



**Peer Observation and
Reflection on Teaching
(PORT)**

Table of Contents

Introduction	3
PORT Forms Table	4
PORT Flow Chart	5
Role of Observer	6
Form 1a. Lesson Context	7
Form 1b. Discussion before Observation	8
Form 2a. Observation Form (1st observation)	9
Form 2a. Observation Form (2nd observation)	11
Form 2b. Reflection following Teaching	13
Form 2c. Reflection following an Observation (1st observation)	14
Form 2c. Reflection following an Observation (2nd observation)	15
Form 3a. Feedback meeting	16
Form 3b. Reflection after receiving Feedback on your teaching	17

(Note: CTRL+Click in the above Table of Contents to navigate to that portion of the document)

Introduction

COESP would like to introduce you to the Peer Observation and Reflection on Teaching (PORT), a program designed to allow you to work within a cohort of three peers and receive feedback on your teaching, while observing and providing feedback to your colleagues as well. Integral to PORT is the inclusion of reflection, the intent of which is to help you contextualize your experience, identify what you have learned, and develop goals for your teaching going forward. As a participant in PORT, your reflections, observations, and feedback can all form a foundation for your Teaching Philosophy, Teaching Dossier, Teaching Portfolio, or any other medium providing evidence of effective teaching.

Included in this handbook are forms that are intended to provide a framework as you and your cohort navigate through PORT.

Briefly, the process can be explained in 3 steps:

1. Instructor and Observers meet to discuss context of the lesson to be observed
2. Classroom Observation: Instructor teaches, Observers complete feedback forms
 - a. Instructors and Observers reflect
3. Instructor and Observers meet to discuss feedback
 - a. Instructor reflects

Forms for each of these steps are indicated on the following page, followed by a flowchart illustrating the process.

Through the completion of these forms, and the PORT program, you will gain valuable insight into your teaching, and have a lasting resource that will continue to benefit you in the future. We hope your experience in the PORT program is valuable, for your current teaching, your Teaching Dossier, and your professional development!

PORT Forms Table

Use the following table to identify the forms intended for each step during the PORT program

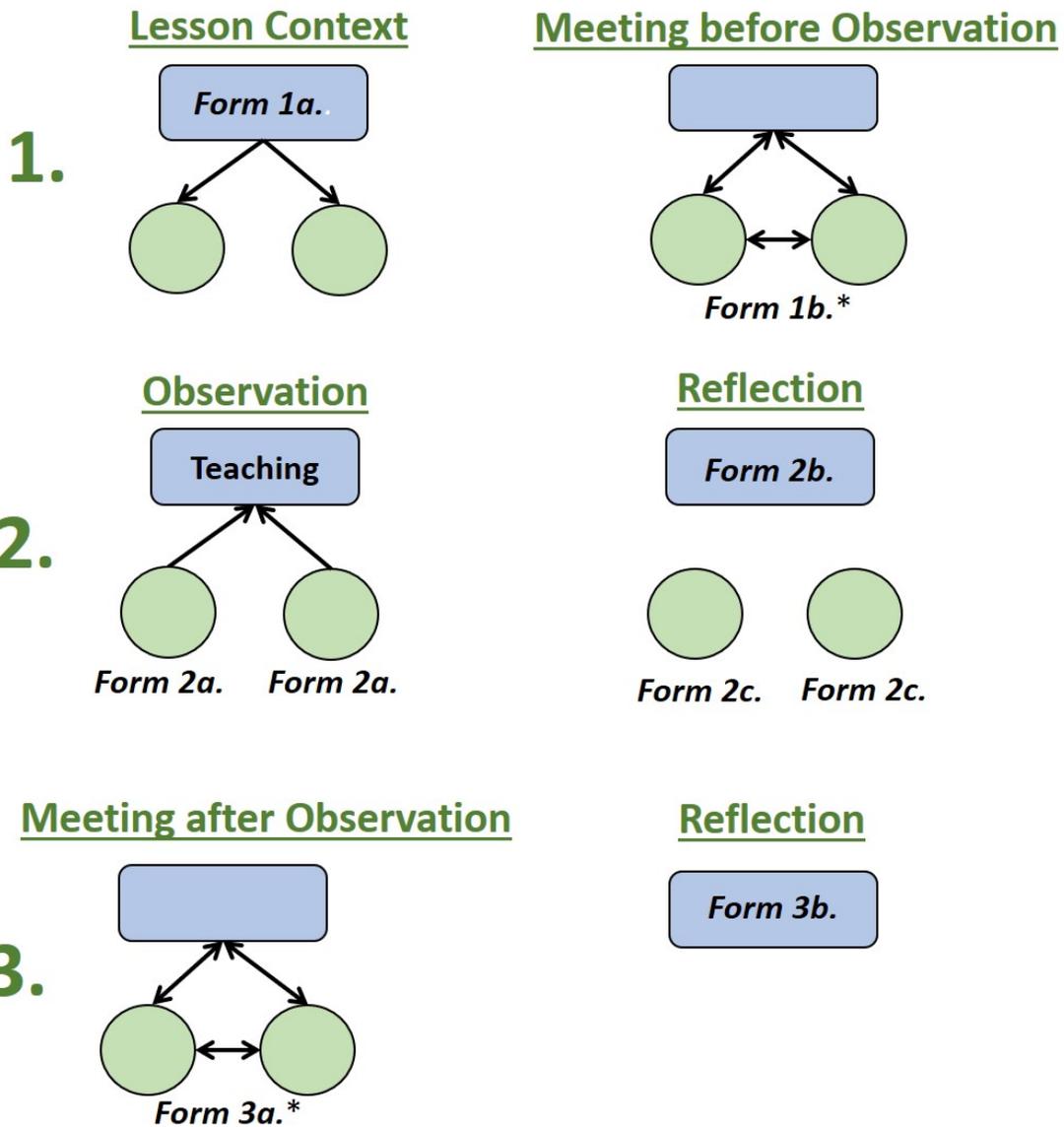
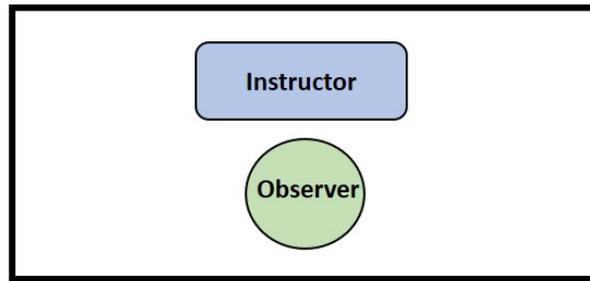
Step	Activity	Participants	Form
1.	Lesson Context	Instructor	1a.
	Discussion before Observation	Instructor and Observers	1b. *
2.	Observation	Observers (Instructor teaching)	2a. **
	Reflection following teaching	Instructor	2b.
	Reflection following observation	Observers	2c. **
3.	Meeting following Observation	Instructor and Observers	3a. *
	Reflection following feedback	Instructor	3b.

