

# Co-Construction of Teaching Skills

PEER OBSERVATION HANDBOOK  
ACADEMY FOR TEACHING AND LEARNING



**ROSS UNIVERSITY**  
SCHOOL OF MEDICINE

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Word Version of Document

## 1 Foreword

This handbook is designed for educators at Ross University School of Medicine. It presents detailed steps for conducting peer observation of teaching. It also provides guidelines for aligning the process with the educator's own professional development goals with those of the organization.

The process presented in this handbook is designed to develop teaching skills in an environment that has been co-constructed by the peers by applying principles of social construction.

For the purpose of the handbook, we have the following definitions.



Peer teacher: the individual being observed



Peer observer: the individual conducting the teaching observation

## 2 Introduction

Based on a review of teacher domains of practice, the ATL has determined the following five domains of teaching as outlined in Table 1. [Please see: The Domains of Teaching.](#)

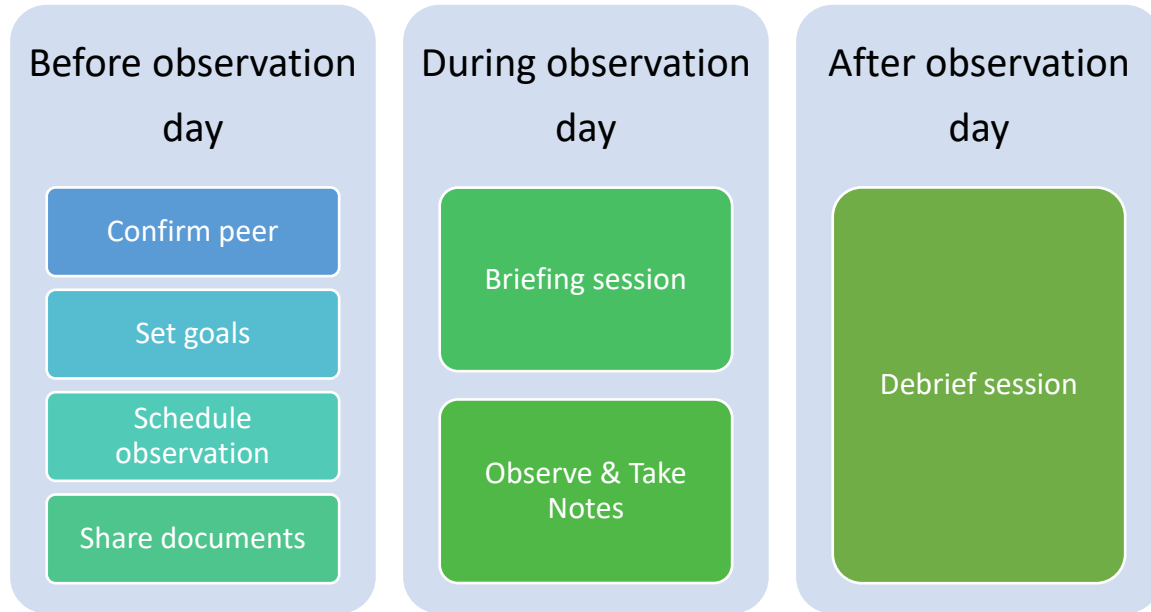
Figure 1: Domains of Teaching.



The domains of teaching provide a framework to evaluate your own teaching.

### 3 Overview of the peer observation process

In the area of teaching effectiveness, there is agreement that teacher performance cannot be limited to any one universal model, therefore, teaching observation must reflect and record the interactions between teachers and students that are specific to the context of the learning environment and the teacher's teaching goals. Therefore, for the observation to be fair and equitable to both the teacher and evaluator it is recommended that the competencies to be observed are identified *a priori*.



For each step, this document provides details on the following:



An overview of the step and how it fits into the entire process.

Overview



Steps involved in the process from the perspectives of both the peer observer and the peer teacher.

Steps



Resources required to complete the step which will be linked to the appendix.

Resources

## 4 Details of the peer observation process

### 4.1 Confirm peer

#### Before observation day

# Confirm peer



The objective of this activity is to enable all participants to pair with a peer with whom they will collaborate.

