



**PEER COACHING
SELF-REFLECTIVE QUESTIONS**

I. UNDERSTANDING STUDENTS AND FOSTERING STUDENT SUCCESS	
A. MATC Student Population	<ol style="list-style-type: none"> 1. In what ways have I prepared for and accommodate the unique sets of life circumstances and experiences that MATC learners bring to my classroom? 2. What personal views might impact my interactions with students and how can I achieve greater understanding of and respect for my students?
B. Learning Needs	<ol style="list-style-type: none"> 1. How prepared am I to recognize learning challenges, causing students to struggle with course content or tools necessary for content mastery? 2. How do I talk to a student about a suspected learning problem? 3. What resources do I have access to and where I can direct my student for assistance with their learning needs? 4. How have I used Student Accommodation Services and Academic Support Centers to help my students?
C. Student Support	<ol style="list-style-type: none"> 1. How do I encourage, support, and recognize the achievements and contributions of all students? 2. How do I convey my willing support for student success and identify myself as a person to whom my students can approach for assistance? 3. What tools/resources do I have that can provide assistance and/or direction to students to assist them with academic or personal problems? 4. At what juncture do I consult other college professionals (student life, student services, counseling, etc.) in an effort to help my students succeed?
II. CLASSROOM MANAGEMENT	
A. First Day	<ol style="list-style-type: none"> 1. What tone do I want to establish on the first day, and how do I do it? 2. What do I do to engage students on the first day? 3. How do I establish standards for behavior that reflect my students' personal and developmental needs? 4. How do I communicate to students what is expected of them in terms of their attendance, attitude, and general demeanor?
B. Positive Classroom Atmosphere	<ol style="list-style-type: none"> 1. What is my definition of a positive classroom atmosphere, and what do I do to establish one? 2. How do I model and promote fairness, equity and respect in the classroom?

	<ol style="list-style-type: none"> 3. What do I do to ensure that participation in my class is a positive learning experience? 4. What are my expectations of students regarding their role in maintaining a positive classroom atmosphere? 5. How do I understand and respond to inappropriate behaviors in a fair, equitable way?
C. Building a Learning Community	<ol style="list-style-type: none"> 1. What knowledge do I possess or strategies do I employ to ensure a democratic learning environment? 2. In what ways do I build a learning community within my classroom that takes advantage of the group's abilities and energy? 3. How do I encourage students to take risks and be creative?
D. Students' Rights and Responsibilities	<ol style="list-style-type: none"> 1. What do I identify as students' rights and responsibilities? 2. How, when, and why do I enforce such expectations and am I consistent in doing so?
E. Classroom Time Management	<ol style="list-style-type: none"> 1. Upon what basis do I develop a daily schedule, timelines, class routines, and class rules? 2. How do I build in flexibility in the delivery of my content in an effort to keep all students "on track?" 3. How and/or why do I help students transition from one instructional activity to the next? 4. How do I pace and adjust instructional time so that all students remain engaged?
III. PLANNING/ORGANIZATION	
A. Syllabus	<ol style="list-style-type: none"> 1. Is my syllabus posted on Blackboard? Does my A.D. or peer coach have a copy? 2. Is my syllabus updated each semester and my contact information specified? 3. Are my classroom policies clearly stated in my syllabus? How do I reinforce the importance of critical areas of the syllabus, e.g., attendance, punctuality, submission of assignments, plagiarism, student responsibilities?
B. Course/Unit Calendar(s)	<ol style="list-style-type: none"> 1. Does my course and/or unit calendar contain due dates and other important dates? 2. How do I notify students if timelines or due dates change?
C. Planning/Reflection Time	<ol style="list-style-type: none"> 1. How and when do I set aside time to plan instructional lessons, reflect on what may or may not have been effective, and revise lessons for future use? 2. How realistic are my daily, weekly and unit goals and course outcomes? 3. How or why do I make decisions about modifying procedures and rules to support student learning? 4. How do I produce and select class materials that make sense to the variety of learners I encounter?

