The Peer Review of Teaching: The Post-Observation Meeting

UBC Centre for Teaching, Learning and Technology
Formative Peer Review Program – Resource (updated November 21, 2011)

This resource is for peer reviewers and reviewees. It contains prompts/questions/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: 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…)

Linking to the pre-observation meeting

- Address reviewee's concerns from pre-observation meeting

Taking care of your reviewee
- Reviewee–centered meeting
- Reviewee needs to feel you want to help him/her
- Recognize and respond to body language and tone of voice
- Create/think about atmosphere and ensure a positive one: location, enough time, body positioning, eye contact, tone of voice, don't be tired, active listening
- Have food/coffee as part of meeting
- Create a climate of trust
- Maintain an equal status
- Smile/nod/taking hand written notes as opposed to typing on laptop
- Remember confidentiality and TRUST
- Your body language counts
- Speak slowly (the reviewee is processing a lot of different things)
- It's a conversation
- I'm a reviewer, not an evaluator
- Think about who needs to benefit from the process

Reflection
- Invite reviewee to reflect on teaching session
- Start with what the reviewee thought about the class
- Why were changes/adjustments made to lesson?

Constructive feedback
- Keep the reviewee's goals in mind.
- Start with where the reviewee wants to start
- Start with reviewee identifying strengths, finish with new ones they might not have realized
- Give specific feedback (using examples) and listen attentively to reviewee's responses
- Start with what went well
- Be positive and constructive (identifying what went well)
- Be honest about feedback
- Give insights and suggestions
- Balance positives with areas to improve
- Be sympathetic to issues being faced
- Think: "What would I like to hear?" (if I were a reviewee) before talking.
- Keep checking in – how meeting/process going?
- Use open questions
- Depending on observation process used, share student feedback as well
- Relate to pre-observation meeting, told us this strength, reviewer saw it – link to positive feedback
- Ask: Are there any changes to what we talked about in pre-observation meeting?
- Stay focused on the objective for the classroom observation
- Reviewer is a mirror reflecting back what actually happened
- Address other questions that reviewee might have
- Reviewer facilitates reflection on the process and discussion of next steps (celebrate the strengths and build for the future)
- Both participants receptive to what each other is saying
- Opportunities to explain
- Re-cap what has happened
- Ask for clarification when needed
- Paraphrase, use active listening
- Promote self-awareness
- Share resources
- Discuss changes/suggestions/rationale
- After feedback given, ask if there were any surprises?
- Give the reviewee permission to give you (the reviewer) feedback
- Discuss having another observation
- Be available for follow up feedback if issues arise
- Reiterate how reviewee can use feedback and move forward including with a teaching dossier
- Remember the broader goal of improving student learning.
- Reviewer provides something in writing to the reviewee

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)

Phrases for the post-observation meeting
The following phrases can be used in a post-observation meeting.

Checking in (promoting self-reflection)
- 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? (…how do you *feel* the class went for you?…)
- What went well and why do you think that?
- What were the strengths of the class?
- How was that for your class?
- Is there something you want to focus on first?
- Was there a specific concern you wanted to discuss?

Questions about student learning
- 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?

More questions about the reviewee's teaching
- 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? Tell me more…

Feedback from reviewer
- I think X worked well…because…
- I like the way you did Y… because…

Assessing the peer review process
- 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
- 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? [invite reviewee to elaborate]
- Reviewee can ask self: How can I assess the impact of my own teaching to help improve my student's learning in the future?