Notes:

* One Observer acts as scribe

** 2 copies of form provided

PORT Flow Chart



*One Observer acts as scribe:
 Form 1b: Provide copies to Instructor and both Observers
 Form 3a: Provide form to Instructor at end of meeting

Role of Observer

A description of what the observer will and will not do:

Observer will	Observer will not
Discretely observe	Interact with students
Discuss results at post-meeting	Disturb lesson in any way
Provide positive and constructive feedback	Tell the instructor how <i>they</i> would have taught the lesson
Provide feedback and possibly resources	Be responsible for mentoring the instructor
Provide observations to instructor	Discuss observation with anybody else; observation remains confidential

Form 1a. Lesson Context

When feedback is to be provided, the observers and instructor should meet before the observation to allow the instructor to provide context, expectations, and needs for the observation and feedback.

It can be helpful to allow the instructor to complete the following questions prior to the meeting, such that they have ample time to reflect on their responses and provide the observers with important context. Answers are meant to be brief (ie. bullet-point where appropriate). You may prefer to fill out this form electronically and email to the observers prior to the meeting.

1. What is the content and structure of the lesson you will be teaching?
2. What have students been asked to do in preparation for this class?
3. What are the outcomes for this lesson? (What do you hope students learn or are able to do as a result of this lesson?)
4. What teaching methods will be used?
5. What has been taught in previous lessons in this course? How does this lesson fit into the course as a whole?
6. Where does this course fit within the programs of students in the course?
7. Is there anything you would like the observers to focus on specifically?
(Note to Observers: insert into #4 on Form 2a: Observation Form)

Form 1b. Discussion before Observation

After responses to the Lesson Context (Form 1a.) are shared with the Observers, the Instructor and Observers meet to discuss the observation and ensure the Instructor and Observers understand a similar context of the lesson to be taught, and the Instructor receives helpful feedback. The following prompts can help structure your discussion. This meeting is not expected to require more than a half hour.

1. What motivated you to have your class observed?
2. What is your history teaching this course?
3. Will this lesson be a typical example of your teaching? If not, what will be different?
4. Describe your students in this class. Is there anything the observer should know about them?
5. What is the class size?
6. Is there anything else the observers should be aware of prior to the observation?
7. Logistics: Confirm date, time, and place, and where the observers should sit.

Form 2a. Observation Form (1st observation)

Observer:		Date:	
Instructor:		Course:	

1. What method(s) of instruction and assessment are used? Describe how they could help students meet the lesson outcomes.

2. Describe what the instructor does well in teaching this lesson.

3. Describe the form and extent of student engagement.

4. Specific item(s) requested to be observed: _____

5. What specific suggestions would you make to build on the instructor's teaching strengths?

6. What suggestions could you make to help the instructor improve their teaching?

(Note: Please continue on the next page)

Please indicate if the following items were achieved and provide comments as appropriate

- Learning Outcomes for the lesson are clear.

- The instructor links the current lesson to previous lessons.

- The instructor's choice of teaching techniques is appropriate for the Learning Outcomes.

- The instructor is competent in the use of educational technology required for the lesson.

- The instructor varies lecturing with active learning techniques.

- When asking questions or during discussion, the instructor provides an appropriate pause to wait for student responses.

- The instructor acknowledges student contributions to discussion, helping students extend their responses.

- The instructor is available before or after class.

Please provide this completed Observation form to the Instructor

This form adapted from: Centre for Teaching Support & Innovation. (2017). [Peer observation of teaching: Effective practices](#). Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto.

Form 2a. Observation Form (2nd observation)

Observer:		Date:	
Instructor:		Course:	

1. What method(s) of instruction and assessment are used? Describe how they could help students meet the lesson outcomes.

2. Describe what the instructor does well in teaching this lesson.

3. Describe the form and extent of student engagement.

4. Specific item(s) requested to be observed: _____

5. What specific suggestions would you make to build on the instructor's teaching strengths?

6. What suggestions could you make to help the instructor improve their teaching?

(Note: Please continue on the next page)

Please indicate if the following items were achieved and provide comments as appropriate

- Learning Outcomes for the lesson are clear.

- The instructor links the current lesson to previous lessons.

- The instructor's choice of teaching techniques is appropriate for the Learning Outcomes.

- The instructor is competent in the use of educational technology required for the lesson.

- The instructor varies lecturing with active learning techniques.

- When asking questions or during discussion, the instructor provides an appropriate pause to wait for student responses.

- The instructor acknowledges student contributions to discussion, helping students extend their responses.

- The instructor is available before or after class.

Please provide this completed Observation form to the Instructor

This form adapted from: Centre for Teaching Support & Innovation. (2017). [Peer observation of teaching: Effective practices](#). Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto.

Date: _____

Form 2b. Reflection following Teaching

After teaching any lesson there exists an opportunity for Reflection. Allow 5-10 minutes following your next teaching experience to reflect. You may choose to initiate your reflection by responding to any, or all, of the following questions.

1. How did you feel while teaching the lesson?
2. What parts of the lesson do you feel were successful?
3. Was there any part of the lesson that was challenging?
4. Did the lesson proceed the way you envisioned?
5. Based on your opportunity to reflect, are there things you would like to Start, Continue, or Stop doing in your teaching?
6. What is a goal you will set for yourself going forward in your teaching?

Date: _____

Form 2c. Reflection following an Observation (1st observation)

After observing someone teach a lesson, extend the value of your observation by allowing yourself 5-10 minutes to reflect. You may choose to initiate your reflection by responding to any, or all, of the following prompts.

Instructor Observed: _____

1. How did you feel while observing the lesson?
2. What commonalities did you observe in your own teaching?
3. What things did you observe that you might incorporate into your own teaching?
4. Do you foresee any challenges implementing elements identified above? How can you overcome these challenges?
5. Based on this observation, what is a goal you will set for yourself going forward in your teaching?

Date: _____

Form 2c. Reflection following an Observation (2nd observation)

After observing someone teach a lesson, extend the value of your observation by allowing yourself 5-10 minutes to reflect. You may choose to initiate your reflection by responding to any, or all, of the following prompts.

Instructor Observed: _____

1. How did you feel while observing the lesson?
2. What commonalities did you observe in your own teaching?
3. What things did you observe that you might incorporate into your own teaching?
4. Do you foresee any challenges implementing elements identified above? How can you overcome these challenges?
5. Based on this observation, what is a goal you will set for yourself going forward in your teaching?

Date: _____

Form 3a. Feedback meeting

Review Observation Form with the Instructor. Provide context as appropriate or requested to ensure that feedback is clear to the Instructor.

Discuss the following questions, with Instructor responding, and Observers providing further context and feedback (ask one Observer to act as scribe and provide completed form to the Instructor).

1. What parts of the lesson do you feel were successful?
2. Was there any part of the lesson that was challenging for you?
3. Did the lesson proceed the way you envisioned?
4. What feedback was valuable for you? Anything surprising?
5. Do you have any questions that we have not discussed?
6. What will you take forward from this experience?

* Ask instructor: Can we share ...(*this great piece*).... with others?

(Note: While the feedback and observation process are confidential, we also want to be able to share exciting new ideas with colleagues as well. Therefore, if there is something you would like to share with others, this is simply an opportunity to ask the instructor for their permission.)

Date: _____

Form 3b. Reflection after receiving Feedback on your teaching

1. How do you feel?
2. What is a piece of positive feedback you received that may have surprised you?
3. Based on your feedback, what is something you will work to improve?
4. What goal(s) will you set for your teaching going forward?