# 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)**
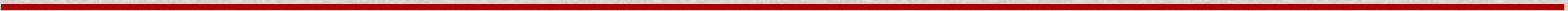
# Who has experience with Peer Review?

**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**<br>define, label, repeat, record, list, recall, memorize, relate, name<br>**Comprehension**<br>restate, discuss, describe, recognize, explain, express, identify, locate, report, review | Gathering Information | **Input**<br>tell, recall, define, observe, identify, describe, recognize, demonstrate, connect, count, list, match, label, name, select, discuss |
| **Application**<br>demonstrate, dramatize, practice, operate, imply, schedule, apply, illustrate, translate, interpret<br>**Analysis**<br>debate, diagram, distinguish, compare, question, inventory, differentiate, criticize, solve, experiment | Thinking about the Information | **Process**<br>sort, infer, analyze, sequence, organize, distinguish, solve, explain, compare, contrast, group, classify, construct, relate, determine, differentiate, deduce, isolate, specify, characterize, make analogies, reason, |
| **Synthesis**<br>compose, design, propose, arrange, formulate, organize, assemble, prepare, construct<br>**Evaluation**<br>judge, rate, predict, assess, choose, evaluate, estimate, select, value, measure | Applying the Information to New Situations and Making Judgements | **Output**<br>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***

# Exit Cards

Please write one thing you learned in today's session & one thing you would like to know more about.