



Post-Observation Reflection

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Reflection is a useful tool for identifying ways to improve your teaching. The tables in this document are intended to be used as a flexible starting point for reflection.

The Post-Observation Reflection is designed to be used shortly after you have completed a teaching observation using the Classroom Observation Protocol for Undergraduate STEM (COPUS). The first version of the reflection is for faculty or non-faculty who have a teaching assignment. The second version of the reflection is for graduate students or others who have not yet been an instructor but plan to teach in the future.

Each course and class period is unique and this reflection is likely to be most beneficial if you consider an individual observation while reflecting, rather than a set of observations done for a course. You might find it useful to add your own questions that prompt you to think more specifically about how what you observed might inform your own teaching practices.

Post-Observation Reflection – Faculty

Date _____

Observed Course _____

Instructor _____

<p>In a few sentences, describe what happened in the class you observed.</p> <p>What did instruction look like? What did students do? What did the instructor do?</p>	
<p>Did the students seem engaged during the lesson? In what ways was the instructor responsive to students' level of engagement?</p>	
<p>Were there any behaviors (instructors or students) you were not sure how to code? If yes, what did you mark and how did you decide?</p>	
<p>How was instruction during this class similar to your own instruction? How was it different?</p>	
<p>What did you observe that gave you ideas for your own teaching?</p>	

Post-Observation Reflection – Graduate Students

Date _____

Course _____

Instructor _____

<p>In a few sentences, describe what happened in the class you observed. What did instruction look like? What did students do? What did the instructor do?</p>	
<p>Did the students seem engaged during the lesson? In what ways was the instructor responsive to students' level of engagement?</p>	
<p>Were there any behaviors (instructors or students) you were not sure how to code? If yes, what did you mark and how did you decide?</p>	
<p>How was instruction during this class similar to classes you've taken? How was it different?</p>	
<p>What did you observe that gave you ideas for your own future teaching?</p>	