	<ol style="list-style-type: none"> How and with what frequency do I include feedback in the design and pace of my instruction? In what ways do I ensure that my lessons are in line with expected outcomes for my department and the college as a whole?
D. Diversity	<ol style="list-style-type: none"> What strategies do I use that allow my classroom's diversity to enhance the learning in that classroom? How do I facilitate the sharing and subsequent understanding of other cultures in my classroom? How does my course content reflect diversity? How do I help all students become respectful of others who may be different from them? In what ways do I communicate my respect for various groups both within my classroom and within the college community?
IV. TEACHING METHODOLOGY	
A. Engagement of Students	<ol style="list-style-type: none"> What strategies do I incorporate to engage my students? What is my gauge of student engagement? What input do my students have on what happens in my classroom?
B. Questioning Strategies	<ol style="list-style-type: none"> On exams, what percent of questions are closed? (True/False; Yes/No; Multiple choice; Fill-in the blank) What activities do I use that require students to synthesize their learning or do an extrapolation of other learning? How often do I entertain questions related to content that are posed by students?
C. Scaffolding	<ol style="list-style-type: none"> What performance indicators do I use to know at what point a student is ready to work more independently? What interventions do I use to support learning?
D. Group Learning	<ol style="list-style-type: none"> What opportunities do I provide for cooperative learning? What preparation do I use in my classroom to help strangers be comfortable and open to working in and learning from group activities? What, if any, peer learning activities do I use in my classroom?
E. Lecture	<ol style="list-style-type: none"> What percent of my instruction is lecture-based? What learning activities supplement any lecture given?
F. Instructional Technology	<ol style="list-style-type: none"> How comfortable am I using technology in my classroom? What specific technologies do I incorporate in my classroom that aid student learning? What technologies have I mastered recently which I hope to add to my classroom?
G. Alternative Delivery	<ol style="list-style-type: none"> How do I establish a learning relationship with my distance learning students? How do I establish and maintain a learning community among the students in distance learning?

	3. What retention strategies do I incorporate in my distance learning classes?
H. Learning Styles (strategies)	<ol style="list-style-type: none"> 1. How familiar am I with various learning styles? 2. What tools do I use to identify student learning styles? 3. What teaching strategies do I incorporate that address a diversity of learning styles?
I. The Adult Learner	<ol style="list-style-type: none"> 1. What strategies and methodologies do I incorporate that reflect how adults learn? 2. How do my courses allow adults to apply their experiences to their learning? 3. What strategies do I use in helping adult learners recognize areas in which they need remediation without negating their motivation or confidence? 4. How do I build an understanding of adult students' social, emotional, and educational development?
V. ASSESSMENT OF STUDENT LEARNING	
A. Informal, Ongoing Assessment, Formative	<ol style="list-style-type: none"> 1. What input do my students have in assessing their own performance? 2. How do I know my students are learning? 3. How do I provide timely feedback that allows for learners to remediate and subsequently demonstrate mastery? 4. How often do I speak to students personally about their performance in class?
B. Grading, Summative	<ol style="list-style-type: none"> 1. What means do I use to evaluate student performance? 2. Is my assessment and grading philosophy developed to improve student learning and inform me of learning issues? 3. Do I test like I teach and teach like I test?
C. Rubrics	<ol style="list-style-type: none"> 1. With what rubrics am I familiar and how do I use them to enhance student learning? 2. How frequently do I use rubrics in assessment?
D. Validity	<ol style="list-style-type: none"> 1. How do I ensure my assessment tools and strategies are valid and reliable?
E. Response to Assessments	<ol style="list-style-type: none"> 1. What "second" chances do I build into my assessment process to ensure that students have every opportunity to succeed? 2. How do the results of program assessments impact the planning and pace of subsequent instruction?
F. Program Learning (SOA)	<ol style="list-style-type: none"> 1. How well do my course expectations support the learning outcomes of my program/department? 2. How and how often do I evaluate my course expectations in terms of the learning outcomes of my program/department?

VI. CONTENT MASTERY AND CURRENCY	
A. Content	<ol style="list-style-type: none"> 1. How have I remained current in my academic/technical field? 2. What evidence can I produce to demonstrate greater competence in my subject area?
B. Delivery	<ol style="list-style-type: none"> 1. How do I communicate and apply the most current content and practices in my field? 2. How and when do I take courses to enhance my teaching skills? 3. In what ways do I teach differently today than I did in the past?
VII. PROFESSIONAL CONTRIBUTIONS	
A. MATC Community	<ol style="list-style-type: none"> 1. What steps have I taken to remain certified as a WTCS instructor? 2. What contributions have I made to our institution? (e.g., on what committees have I served or in what collaborative initiatives have I participated?) 3. Outside of classroom instruction, in what ways have I contributed to the betterment of MATC students? 4. How am I a resource to my colleagues? 5. How do I contribute to my dept, program and /or division? 6. As an advisor, how have I contributed to the success of MATC students?
B. Milwaukee & Professional Community	<ol style="list-style-type: none"> 1. How have I contributed to the promotion of MATC to the general community? 2. To what organizations do I belong which make me a better professional? 3. How or what have I contributed to my own professional community? 4. How do I help my students interact with either the Milwaukee community or my professional community?
C. Communication with Communities	<ol style="list-style-type: none"> 1. How comfortable am I using Infonline? 2. How do I use the MATC email and phone mail systems as an interactive member of the MATC community?

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