

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 be 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 http://umanitoba.ca/faculties/health_sciences/medicine/education/ed_dev/

PRT Flowchart

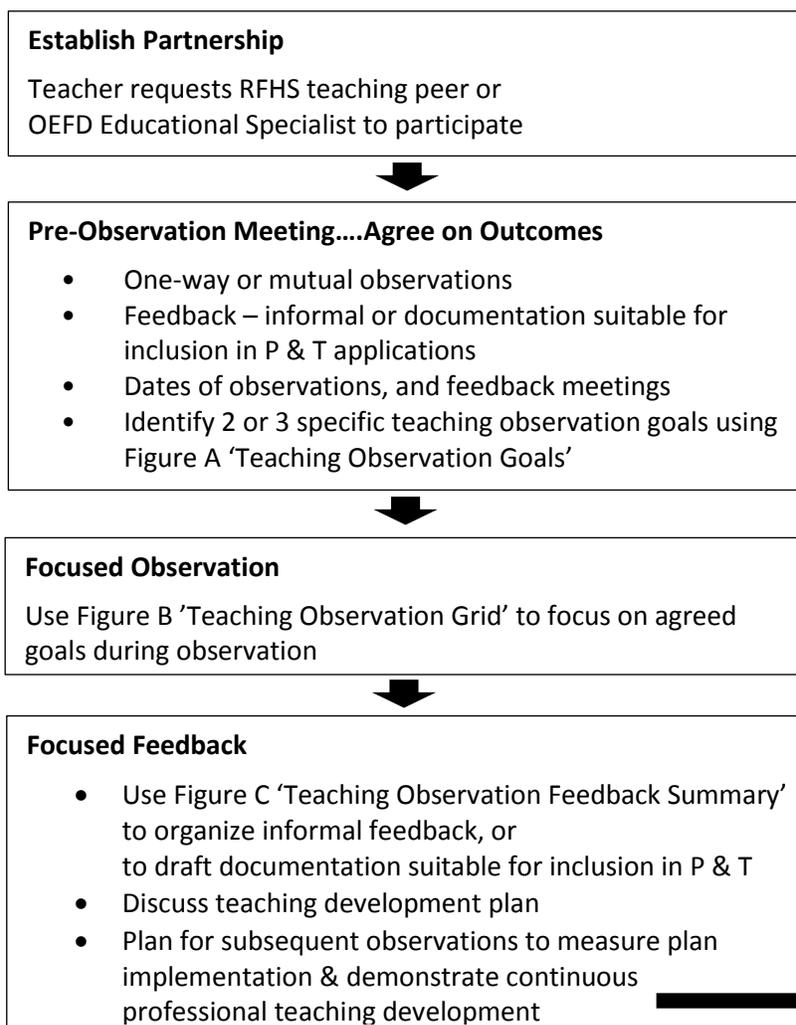
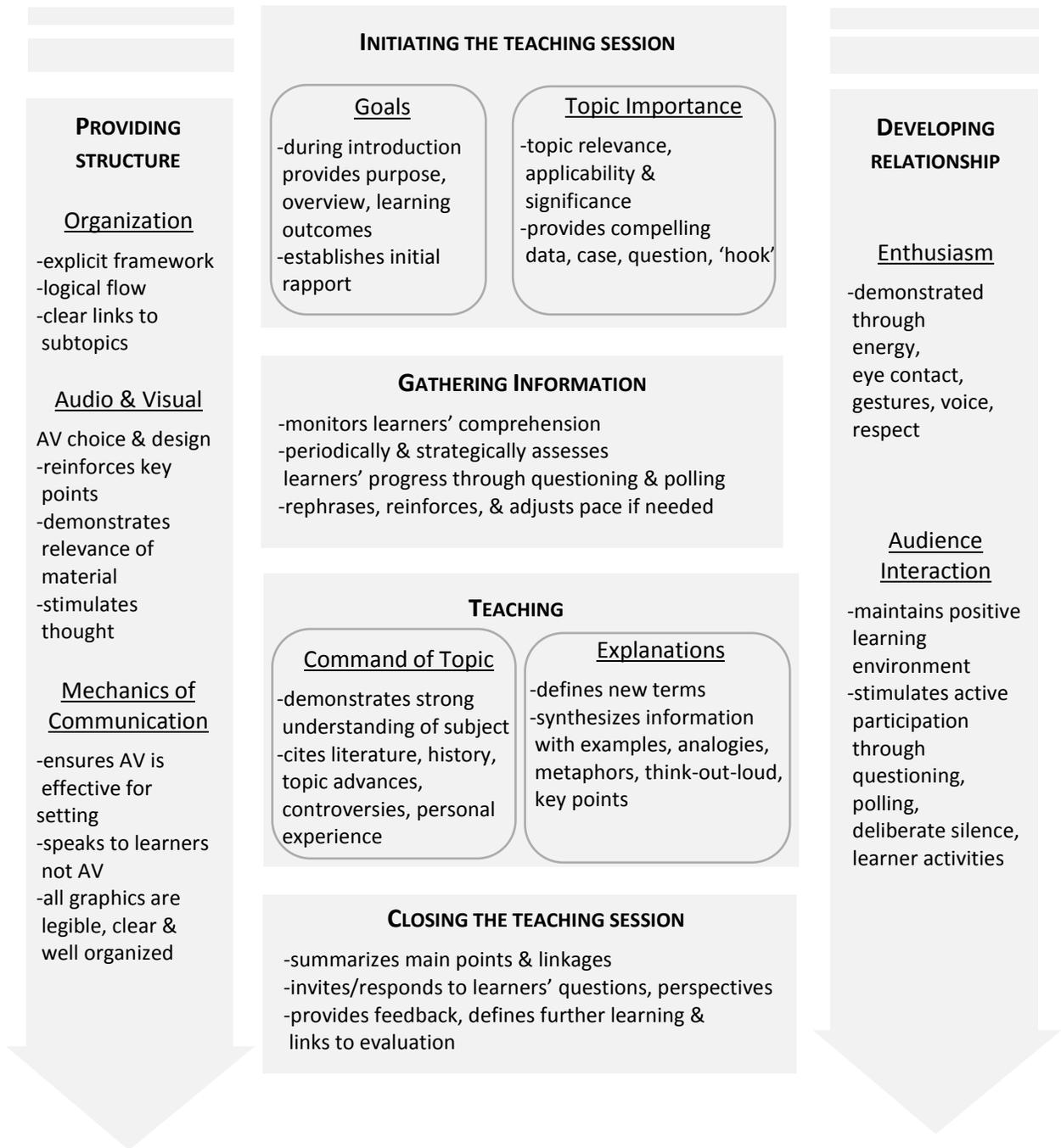


Figure A - Teaching Observation Goals

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.



(Teaching criteria adapted with permission from Harvard Medical School (Newman et al, 2012). Calgary-Cambridge model adapted with permission of Kurtz et al., 2003; Kurtz et al, 2005 and Silverman et al., 2013)

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.

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

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.

Reinforcing Comments

(e.g. what is going well, continue with....., do more of...,)

-
-
-

Constructive Comments

(e.g. could build upon....., consider changing....., do less of..., eliminate/stop and replace with....)

-
-
-

Teaching Development Plan

- **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)