

## TEACH Program Peer Groups and Observation Requirements

We have found in the past that TEACH fellows benefit from their interaction with other current TEACH fellows. To facilitate the formation of those relationships, in the fall and spring TEACH fellows will be grouped with other fellows with whom they can share their experiences and resources. Fellows can draw on each other's knowledge, opinions, successes and frustrations through informal discussions, observations, and workshops.

Part of the TEACH fellows' relationship with their peer groups will include an observation of one another's teaching each semester. Observing other teachers in action, in addition to being observed, and sharing ideas is a valuable strategy that should encourage self-reflection. There is no better way to improve oneself than to observe someone else!

**Each semester, fellows will be required to observe the teaching of, and be observed by at least one member of their peer group, and provide an informal write-up in response to their peer observations using the guidelines provided here in the TEACH Program Manual** (*please note: a bulleted list will not suffice*). After the observations have taken place, fellows will meet with their TEACH consultant as well as with their peer group members and their respective consultants, and will engage in an informal and thoughtful discussion of their observations. The TEACH consultants will help arrange and facilitate this meeting. *You should provide your consultant with your reflection/feedback write-up at least 2 days prior to this peer group meeting. Your consultant may ask you to augment or revise your write-up prior to the meeting, for they will be shared with the entire group.*

This element of the program is meant to be an exercise in self-reflective teaching by which you can gain insights about teaching and learning and new ideas from your peers as you form a stronger community with one another. *Please note that we do NOT expect you to be "experts" at teaching observations, nor do we expect you to provide long, formal, or harsh critiques to your peer groups. Evaluating your peers is not the primary goal of this exercise; it is, rather, to reflect on your own teaching and learn by observing them.* Therefore, any observations made or suggestions provided should be in a format that is constructive to both you and your peer group.

## TEACH Program Peer Observation Guidelines

*You should take notes during your observation of your peer and jot down your thoughts for the meeting with your peers and consultants and to help you prepare for your reflective response. Remember, the primary goal here is not critique or evaluation, but **self**-reflection!*

### REFLECTIVE QUESTIONS

*Please provide thoughtful responses for each of the following questions based on your observation(s).*

1. What did this observation help you recognize about your own teaching? Did you identify with anything that happened in the class? Did this experience make you want to change or implement something new in your own classroom?
2. In conducting this observation, what thoughts did you have about the practice of teaching and learning in general? For instance, did your observation inform your thinking about big picture issues like classroom management or student engagement, etc.? Did you change your mind about anything, or confirm beliefs you already had?
3. What did the instructor do particularly well?
4. What suggestions or ideas might you share with the instructor?
5. If you observed someone in a discipline different from your own, what was that experience like?

*Here are some general matters you might consider as you observe your TEACH peers in the classroom (yes, there is a lot that goes into teaching!). You don't need to address ALL or any of these – these are just to help you focus during your observation and to assist you in your reflections on teaching. And you can certainly think about issues that are not included here!*

#### **Content:**

(content knowledge; answering questions; variety; challenging/stimulating; use of examples/analogies; clarity; application; synthesis of information/connections; organization)

#### **Classroom Management:**

(student attention; student participation; student preparation; student civility)

#### **Student Engagement:**

(instructor enthusiasm; rapport with students; active involvement; asking questions; discussion; class activities; student participation)

#### **Delivery/Communication:**

(eye contact; clarity; volume; movement; pace; visuals; technology)