



## Tips for Conducting POSET When Teaching Remotely

Since March 2020, many class sessions that would normally occur in a classroom have been delivered virtually with learners located remote from one another and from the teacher. [Peer Observation in Support of Effective Teaching \(POSET\)](#) observations and conversations are adaptable to any teaching and learning environment, including virtual. If you find yourself teaching a number of virtual class sessions and are not experienced with this format, then CPL encourages you to engage in the POSET process with a peer in order to obtain feedback and share ideas that may improve the engagement of your learners and your satisfaction as a teacher in subsequent teaching opportunities.

The overall POSET process, described in detail at the [POSET webpage](#), remains the same as it is for teaching in any format or venue:

1. *The pre-observation meeting* (potentially conducted in Zoom, FaceTime, or just by phone) to establish goals for the observation and to provide logistical and background information for the observer. Be sure that the observer knows how to access the virtual class session (e.g., Zoom link). If it is appropriate to the observation goals for the observer to view online learning materials that preceded the class session, be sure to arrange access to those materials.
2. *The observation*, where the observer watches and listens to the class session (but does not participate!) and takes particular note of behaviors that relate to the goals that the observee (observed teacher) identified during the pre-observation meeting.
3. *The post-observation meeting* (again, most likely using remote-communication technology) to review and discuss the class session with a focus on the goals that the observee identified during the pre-observation meeting.

Although the observee should choose observation goals for feedback that are of most value to them and their development as an educator, there are specific aspects of teaching remotely that you may wish to consider. For example, for virtual class session convened in Zoom or a similar platform, a teacher may wish the observer to focus and provide feedback on questions such as these:

- Were the students engaged throughout the session?
- Were the breakout rooms used effectively for small-group discussion?
- Was use of polling advantageous for learning during the session?
- Was my teacher presence in Zoom appropriate and did I maintain student attention?