Peer Observation of Teaching
Original document created August 2007
Most recent revision:

Notes
1. Participation is voluntary. Participants can decide to withdraw from the program at any time. If a participant decides to withdraw, he or she must inform the coordinator. The coordinator will try to arrange new observer/faculty member pairings if needed.
2. All faculty members are welcome to be observed or be an observer.
3. All participants will receive training on how to observe. (see “Objectives for Observer Training” below)
4. Faculty members can be observed and be observers within the same year.
5. All meetings between observer and faculty member will occur in a neutral and confidential location.
6. All written and verbal comments regarding the observation are the sole property of the faculty member being observed. Others may view/hear written and/or verbal comments only when given permission by this faculty member.
7. The faculty member and the observer should feel free to clarify what will or has occurred during class or teaching/assessment methods used at any time during this process.

Instructions
1. The coordinator will ask faculty during the first week of October via email if they wish to be observed or be an observer.
2. Faculty will email the coordinator if they are interested in participating by the third week of October.
3. The coordinator will email a list of those who wish to participate and what role each person wishes to fulfill to all who indicated interest. This email will be sent during the second week of November.
4. Those who wish to be observed will email the person they wish to observe them by the fourth week of November with possible dates for a pre-observation meeting.
5. Observers will confirm the date of the pre-observation meeting with a particular faculty member by the second week of December. If more than one faculty member selects a particular person to be an observer, the observer has the right to limit the number of faculty he or she observes. Faculty who are unable to be matched with an observer by the second week of December should contact the coordinator. The coordinator will decide what to do with unmatched faculty.
6. The faculty member and his or her observer will complete the “Plan for Peer Observation of Teaching” (see below) during the pre-observation meeting.
7. The observer will complete the observation and use the “Detailed Description of Observation” (see below) to take notes. The faculty should also use the “Detailed Description of Observation” to assess themselves separately from the observer.
8. The observer should meet with the faculty member immediately following an in-person observation. The following should occur during this informal meeting:
   • Get clarification on what occurred (for e.g. was this a typical class, does the instructor wish to provide insight on what occurred)
   • Thank you’s and words of support
10. The formal post-observation;
   • Should occur ideally within 7 days of observation.
   • Faculty member will receive the written observer’s notes during this meeting along with verbal feedback.
   • Faculty member should provide additional insight, if needed, that the observer should consider when writing the final observation summary.
   • The faculty member may want to discuss the following during the formal post-observation meeting;
      • General feeling about how the class went.
      • Whether students accomplished the objectives for that class.
      • What worked well. Whether this is typical.
• What didn’t work well. Whether this is typical.
• What the faculty member feels are his/her strengths when it comes to teaching.
• What the faculty member wishes to strengthen when it comes to teaching.
• What the faculty member thinks he/she would like to do to improve.

The observer and the faculty member should discuss how the faculty member can strengthen his or her teaching.

10. The observer will complete the “Observer’s Summary” on the “Final Report” (see below) and return this to the faculty member by the agreed upon date.

11. The faculty member will complete the “Plan to Strengthen Teaching” on the “Final Report” after receiving the “Observer’s Summary”.

12. Both the faculty member and the observer will be asked to complete the “First Peer Observation Survey” (see below) by December 31, 20__.

13. The faculty member will be asked to complete the Second Peer Observation Survey (see below) by December 31, 20__. The faculty member will complete the Second Peer Observation Survey after he/she has re-taught the observed class.

UMKC School of Pharmacy Peer Observation Pilot Project Team:
Mary Euler
Marcus Iszard
Maureen Knell
Patricia Marken
Jennifer Santee

References used to create this project:
Angelo TA. A “teacher’s dozen”. Fourteen general, research-based principles for improving higher learning in our classrooms. AAHE Bulletin April 1993;3-13.


UMKC – School of Pharmacy, Assessment Survey Report, Peer Review of Faculty Teaching, July 2006.

Schultz KK, Latif DL. The planning and implementation of a faculty peer review teaching project. Am J Pharm Educ 2006;70:article 32.


Western University of Health Sciences, American Association of Colleges of Pharmacy. Education Scholar.

