# **Peer Review of Teaching: Instructions & Templates**

Peer review of teaching (PRT) is a collaborative and reciprocal process whereby one peer observes another's teaching (actual or virtual), and then provides supportive, constructive feedback. Ideally, the roles are then switched so that both peers have an opportunity to be the observed, and the observer.

The process encourages continuous professional development in teaching and learning through critical reflection, for both peers. The process may be conducted confidentially among peers to address specific teaching challenges, or be completed as part of a professional development plan. Participation in a peer review of teaching process and its documentation (a signed letter describing the observation) can be included as evidence of teaching development for promotion or tenure (P & T) applications.

The following flowchart and templates may used among peers, or with an OEFD Educational Specialist. For further assistance with setting up a peer review of teaching process for individuals, or at a program level, contact the RFHS Office of Educational & Faculty Development via <a href="http://umanitoba.ca/faculties/health-sciences/medicine/education/ed-dev/">http://umanitoba.ca/faculties/health-sciences/medicine/education/ed-dev/</a>

#### **PRT Flowchart**

#### **Establish Partnership**

Teacher requests RFHS teaching peer or OEFD Educational Specialist to participate



#### **Pre-Observation Meeting....Agree on Outcomes**

- One-way or mutual observations
- Feedback informal or documentation suitable for inclusion in P & T applications
- Dates of observations, and feedback meetings
- Identify 2 or 3 specific teaching observation goals using Figure A 'Teaching Observation Goals'



#### **Focused Observation**

Use Figure B 'Teaching Observation Grid' to focus on agreed goals during observation



#### **Focused Feedback**

- Use Figure C 'Teaching Observation Feedback Summary' to organize informal feedback, or to draft documentation suitable for inclusion in P & T
- Discuss teaching development plan
- Plan for subsequent observations to measure plan implementation & demonstrate continuous professional teaching development

### Figure A - Teaching Observation Goals

This focus tool may be used ....

- 1. in the pre-observation meeting to identify 2 or 3 specific teaching observation goals
- 2. during the observation to help the observing teacher focus on those goals, and
- 3. in the post-observation discussion, to focus the feedback on the performance of those goals and identify preliminary steps for future teaching development steps.

# PROVIDING STRUCTURE

#### Organization

- -explicit framework -logical flow -clear links to subtopics
  - Audio & Visual

AV choice & design -reinforces key points -demonstrates relevance of material -stimulates thought

# Mechanics of Communication

-ensures AV is effective for setting -speaks to learners not AV -all graphics are legible, clear & well organized

#### **INITIATING THE TEACHING SESSION**

#### Goals

-during introduction provides purpose, overview, learning outcomes -establishes initial rapport

#### **Topic Importance**

-topic relevance, applicability & significance -provides compelling data, case, question, 'hook'

#### **GATHERING INFORMATION**

-monitors learners' comprehension -periodically & strategically assesses learners' progress through questioning & polling -rephrases, reinforces, & adjusts pace if needed

#### **TEACHING**

#### **Command of Topic**

-demonstrates strong understanding of subject -cites literature, history, topic advances, controversies, personal experience

#### **Explanations**

-defines new terms
-synthesizes information
with examples, analogies,
metaphors, think-out-loud,
key points

#### **CLOSING THE TEACHING SESSION**

-summarizes main points & linkages -invites/responds to learners' questions, perspectives -provides feedback, defines further learning & links to evaluation

# DEVELOPING RELATIONSHIP

#### **Enthusiasm**

-demonstrated through energy, eye contact, gestures, voice, respect

## Audience Interaction

-maintains positive learning environment -stimulates active participation through questioning, polling, deliberate silence, learner activities

## Figure B - Teaching Observation Grid

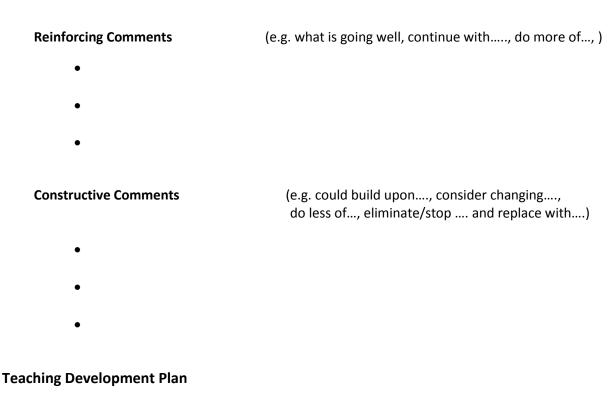
Keeping the 2 or 3 teaching observation goals in mind, use this grid to make brief notes during the observation, and then use those notes to guide the feedback summary, and teaching development plan.

# Continue..... Start, or do more.... Specific behaviors/actions that were effective. Identify behavior the teacher knows how to do, or Describe the learners' positive reactions. should include more often Stop, or do less.... Consider.... Point out actions that were not helpful, or could Highlight a point of growth for the teacher, a be harmful. Be specific, and indicate potential 'doable' challenge for future interactions short and long term effects. (informed by the Coaching Feedback Format, Bayer Instituted of Health Care Communication; Adapted with permission A. Walsh, 2016)

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## **Figure C - Teaching Observation Feedback Summary**

Referring back to the 2 or 3 identified teaching goals, the observing teacher may prepare some reinforcing comments and some constructive comments for their peer. These comments should support a discussion of a teaching development plan, with a review/affirmation of the teaching goals, and the identification of specific, measurable, realistic, and time-based teaching development steps for the coming year.



• Affirm or Revise Teaching Goals (e.g. a teaching gap, a teaching innovation)

• **Teaching development steps** (e.g. in the next year.....observe experienced peer, identify one lecture or course document to adjust, attend teaching & learning workshops/conferences)