Benefits of Peer Observation/Feedback

- Peer observation of teaching allows both parties to observe new approaches and ways of teaching, allowing for reflection and improvement in one's own teaching.
- Peer feedback outside of the contractual evaluation process promotes opportunities for growth and improvement in teaching in a low stakes/low risk environment.
- Peer observation with student interviews/focus group allows for feedback from the students with the opportunity to better meet student needs during the semester.
- Provides a structured framework for collaborating and improving teaching in a confidential and safe environment.
- Promotes self-reflection and assessment in teaching, allowing for improvement or change prior to an evaluation cycle.

FOCUS (Faculty Observing Colleagues United for Success)

- Faculty pairs apply together and will observe each other (faculty pairs should NOT be on each others' evaluation teams during the year of the FOCUS observation OR.
- Faculty participants must participate in online training (takes approximately 30 minutes) and sign the confidentiality agreement.
- Faculty being observed identify a specific aspect of their teaching, classroom, students, etc. that they want observed/feedback regarding.
- Areas of focus may include but are not limited to:
  - Classroom Environment
  - Assessment Techniques
  - Teaching Strategies
  - Instructional Design
  - Inclusion and Diversity
  - Student Engagement
- Faculty pairs will meet prior to the observations to discuss areas of focus and observation forms/approach.
- Faculty observing their peers observe the aspects identified as the focus and provide feedback.
  - Observe both the instructor as well as the students; observing student reactions, questions, and engagement can bring unique insights and observers have a unique ability to see aspects of student engagement not normally visible to the instructor.
- Faculty have the option of having their faculty peer conduct a focus group interview and/or survey with the students for additional feedback.
- Faculty participants will complete the reflection sheets (both as an observer and as one being observed) prior to the debriefing/feedback session.
- All feedback should be constructive, actionable, focused on the identified area, and framed in a growth mindset.
- Both participants will complete a survey of completion focused solely on the experience (not on the actual observations).
- All observation and feedback should remain confidential between the faculty pairs unless otherwise agreed upon and should not be used as part of any contractual evaluation; all documentation of the observation should be given to the faculty member who was observed unless given explicit permission to do otherwise.