

LOU 23 Assessment of Teaching In-Class Peer Observation: Post-Observation Meeting Resource

This resource is for Peer Observers and Faculty Members who are engaging in the In-class Peer Observation of Teaching process, in accordance with the [LOU 23 Assessment of Teaching](#). This document outlines the LOU 23 required steps and optional suggested processes for the post-observation meeting.

LOU 23 Guidelines: Post-Observation Meeting

According to the [LOU 23 Assessment of Teaching](#), once the Peer Observer is selected by the Dean, the In-Class Peer Observation process involves three steps:

1. A pre-observation meeting
2. The in-class peer observation
3. A post-observation meeting

The post-observation meeting between the Faculty Member and the Peer Observer allows for the Member and the Peer Observer to discuss the observed lecture.

The post-observation meeting may take place in person or via phone, internet conferencing, or email.

The Peer Observer shall provide the Member with the signed, and hence completed, [In-class Peer Observation Form](#) no later than the post-observation meeting.

Suggested Processes: Post-Observation Meeting

The goal of the post-observation meeting is for the Faculty Member and the Peer Observer to discuss the observed class session and to plan next steps with the [In-class Peer Observation Form](#).

According to LOU 23, **this meeting can take place in person or via phone, internet conferencing, or e-mail.** This discussion should be honest and constructive and should take place in a comfortable location with minimal interruptions and distractions. We recommend that this meeting occur within a week of the observation and ideally a day or two following the observation. Both parties should have time to process their experience and the observer should review their notes and complete the [In-class Peer Observation Form](#) before meeting with the Faculty Member.

The roles of the Faculty Member and Peer Observer during the post-observation meeting are:

Role of the Faculty Member	Role of the Peer Observer
<ul style="list-style-type: none"> • Share perceptions and reflections of how the class went and whether your goals were met • Discuss and confirm next steps with the In-Class Peer Observation Form and process 	<ul style="list-style-type: none"> • Provide the Member with the signed, and hence completed, In-class Peer Observation Form no later than the post-observation meeting • Ask the Faculty Member to discuss their perceptions of the class • Share positive aspects of your peer's teaching • Share your responses on the In-Class Peer Observation Form, providing specific examples and indicators from the class session as evidence of your observations • As appropriate, offer constructive feedback with concrete examples • Confirm next steps with the In-class Peer Observation Form and process

Optional Post-Observation Meeting Discussion Prompts

These discussion prompts are an optional additional resource for the Peer Observer and Faculty Member to facilitate the post-observation meeting conversation after the in-class peer observation.

In general, how did you feel about this class session?

Was this a typical or unusual class?

What went particularly well? What aspects of the class went as planned?

Did students accomplish the goals or learning outcomes that were planned for the class?

Is there anything that would you do differently next time? Why?

What aspects of your teaching do you want to develop further? How might you do that?

Options for Next Steps (see the [LOU 23 Assessment of Teaching](#) for more information):

- Faculty Member signs the [In-Class Peer Observation Form](#) for use in their Assessment File
- Faculty Member requests additional observations

Should the Faculty Member want the completed In-Class Peer Observation Form included in their Assessment File

- The Member should sign the Form themselves to formalize it
- The Member submits the completed and formalized Form to their Dean to be included in their Assessment File
- A Member may choose to include more than one formalized In-class Peer Observation Form per year of the review period.

Should the Faculty Member not want the In-class Peer Observation Form included in their Assessment File

- The information from the completed In-class Peer Observation Form shall play no role in a negative assessment of teaching
- The Peer Observer can be asked by the Member to perform another In-class Peer Observation of a different lecture from the Member
- The Peer Observer may be requested by the Faculty Member to perform up to three In-class Peer Observations
- If a formalized In-class Peer Observation Form is not part of a Member's Assessment File two weeks prior to the end of the review period, then Student Feedback Questionnaire results will be assumed to be the choice made by the Member.