With help from; Jennifer Quaintance, Ph.D., Assistant Professor, UMKC School of Medicine, Office of Medical Education and Research.
Linda Garavalia, Ph.D., Associate Professor, UMKC Department of Psychology

Laura B. Hansen, Pharm.D., FCCP, BCPS, Assistant Professor of Clinical Pharmacy and Family Medicine, University of Colorado at Denver
Objectives for Observer Training

1. Provide examples of appropriate feedback.
   Characteristics of appropriate feedback are as follows;
   a) Descriptive vs. evaluative
   b) Specific vs. general
   c) Focusing on behaviors that are observable (for e.g. not based on what you’ve heard about the instructor) and modifiable
   d) Positive (not harsh or sarcastic)
   e) Is sought out by receiver rather than given without solicitation.
   f) Allows the individual to change based on their own goals and needs.
   g) Doesn’t provide so much information that the receiver is overloaded.
   h) Confidential
   i) Supportive
   j) Genuine
   k) Honest

2) Describe the principles listed in “A Teacher’s Dozen” by Thomas Anthony Angelo, provide examples of how these principles can be used in practice.

3) Compare and contrast formative assessment vs. summative assessment.
   a) Formative: assists the instructor in developing and altering teaching methods based on how well the students are performing (these assessment methods are not necessarily used to assign a grade)
   b) Summative: validates that the student was able to achieve the objectives (for e.g. the assessment methods that allow the instructor to determine the student’s grade)
   c) Assessment methods can be both formative and summative

4) Curricular outcomes

5) Classify objectives based on Bloom’s taxonomy

6) Describe different learning styles, list characteristics that may effect learning

7) Relate objectives to teaching and assessment methods.

8) Select appropriate instructional resources.

9) Describes the principles teachers should use when providing distance education and utilizing technology

10) Describe methods to effectively manage a class.

Plan for Peer Observation of Teaching

Instructor to be observed:

Observer:

Date of pre-observation meeting:

Course number or title of course faculty wishes to be observed in:

Topic area being taught that will be observed:

The observer may want to discuss the following items with the faculty member:

1. Brief description of what will occur in the class being observed
2. Objectives in light of curricular outcomes
3. Who the students are
4. What the students are expected to do to reach the goals
5. What teaching methods will be used
6. What students are asked to do in preparation for the class
7. What the students have done in previous classes leading up to this class
8. How the instructor will assess the students’ learning
9. Is the class typical of the instructors’ teaching
10. Materials that are relevant to the lecture (for e.g. syllabus, assignments, resources, teaching portfolio)
11. Instructor’s teaching philosophy
12. How or if the observer will be involved with the class (for e.g. should the observer not take any part in the class other than being introduced to the students by the faculty member or should the observer take the part of a student?)

Methods/materials that will be observed
Check all that apply. Next to each item checked, provide a brief description of:
1. How observation will occur (for e.g. observe in person, discuss in person, review DVD, send through email).
2. Any details that the faculty member wishes to provide on what the observer should focus on (for e.g. just observe the first half of lecture, focus on whether students in the back seem to grasp material, review just one of the two required readings). The observer will observe all of the method/material selected if no details are provided.

Any student work must be blinded so that the identity of the student is kept confidential.

☐ Lecture:

☐ Lab:

☐ Discussion:

☐ Clinical instruction:
If observer will witness/discuss methods/materials in person (you do not need to fill in all spaces provided),

Date of observation:
Time of observation:
Location of observation:

Date of observation:
Time of observation:
Location of observation:

Date of observation:
Time of observation:
Location of observation:

Final post-observation meeting
Date:
Time:
Location:

Date final report with observer’s summary is due to faculty member:
### Detailed Description of Observation (check all that apply, add details if necessary)

