Peer Coaching Guidelines v1.0

Pre-meeting: (about 15 min)
- Discuss teaching role the faculty member has in the course, and how familiar they are with the individual students in class
- Define goals, areas of emphasis during observation (if desired)
- If another faculty member will be present, agree who lets this person know about the observation
- Schedule time to debrief

Observation: (60-120 min, depending on class)
We suggest that observers try to document a situation as specific as possible, words used, reactions seen, etc. It can be helpful to first collect observations non-discriminatory and then later look for themes. What is the evidence? Why did I get this impression? How could this be done differently? A time-line can be helpful in documenting what happened during class and relate back to the specific moment in the debrief.

Learning environment
- What does the faculty member do to promote a safe and inclusive learning environment?
- Do students respond to each other and faculty respectfully and openly?

Participation
- How does the faculty member promote participation of all students during class?
- Are there any dominant students, or students/tables that never spoke up?

Promoting deeper learning
- Does the discussion lead to exploration of deeper thinking? Are students able to make connections across concepts and ideas? Do students build on each other in their comments?
- What type of questions does the faculty member ask? (How, why, what if?) What type of questions do students ask?
- How does the faculty member respond to students’ answers, does the response to students promote or hinder critical thinking?

Meeting learning objectives
- What activities have contributed most to creating a clear conceptual framework of the class (e.g. board work, summaries)?
- Did the students seem engaged with the main points of the class or focused on details and minutiae?
- As students leave, to they seem confused or confident?

Student engagement (please clarify if it is ok to walk around during session)
- Are students focused on their task or appear distracted (e.g. on the phone, screens off task)?
- In their answer, are students eager to explore their thinking or give only brief affirmative statements?
- As students leave class, are they still discussing the content, express any opinions on the class?

Co-teaching (if applicable)
- Did interactions between co-teaching faculty enhance or hinder any of the above?

Debrief: (30-60 min, can be shorter if time if necessary, preferably within 48 hours of observation)
- Compare impression of class
- Discuss specific observations and concrete steps that the faculty member can take
- Going forward – what can faculty do themselves to advance their teaching
- Discuss what was helpful about observation or not (either in person or via survey)