



TUSM Peer Observation of Teaching with Collegial Feedback Suggested Guidelines

Observing Peers' Teaching

Pre-Observation Exchange:

- **Determining the purpose:** Ask your peer what he/she hopes to gain from this observation.
- **Learning about the context of the session to be observed:** Ask for information about the context of the session you will observe. For example, target audience; syllabus of the course or session plan; session format; goals of the session. Check with your peer about whether or not there is any other piece of information he/she wants you to learn about before you observe this teaching and learning event.
- **Identifying issues for the observation with your peer:**
 - i. Ask your peer what he/she would like you to focus on during the observation.
 - ii. Check with your peer about whether or not he/she would like you to be attentive to any other issues.

Observation:

- **Maintaining the focus of the observation:** During the observation, focus on the issues your peer indicated, and be attentive to other aspects you might draw your peer's attention to as well.
- **Documenting observations:** during the observation, you can take field notes to record your observations and/or relevant quotes you would like to share with your peer.
 - i. Identify aspects that you think are strengths of your peer's teaching practice.
 - ii. Identify aspects that you think he/she needs to develop.

Giving Feedback to Peers

- **Organizing observations to share:** At the end of the session, give yourself time to organize your observations. Invite your peer to take this time to reflect on the session and identify issues he/she would like to discuss with you.
- **Exchanging observations:** Start the discussion by asking your peer to share his/her reflections with you, e.g., "How did you think that went?" Share your observations on the issues he/she wants to discuss with you. Include in the discussion other issues you observed as you move along. Identify strengths and areas for improvement objectively and support your comments with the data you collected. For example, you could say, "I noticed that you made connections between the topics discussed in this session and the students' clinical experiences" or "I noticed that the students kept asking questions at the end of the session." Offer suggestions for improvement and help your peer identify specific teaching strategies he/she might want to consider putting into practice.
- **Wrapping up and Sharing Learning:** At the end of the encounter, you could share with your peer something that you learned from observing this teaching and learning event.