**Person completing this form:**
- Observer
- Faculty member

#### Criteria to be used during observation.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Notes (to be completed during or after observation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>• Logic of plan for instruction</td>
<td></td>
</tr>
<tr>
<td>• Adherence to plan unless formative assessment suggests changes</td>
<td></td>
</tr>
<tr>
<td>Clarity of content</td>
<td></td>
</tr>
<tr>
<td>• Emphasis on objectives</td>
<td></td>
</tr>
<tr>
<td>• Logic of explanations given to students</td>
<td></td>
</tr>
<tr>
<td>Relation of content to curricular outcomes</td>
<td></td>
</tr>
<tr>
<td>Examples given to students of how content relates to practice</td>
<td></td>
</tr>
<tr>
<td>Use of formative assessment</td>
<td></td>
</tr>
<tr>
<td>Criteria to be used during observation.</td>
<td>Observers notes (to be completed during observation).</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>□ Flexibility in adapting to learning styles and backgrounds of the students</td>
<td></td>
</tr>
<tr>
<td>• Knowledge of styles/background of students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Knowledge of content area</td>
<td></td>
</tr>
<tr>
<td>• Ability to answer questions that most content experts would be able to answer</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Professionalism</td>
<td></td>
</tr>
<tr>
<td>• Evidence of promptness</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Motivation of student learning</td>
<td></td>
</tr>
<tr>
<td>• Methods to encourage student questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria to be used during observation.</td>
<td>Observer’s/Faculty member’s notes</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>☐ Relation of teaching methods to objectives</td>
<td></td>
</tr>
<tr>
<td>☐ Relation of summative assessment methods to objectives</td>
<td></td>
</tr>
<tr>
<td>☐ Use of teaching aids</td>
<td></td>
</tr>
<tr>
<td>• Ease of use of teaching aids</td>
<td></td>
</tr>
<tr>
<td>• Avoidance of unnecessary repetition</td>
<td></td>
</tr>
<tr>
<td>☐ Familiarity with distance education</td>
<td></td>
</tr>
<tr>
<td>☐ Familiarity with technology</td>
<td></td>
</tr>
<tr>
<td>☐ Level of effort to ensure effective/efficient learning environment</td>
<td></td>
</tr>
<tr>
<td>☐ Extent of active learning activities</td>
<td></td>
</tr>
<tr>
<td>☐ Extent of feedback given to students</td>
<td></td>
</tr>
<tr>
<td>Criteria to be used during observation.</td>
<td>Observers notes (to be completed during observation).</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>☐ Extent of activities to practice learning objectives</td>
<td></td>
</tr>
<tr>
<td>☐ Other:</td>
<td></td>
</tr>
<tr>
<td>☐ Other:</td>
<td></td>
</tr>
<tr>
<td>☐ Other:</td>
<td></td>
</tr>
</tbody>
</table>
Observer’s Summary:

Faculty Member’s Plan to Strengthen Teaching:
First Peer Observation Survey
Please complete and return to the peer observation coordinator by December 31, 20__

1. Please indicate how you participated in the peer observation program. (check all that apply)
   - [ ] I was an observer
   - [ ] I was observed

2. Please indicate the number of years you have been employed in academia (cumulative).
   - [ ] ≤ 1 year
   - [ ] > 1 to < 5 years
   - [ ] 5 to 10 years
   - [ ] > 10 years

3. Please indicate which division you belong to.
   - [ ] Pharmaceutics
   - [ ] Pharmacology
   - [ ] Pharmacy practice

4. Please indicate your gender.
   - [ ] Female
   - [ ] Male

5. Please indicate your ethnic origin.
   - [ ] White (non-Hispanic)
   - [ ] Black (non-Hispanic)
   - [ ] Hispanic
   - [ ] Asian
   - [ ] Other

6. If you were an observer, did the training adequately prepare you to observe and provide feedback?
   - [ ] I was not an observer
   - [ ] Yes
   - [ ] No
7. What did you like about the training?

8. What did you not like about the training?

9. What suggestions do you have to improve the training?

10. What did you like about the peer observation program?

11. What did you not like about the peer observation program?
12. What suggestions do you have to improve the peer observation program?

13. What benefits did you experience by participating in the peer observation program?

14. Would you like to participate in the peer observation program again? Why or why not?
1. Please indicate the number of years you had been employed in academia (cumulative) as of the 20__ – 20__ academic year.
   - □ ≤ 1 year
   - □ > 1 to < 5 years
   - □ 5 to 10 years
   - □ > 10 years

2. Please indicate which division you belong to.
   - □ Pharmaceutics
   - □ Pharmacology
   - □ Pharmacy practice

3. Please indicate your gender.
   - □ Female
   - □ Male

4. Please indicate your ethnic origin.
   - □ White (non-Hispanic)
   - □ Black (non-Hispanic)
   - □ Hispanic
   - □ Asian
   - □ Other

5. Did you incorporate the Plan to Strengthen Teaching that was developed during the 20__ – 20__ academic year? Why or why not?

6. If you incorporated the Plan to Strengthen Teaching, did the plan truly strengthen your teaching? Why or why not?
6. What differences do you notice between your 20__ – 20__ student evaluations and your 20__ – 20__ student evaluations? What differences, if any, do you feel are a result of the peer observation of teaching program?