

## Teaching Mirrors

Faculty, at any time, can request a colleague to serve as a mirror for their teaching practices. The observer simply objectively reflects back what is observed without judgment. The process includes a planning conversation to determine in what areas the instructor wishes to receive observations, classroom visit, and reflection meeting. The classroom visit process is formative (focused on the improvement of teaching), non-hierarchical, non-evaluative, instructor-driven, and both within and across disciplinary fields.

### Planning conversation:

- What are the learning goals for the class, for this session?
- What purpose does the class serve in the major or the general curriculum? Why do students take this course?
- What is your primary role in the class?
- What do you expect students to be doing during class? How were they asked to prepare for class?
- Is there anything in particular you would like the observer to pay attention to?

The instructor should share with the observer: answers to the above questions, a syllabus, copies of relevant course assignments and materials to that class session, and an agenda/lesson plan.

### Classroom Visit:

The instructor should tell students in advance that they will have a visitor. Students can be told that classroom visits are a routine part of faculty development. The colleague will visit the instructor's class and focus observations on a particular aspect of teaching or student learning determined by the instructor in the planning conversation. A recommended method for notetaking is shown here:

Time	What the instructor is doing	What students are doing (behaviors, questions, comments)	Possible implications for learning

***Optional: Instructor can request the visiting colleague talk with or survey the students about their learning in that class session and report those findings back to the instructor during the reflection meeting.***

### Reflection meeting:

1. Ask the instructor to reflect in advance of the meeting on "What I Wanted"; "What I Tried"; and "Next Time I Would"
2. Use open-ended follow-up questions:
  - Did the lesson proceed as you had planned?
  - Do you think the students got what you wanted?
  - What did you do to encourage learning?
  - What did you learn about teaching?
  - What can you identify that you would like to improve?
  - If you were to teach this same class again next week, what might you change?
3. Share what you observed. Describe and be specific about what the instructor was doing, what students were doing and possible implications for learning. Focus on the one thing the instructor wants to improve in your description. Your intent is to serve as a mirror for what happened in that class session.

