

Pre-Observation Meeting Log

The log is provided to guide conversation and capture important course information for the evaluator. For each course dimension, example key questions are provided. Evaluators and instructors can use these examples or craft questions that are more appropriate for the discipline/type of course being observed. It is essential that these questions are in place as they will be used on the Peer Evaluation Framework and guide the evaluation letter.

To help evaluators and instructors better understand the key questions, possible conversation prompts are provided.

Course Dimension #1 – Goals, Content, and Alignment

Key Questions for Evaluation (example questions – evaluators/instructors can use these or craft their own questions)

- What are students expected to learn or be able to do in this class?
- How does course content align with course objectives?
- How does the course fulfill required standards from department/program/major/accrediting bodies?

Possible Conversation Prompts:

- Where does the course fit in the department/program's curriculum?
- Which students take this class (majors, class standing) and why?
- How are course goals communicated to students?
- Why is it important for students to know or be able to do what you are teaching?

Notes:

Course Dimension #2 – Teaching Practices

Key Questions for Evaluation (example questions – evaluators/instructors can use these or craft their own questions)

- How is in-class and out-of-class time used?
- What modes for learning are utilized? (reading, writing, videos, hands-on, etc)
- How do teaching practices align with course outcomes?
- Are teaching practices responsive to student cultural backgrounds, lived experiences, and neurodiversity?

Key Questions for Hybrid/Online/HyFlex Course Evaluation

- Is the LMS organized and easily navigable?
- Are course materials accessible for all students?

Possible Conversation Prompts:

- How much independent work are students expected to do? How much group work/discussion are students expected to do?
- What does a typical class session look like? Do you utilize lecture, discussion, and/or hands-on work? How do you decide which methods to use?
- When students are struggling with a concept or skill, how do you respond?
- How did you choose readings/texts/assignments/projects for the course?

Notes:

Course Dimension #3 – Class Climate

Key Questions for Evaluation (example questions – evaluators/instructors can use these or craft their own questions)

- How does the instructor create a sense of community/belonging in the course?
- How does the instructor demonstrate/model respect and inclusivity in the classroom?

Key Questions for Hybrid/Online/HyFlex Course Evaluation

- What points of contact do students have with the instructor? With other students?

Possible Conversation Prompts:

- What strategies do you use to communicate with students?
- How do you foster student interactions and community building?
- How do you facilitate a class discussion?
- How do you respond to difficult interactions? (disrespectful/disruptive students, students monopolizing conversation, etc)
- How do you introduce potentially difficult or upsetting course material?

Notes:

Course Dimension #4 – Assessment of Learning

Key Questions for Evaluation (example questions – evaluators/instructors can use these or craft their own questions)

- What opportunities do students have to demonstrate their learning?
- How are formative and summative assessments designed?
- How do assessments align with course objectives?

Possible Conversation Prompts:

- How do you evaluate student work (exams, papers, projects, etc)? Why did you choose these options?
- How do students receive feedback on their work/exams? How often?
- What criteria for success do you share with students? (rubrics, study guides, etc)
- Do students have the opportunity to make up work, drop a low score, or earn extra credit?

Notes: