Implementing Peer Observation of Teaching

**DECIDE ON A MODEL**
- a. Peer Coaching (Formative): learning from each other, promote reflective practice
- b. Peer Developmental (Formative): skills building, to improve teaching
- c. Peer Evaluation (Summative): performance appraisal, promotion

**DECIDE ON THE CONDITIONS**
- a. Peer Coaching: required/voluntary, self-selected or recommended, trained or untrained observers
- b. Peer Developmental: required/voluntary, self-selected or assigned, trained observers
- c. Peer Evaluation: required or voluntary, assigned or self-selected, trained observers

**DECIDE ON OBSERVATION PROCESS**
This will be the same for all models. The degree of flexibility and negotiation between the observers and observed will depend on the degree of formality/informality of the model.

**INITIATE PEER COACHING**
1. Set up pre-observation meeting
2. Clarify expectations (purpose of the observation) and logistics (date, time, setting)
3. Focus the lens for what is to be observed (e.g. presentation skills, small group facilitation, giving feedback to students)
4. Discuss how to inform/prepare the learners (will not be asked to rate their teachers as part of the POT)
5. Observer only observes and will not participate in the teaching session

**DECIDE ON FEEDBACK PROCESS**
1. Discuss the process and format of feedback and use of assessment tools (rating forms)
2. Feedback should occur in person, shortly after the session (may vary with formal observation models)
3. Debrief the teaching session
4. Give feedback that is useful and constructive (3 major points, focused on what was observed)

**PROGRAM EVALUATION**
1. Discuss feedback on the feedback (may not apply in the formal evaluative model)
   a. What was useful? b. What could have been improved? c. Take home points and plans for change
2. Discuss follow-up and ways of assessing effectiveness of changes