clarification when needed
- Share resources
- Discuss changes/suggestions/rationale
- Reiterate how reviewee can use feedback and move forward including with a teaching dossier
- Give the reviewee permission to give you (the reviewer) feedback
- After giving feedback, ask if there were any surprises
- Discuss having another observation
- Provide something in writing to the reviewee
- Be available for follow up feedback if issues arise



Questions and phrases for the post-observation meeting

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| Checking in |
| <ul style="list-style-type: none">● How do you feel it went? (And did you have a chance to reflect on things?)● How did you think that class went for you?● What went well and why do you think that?● What were the strengths of the class?● Is there something you want to focus on first?● Was there a specific concern you wanted to discuss? |
| Questions about student learning |
| <ul style="list-style-type: none">● Do you think the students met the learning objectives? How do you know?● Tell me more about how and why you used _____(strategy/technique)?● From your students' perspective, how effective was _____? What were the benefits?● How did the students engage with your teaching/the material/your approach?● What indicates the students are learning?● Did students respond as expected? |
| Questions about the reviewee's teaching |
| <ul style="list-style-type: none">● Was this class typical? Was anything strange/unusual about this class?● Do you think students noticed/were affected by my presence?● What did not go well and why do you think that?● Is there anything you wish you'd done differently?● What were some things you planned to do that you changed in the moment? |
| Assessing the peer review process |
| <ul style="list-style-type: none">● How do you feel about this feedback?● How has the process met your objectives?● How did it feel to be reviewed? How did that affect what you did? |
| Actions for the future |
| <ul style="list-style-type: none">● What changes would you like to make in response to this feedback?● What would you like to work on going forward? Can we brainstorm together?● Are there aspects of this process that have made you more aware of your teaching?● Would you recommend peer reviewing to your peers?● Did you meet the goals you set for yourself?● How can you assess the impact of your teaching to help improve student learning in the future? |

