Peer Review Observation Training

August 2017

Objective: Participants will know what to expect if being observed and what the observer is expected to do. We will review the components of a lesson plan and how to provide feedback to peers.

Purpose: Why are we doing this training?
- Both observer and person being observed have same expectations
- Provide a framework and common vocabulary

Agenda:
- Peer review process
- Things to look for: best practices, lesson plans, objectives
- Using the evaluation instrument and providing feedback to peers

Peer Review at UT: Process

- **Voluntary**
- **Formative in nature**
- **Purpose is to enhance teaching performance**
- **3 Components: Pre-observation Conference, Observation, Post-observation Conference**
- **During or After Post-observation Conference, develop professional development goal(s) and activities to meet goal(s)**

Who has experience with Peer Review?

What do effective professors include in their lessons?
What are we looking for when we observe?

Pre-observation conference: What to discuss

- Course and location
- Learning Objective
- Type of lesson: lecture, lab, discussion, etc.
- Choose evaluation instrument (Direct Instruction/Lecture or Discussion)
- Lesson Plan
- Anything the person being observed would like you to focus on

Review this in Pre-Observation Conference if needed.
What's the first step in planning a lesson?

What is an objective?
❖An objective clearly describes the observable behavior that you want the learner to be able to do as a result of the instruction. It is a way to determine if learning took place.
❖Objectives are about the curriculum, not the instruction.

Why write objectives?
❖They provide a guide for the instructor and learner
❖They help to direct and organize the lesson
❖They enhance collaboration amongst colleagues by communicating what is being taught

Information About Behavioral Objectives and How To Write Them. (n.d.). Retrieved May 1, 2009, from Florida State University:
http://med.fsu.edu/education/FacultyDevelopment/objectives.asp

SMART Model

Morrison, M. (2008, November 1). *How to write SMART objectives and SMARTer objectives.* Retrieved May 21, 2009, from RapidBI:
http://www.rapidbi.com/created/WriteSMARTobjectives.html

Writing Objectives: The SMART Model

S: Specific Lists exactly what students are going to be able to do. Example: "Students will be able to solve a system of linear equations graphically."

M: Measurable A way to measure or track the behavior must exist. Example: "Given a diagram, students will correctly label the appropriate parts of an animal cell."

 NOTE: Avoid words like "understand" and "appreciate"

Writing Objectives: The SMART Model

A: Attainable Within a reasonable amount of effort and application, can the objective be achieved?

R: Relevant Will objective lead to desired results? Is it relevant to curriculum and standards?

T: Time This could be a specific time constraint the students have to complete the goal or it could be referring to the instructor deciding the time in which the objective will be completed.

Example: Objective for teaching solving two-step equations of similar form to $2x + 3 = 9$

Students will correctly solve at least 8 of 10 two-step equations with integral solutions in 20 minutes.

The SMART Model
S: Specific
M: Measurable
A: Attainable
R: Relevant
T: Time-limited

Non-examples: Students will solve equations.   (What kind of equations?)

NOTE: Additional examples and verbs posted..

Observation: What to look for

Well-planned lessons are key to success.

- **Learning objective(s)**
- **Agenda** posted to guide lesson and inform students
- **Activity to activate prior knowledge** – students learn better when they are building on connections to information they already know
- **Hook/Motivation for lesson** – could be video, question, problem, statement

Observation: What to look for

Instruction/Presentation of Subject matter Could include examples, demonstrations, discovery, guided practice, cause/effect, practice, application, discussion,…

If Teaching Concept: Definition, Attributes, Examples, Nonexamples (Exp. Taxes)

If Discussing Cause-Effect: Use linking words, apply law or principle (Exp. Laws & Principles in Science)

If Teaching Academic Rule: State and apply rule (how and when to use rule, then practice) (Exp. Mathematics)

If Discussion and Making Judgments: Develop criteria and evidence for value judgment: State & explore a value question, Develop criteria of judgment, Assemble the facts, List the value judgment (Exp. Did Harry Truman make a good decision to bomb Hiroshima?)

Observation: What to look for

- **Beginning, middle, and ending reviews** - brief
- **Comprehension checks** – ongoing through lesson and culminating
- **Well thought-out questions –** mix of low-order and high-order
- **Conclusion** – could be summary, activity, review, exit card, practice, assessment
- **Reflection** – identify areas of improvement; notes to self what went well and would should be changed (**Review in Post-Lesson Conference**)

Observation: What to look for

Questioning: Use Bloom-Costa if instructor needs assistance or suggestions.

Comparison of Bloom's Taxonomy and Costa's Levels of Questioning

Bloom's Taxonomy	Common Description	Costa's Levels of Intellectual Functioning
Knowledge define, label, repeat, record, list, recall, memorize, relate, name **Comprehension** restate, discuss, describe, recognize, explain, express, identify, locate, report, review	**Gathering Information**	**Input** tell, recall, define, observe, identify, describe, recognize, demonstrate, connect, count, list, match, label, name, select, discuss
Application demonstrate, dramatize, practice, operate, imply, schedule, apply, illustrate, translate, interpret **Analysis** debate, diagram, distinguish, compare, question, inventory, differentiate, criticize, solve, experiment	**Thinking about the Information**	**Process** sort, infer, analyze, sequence, organize, distinguish, solve, explain, compare, contrast, group, classify, construct, relate, determine, differentiate, deduce, isolate, specify, characterize, make analogies, reason,
Synthesis compose, design, propose, arrange, formulate, organize, assemble, prepare, construct **Evaluation** judge, rate, predict, assess, choose, evaluate, estimate, select, value, measure	**Applying the Information to New Situations and Making Judgements**	**Output** conclude, criticize, reconstruct, reorganize, justify, judge, evaluate, imagine, predict, speculate, forecast, estimate, create, modify, generalize, theorize, make a model, extrapolate, apply a principal, interpret, hypothesize, if/then

Peer Review at UT: Using the Observation Instrument & Tips for providing feedback in Post-Observation Conference

*Refer to handout titled *Peer Review of Teaching at UT*