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|  | Peer Review of Teaching: Guidelines and Recommendations |

# Rational/ Purpose Statement for Formative Peer Review

* 40% of colleges and universities now use peer classroom observation
* Observations offer insight to reflect on and improve teaching
* Approach review formatively, to improve teaching over time
* This process “encourages self-reflective, scholarly teaching through collaboration and consultation

# Strengths/Advantages of peer observation

* Process creates an opportunity for faculty dialogue on effective teaching
* Participants gain new ideas and perspectives about teaching from colleagues
* Both observer and observed may improve teaching
* Creates opportunity to build collegial relationships

# Four steps for Peer Review

Step 1: Pre-classroom visitation meeting, review of materials (syllabus, plan, etc.)

Step 2: Classroom visitation – observing the teaching and learning

Step 3: Preparing a written report (observer); self-evaluation by person observed

Step 4: Post-classroom meeting (written report provided only to instructor observed)

# Plan a Schedule in Advance: Get these on the calendar

* Meeting 1 week prior to observation
* Classroom observation (best between the 4th and 12th week of semester)
* One week following observation: post-visitation meeting

# Pre-classroom Visitation meeting

The purpose of the pre-observation conference is to review the teacher’s plan and materials for the day of the observation, including the lesson(s), goal(s), objectives, strategies/methods, and means of learning assessment.

# Classroom Visitation Guidelines

* The observer should arrive early
* The observer can be briefly introduced to the students, with an equally brief explanation of why the observer is present
* Observers should not ask questions or participate in the activities during class

# Preparing a Written Report and self-reflection

The observer and observed should use the agreed upon form to complete documentation

# Post-classroom Meeting Guidelines

* Review results from the completed form/self-evaluation
* Remember to build relationship as you give feedback
* As the instructor how he/she thought the session went: “What went well? How do you know? What would you like to improve?” These comments could be the basis for discussion
* Provide honest, useful feedback (see qualities of useful feedback below)

# Characteristics of useful Feedback

1. Describes rather than evaluates
2. Is specific rather than general
3. Focuses on observed behavior rather than on the person
4. Builds up rather than tearing down
5. Focuses on behavior that the instructor can do something about
6. Arrives in an amount that is not overwhelming (focus on main essentials)
7. Focuses on “what” or “how” (observed behavior) not “why” (inferences)
8. Can be rephrased by the receiver
9. Uses easy-to-understand language
10. Creates opportunity for further discussion and dialogue

(adapted from the Univ. of Minn. CTL)