

Preparation for Observation

In order for the peer reviewer to situate a classroom observation within the context of the total course and the instructor's development, a conference should be scheduled. Sometimes, this may be an extended discussion, while at other times, a note or telephone conversation may have to suffice. The following form provides examples of the kinds of information that might be sought from the instructor before a classroom observation takes place.

Pre-observation Conference Form

Prior to the scheduled observation, the peer reviewer might use the following form (or an adaptation of the form) to structure the discussion of the teaching context with the instructor to be reviewed. Information can focus on class goals, students, learning activities, and particular teaching style. The peer reviewer should request that the instructor bring a copy of the syllabus, text, and any pertinent material to help the reviewer understand the content and cognitive level of the course.

Instructor: _____ Date: _____ Time: _____

Course Number: _____ Course Title: _____

Course Meeting Time: _____ Level of Students: _____

1. What are the goals for the class that I will observe?
2. What are your plans for achieving these goals?
3. What teaching/learning activities will take place?
4. What have students been asked to do in preparation for this class?
5. Will this class be typical of your teaching style? If not, why?
6. What would you like me to focus on during the observation? (for formative review)
7. Are there other things that I should be aware of prior to the observation?
8. Logistics: Confirm time and place, where observer should sit, whether observer is expected to interact or not, how long observer will stay, and the like.