



The Center for Innovation in Teaching and Learning
Small Group Individual Diagnostic

Pre-Meeting Checklist

This conversation aims to share logistical and procedural information on how the SGID will be conducted and to gather information from the instructor, about their experience in the course so far.

- Describe the process
 - What the instructor will say to the students.
 - Indicate that both instructor and TA (if applicable) need to leave the classroom before the process begins.
 - Outline what the facilitator will say to the students after the instructor and TA leave the classroom.
 - Explain that the information gathered will be confidential to the facilitator, instructor, and students.
 - The facilitator will gather information in an unbiased manner.
- The facilitator and instructor will determine during the pre-meeting the meeting time and place for the classroom visit.
- The facilitator will gather information related to:
 - Assignments, assignments sheets, handouts schedules (determine if they are clear and have a logical sequence).
 - Sample drafts or essays with comments: Comments are intelligible and useful? Commensurate with grading? Enough? Too many? Does the instructor use key terms that the students understand?
 - The time and date for a debriefing meeting.
- Collect information on the course, students, and context (e.g., number of students enrolled, student demographics, course structure/format, learning objectives, recent assessments, lesson plan for an upcoming class, etc.).
- Gather information from the instructor about what is going well in the course, what concerns/questions they have about their course, and what kind of feedback they are expecting to receive.