



THE UNIVERSITY OF TAMPA
Center for Teaching and Learning

Peer Reviews of Teaching: Improving Teacher Effectiveness

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We readily accept that peer review in our research and scholarly writing is necessary and beneficial.





Peer Reviews of Teaching



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- ❖ Peer reviews of teaching benefit faculty – both the observer and the observed
- ❖ It can be an important tool for change
- ❖ Ensures standards are met and improvements in teaching are on-going
- ❖ Formative processes are private and voluntary



Peer Reviews of Teaching



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- ❖ The purpose of formative evaluation is to enhance teaching performance.
- ❖ It is best to do multiple observations with feedback over a year.
- ❖ The faculty member can begin with a set of expectations and goals/objectives and then measure success at subsequent observation/ feedback times.



work
listen build with
mentor create
advise suggest coach
collaborate think share
hear



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*Peer Review enhances teaching performance
and supports faculty.*



Peer Reviews of Teaching



- ❖ Focus and structure are required for meaningful formative observations.
- ❖ Any form of observation may be utilized for formative evaluation purposes.
- ❖ Observation instruments/ forms may be used, but are not required for a formative observation.
- ❖ Documentation from formative observations are for the personal use of the instructor, but may be used in the teaching section of your merit review and/or T&P portfolio.



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- ❖ Please review the forms we have.
 - ❖ They cover different class types.
- ❖ These may be tailored and edited for your specific use/needs.
- ❖ You may create your own forms/ criteria for assessment
 - ❖ Make them useful and have them give feedback you can implement immediately



Peer Reviews of Teaching: Process



1. Hold a pre-conference meeting. At that time, set your context, state your teaching plan, go over the syllabus before the class, state your objectives clearly and define what your desired outcome(s) will be.
2. Complete the observation. Use any observation instrument or method for documentation (e.g. anecdotal records, running records, the instruments used for summative evaluation, videotaping, etc.)
3. Hold a post observation conference. At that time, have a thorough feedback session, perhaps two meetings, to cover all of the information and insights gained from the session.

Feedback must be specific and timely to be valuable.



Peer Reviews of Teaching: Process



- ❖ The Observer should be unobtrusive, and be able to see students and the faculty.
- ❖ The person should be introduced to the class.
- ❖ Ideally, the Observer needs to be trained on what to do, how to use forms, and how to give feedback.
- ❖ In addition to peer reviews, faculty are encouraged to engage in ongoing professional teaching development and to attend UT-TED talk presentations and teaching workshops.



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Continuous effective improvement of teaching is the standard.





Peer Reviews of Teaching: Workshops



- ❖ Teaching workshops will be scheduled to provide ways to enhance teaching in other ways than direct observation of classroom instruction.
- ❖ They will offer the opportunity to discuss aspects of teaching that are of interest to faculty members.
- ❖ Other than the orientation to the peer observation process, opportunities for teaching enhancement are provided by the Center for Teaching and Learning.
- ❖ You are free to select from various activities that fit your interests and needs. Make sure you track your attendance and report on your faculty annual merit review.



To be good teachers we have to invest in our self-efficacy.





*Peer review is for open minded,
receptive and engaged faculty who want
to improve their teaching practice and
student learning.*

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Questions?

Comments?

Stay tuned for follow-up sessions and other information



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