

Rossier School of Education: Abbreviated Faculty Peer Teaching Observation Guide

The purpose of this guide is to encourage and support collaborative dialogue around our teaching in Rossier School of Education. It is hoped that this guide will lead to constructive teaching partnerships that extend beyond one-time events and result in multiple observations and ongoing discussions. We also encourage using this process in a bi-directional or reciprocal manner, where two instructors (referred to below as person A and B) exchange serving as peer observers for one another, whether simultaneously or in sequence. Please see the complete observation guide for further information on the conceptual foundation of this process and clarification of each step listed below.

Step 1 - Independent Pre-Reflection

What specific element of my teaching do I want to improve or get feedback on through this peer observation process?

Step 2 – Pre-Dialogue

PERSON A:

Specific area or question about my practice for consideration	Specific incidents, examples, feedback to help illustrate this area of practice
1)	
2)	

PERSON B:

Specific area or question about my practice for consideration	Specific incidents, examples, feedback to help illustrate this area of practice
1)	
2)	

Step 3 – Observation

PERSON A:

Areas of practice for consideration:

- 1)
- 2)

Time	Observed Behaviors and Discourse	Comments and Questions for Dialogue

PERSON B:

Areas of practice for consideration:

- 1)
- 2)

Time	Observed Behaviors and Discourse	Comments and Questions for Dialogue

Step 4 - Independent Post-Reflection

Summary Reflections

Area or question about practice for consideration	Key Observed Behaviors and Discourse (Description)	Directly address the area or question under consideration (Analysis)	Practical recommendations or suggestions that the instructor can take away (Experimentation)
1)			
2)			

Step 5 – Post-Dialogue

Schedule to meet together within a few days following the observation. The purpose of this meeting is to share data and feedback to help the instructor improve their teaching. The focus is on the aspects or questions that were mutually agreed upon in the pre-meeting. Come to this meeting ready to discuss 2-3 incidents that were important in steps 3 and 4. The observed can also address what they wish they could have done differently.