

This worksheet is intended to facilitate partner discussions and planning. It is meant to get you started. You may find it useful to follow it closely, to use it as a loose guide, or to come up with another structure.

<b>1. Start to build rapport and trust. Talk about your teaching experiences.</b>	
<b>2. Discuss instructional goals/focus areas you want to work on.</b> <ul style="list-style-type: none"> <li>• What do you consider possible areas for improvement?</li> <li>• In what aspects of instruction are you confident?</li> <li>• What upcoming instruction sessions do you have in mind?</li> </ul>	
<b>3. My focus area (for now):</b>	
<b>4. Based on your focus area, how can you use observation and/or discussion to meet your goals?</b>	
<b>Ideas for Using Observation:</b>	<b>Ideas for Using Reflection and Discussion:</b>
<b>5. Work out schedule with timeline and activities.</b> <ul style="list-style-type: none"> <li>• When and how would you like to communicate?</li> <li>• Plan next steps.</li> <li>• Work out a schedule of key instruction sessions and partner meetings.</li> </ul>	

After doing this worksheet, take time to review your notes, reflect, and finalize an observation checklist and/or list of reflection questions to send your partner in advance of a session.

### Keep in Mind:

- **Do you have a session** you frequently teach or a planned upcoming session that you want to work on?
- **How could working with a partner help you** reflect on how you can improve your teaching?
- **If observation, be very specific** so your partner can collect measurable data for you.

### Session planning

- **Student centered goals and objectives**--What do you want students to learn and do (learning outcomes)? Are you accommodating various learning styles?
- **Interactive/engaging class sessions**--hands-on, discussion, clickers, small group work, etc.
- **Content**--not too much, not too little; order of presentation
- **Class materials**--handouts, PowerPoint, Library Course Page, etc.
- **Assessment** during and after session, plans for changing content during presentation based on in class feedback
- **Contacting students**--before and after session

### Presentation skills

- **Relating to students**--before and after class, responding to student's questions and wrong answers; listening to students; being inclusive in asking both males and females to respond (interaction analysis); what are students doing to show comprehension; what nonverbal cues are they giving during your session
- **Pacing**--effective use of time in session; students have time to ask questions and reflect; following outline/handout?
- **Eye contact**
- **Transitions** between topics and activities
- **Voice**--fast/slow, loud/soft, monotone/changing, enthusiastic/bored, voice habits (um's, constant repeating, like..., etc)
- **Movement**--around room, gestures
- **Planned session vs. executed session**--What changed and why? What you would do differently if you had to do it again?

### Teaching Philosophy

- **Self-assessment**--What are your teaching strengths? What would you like to change about your teaching? What changes could you try to see if they are effective for you and student learning? What would you like students to say about your teaching?