UTMB Academy of Master Teachers
Peer Observation/Feedback on Teaching
for quality improvement of teaching

Why would I want to request Peer Observation/Feedback on Teaching? UTMB Faculty interested in analyzing and improving their teaching performance can request a Peer Observation/Feedback on Teaching. This activity can be valuable for any teacher – experienced or novice.

For what kinds of teaching is Peer Observation/Feedback on teaching available?
- Lecturing
- PBL Group Facilitation
- Clinical Teaching
- Online Teaching
- Laboratory Teaching
- Surgical Teaching

What aspects of teaching will be the focus of the observation? The observee and observer will discuss the observee's needs and negotiate the focus. Examples include: questioning in clinical teaching, promoting interaction in a large group, PowerPoint techniques, effectively using the objectives.

Will Peer Observation/Feedback on Teaching be used to evaluate my teaching?
All feedback is formative and confidential. The observer will meet with the observee to provide formative feedback, may send informal written notes, but will never submit feedback to anyone other than the faculty member observed.

Will the process demand a great deal of my time?
The process is tailored to each faculty member, and the amount of time is determined mutually by the observer and observee. Typically a one-time observation is made, although follow-up consultation may be negotiated.

The steps for Peer Observation/Feedback on Teaching are as follows:
1. REQUEST. Any Faculty Member can contact the AMT to request Peer Observation/Feedback on Teaching. An observer will be assigned from the AMT membership.
2. NEGOTIATION. The observer meets with the observee, confirms the confidential nature of their relationship, explains the process, and identifies a specific teaching activity/topic/material on which to concentrate. A time is scheduled for the observation.
3. OBSERVATION. The observer determines methods appropriate to obtain information about the Observee's teaching. These methods might include direct observation, video review, guest participation in on-line course, or review of teaching materials.
4. FORMATIVE FEEDBACK. The observer and observee meet for formative feedback. The intent is to identify strengths and areas for improvement. Ideally teaching improvement goals can be identified and the observer can help the observee identify strategies and/or a timeline to meet the goals.
5. REFLECTION-QUALITY IMPROVEMENT PLAN. The observee is encouraged to reflect on and summarize points made during the feedback session for the purpose of developing a personal quality improvement plan. The observee should also report on this process during an annual faculty evaluation, an academic promotion process, and/or any application for teaching excellence awards or teaching academy membership.

OBSERVERS: for Faculty offering to serve as Peer Observers
The UTMB Academy of Master Teachers has developed training materials to help Observers polish their skills for observation and feedback.
Online resources ◦ Toolbox of Notetaking forms ◦ Workshops

To request Peer Observation/Feedback on Teaching, or to volunteer as an Observer or seek more training, contact the Academy of Master Teachers at amt@utmb.edu or 409-747-0203

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