

TEACH Program Summary of Program Requirements

Peer Groups and Observation

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, TEACH fellows will be grouped with other fellows in the fall and spring with whom they can share their experiences and resources. Fellows can draw on each other's knowledge, opinions, successes and frustrations through informal discussions, the TEACH blog, 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 learning 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 write up informal feedback in response to their peer observations using the form provided here in the TEACH Program Manual. After the observations have taken place, fellows will meet with their TEACH consultant as well as their peer group members and their consultants, and will engage in an informal and thoughtful discussion of their observations. The TEACH consultants will arrange and help facilitate this meeting. You should provide your consultant with your feedback/reflection write-up prior to this peer group meeting.

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. This element is simply meant to be an exercise in reflective teaching by which you can gain insights about teaching and new ideas from your peers as you form a stronger community with one another.

TEACH Program Peer Observation Form

Here are some general matters for you to consider as you observe your TEACH peers in the classroom. You don't need to address all of these – these are just to help you focus during your observation and to assist in your reflections on teaching. And you can certainly address issues that are not included here!

You should take notes during the observation and jot down your thoughts for the meeting with your peers and consultants. After your observation, using the elements listed below for guidance, thoughtfully answer in written form the questions that follow.

Content

Content knowledge
Answering questions
Variety
Challenging/ stimulating
Use of examples, analogies, metaphors
Clarity
Application
Synthesis of information/connections
Organization

Student engagement

Instructor enthusiasm
Rapport/relationship with students
Active involvement of students in the material
Asking questions
Facilitating discussion
Class activities
Appraising student learning
Student participation

Classroom Management

Inattentive students
Non-participatory students
Unprepared students
Student incivility

Delivery/ Communication

Eye contact
Clarity
Volume
Movement
Pace
Visuals/ technology

REFLECTIVE QUESTIONS

- In conducting this observation, what thoughts did you have about teaching in general?
- What did this observation help you recognize about *your own* teaching?
- What did the instructor do particularly well?
- What suggestions might you offer the instructor?