#### Overview



Identify a peer based on your professional development goals. Your peer may have similar or different teaching experience as you (e.g. department, discipline, teaching setting etc.)

#### Steps



What are the similarities and differences between your peer and you in terms of disciplines/specialties, predominant teaching environment (E.g. large group setting, small group or bedside) and the teaching domain of interest (refer to the five domains of teaching)?

#### Resources

## 4.2 Individual and Common Teaching Goals

## Before observation day

## Set Goals



Faculty should set individual goals based on a critical reflection of their current teaching practices. This reflection should be framed within the ATL Domains of Teaching.

## Overview

Participants will also collaborate with their peer to set common goals. These common goals will inform the peer observation process.



## Steps

- Set at least three individual teaching goals that you would like to pursue during this course. Use the following questions to guide your goals setting:
  - What is your rationale for selecting these goals?
  - How do these goals support your MAP 365 goals?
  - How will they help you enhance your teaching?
  - What action steps will you take to achieve your goals?
  - What resources will you need?
  - How will you measure the outcome or success?
- Review your individual goals with your peer. Then create a set of common teaching goals that will inform the peer observation process.



## Resources

- [Use Brookfield's lenses to guide reflection](#)
- [Use Teaching Competencies Performance Standards to guide goal setting](#)
- [Use Framework for setting SMART goals](#)
- [Use Goal setting template to document goals](#)

## 4.3 Schedule Observation

## Before observation day

# Schedule Observation



Once the goals are set, participants will identify teaching activities to observe and be observed.

## Overview

This is followed by sharing of teaching schedule and setting observation dates and times for all the sessions if possible



1. From your teaching schedule, outline the courses you will teach during the span of the certificate.
2. Identify potential observation times/dates near the middle of a course or training session that would best reflect typical teaching encounters with your students.

## Steps



Share each other's schedule.






## Resources



## 4.4 Share Documents

Before observation day






## Share Documents

	 Peer teacher	 Peer observer
 Overview	In this step, the peer teacher shares all documents pertaining to the teaching session with the peer observer.	In this step, the peer observer receives all documents pertaining to the teaching session from the peer teacher.
 Steps	<ul style="list-style-type: none"> <li>• Compile all relevant and applicable documents to be shared with the peer observer.</li> <li>• The observation document includes the peer teacher's individual teaching goals</li> <li>• The teaching documents include but are not limited to           <ul style="list-style-type: none"> <li>○ course outline/syllabus,</li> <li>○ lesson plan               <ul style="list-style-type: none"> <li>▪ activity sheets,</li> <li>▪ PowerPoint presentations, student assignments or project expectations.</li> </ul> </li> </ul> </li> <li>• Share the documents using a OneDrive folder.</li> </ul>	<ol style="list-style-type: none"> <li>1. Review all the documents shared by the peer teacher.</li> <li>2. Compare the teaching activity with the goals to plan out the observation process.</li> <li>3. Review the Teaching Competencies to identify relevant performance standards that align with the goals.</li> <li>4. Create an observation checklist with the relevant performance standards.</li> </ol>
 Resources	<a href="#">Identify the various data sources to share</a> <a href="#">Use Teaching Competencies to guide observation</a> <a href="#">Use Observation form to prepare for observation</a>	

## 4.5 Briefing session

During observation day






# Briefing Session

	 Peer teacher	 Peer observer
 Overview	<p>In this step, the peer observer and the peer teacher meet before the observation to review the lesson plan and re-iterate expectations for the observation based on the common and individual teaching goals.</p> <p>The objective of this meeting is to establish observable measures of quality teaching reflected in the teacher's stipulated teaching duties and obligations.</p>	
 Steps	1. Review the lesson plan, teaching goals and the observation checklist.	1. Review the lesson plan, teaching goals and the observation checklist.
 Resources	<a href="#">Use Observation form to prepare for observation</a>	

## 4.6 Observe &amp; Take Notes

## During observation day






## Observe &amp; Take Notes

	 Peer teacher	 Peer observer
 Overview	In this step, the teaching environment is set to facilitate observation. The peer observer captures notes as the peer teacher brings the lesson plan to life.	
 Steps	<ol style="list-style-type: none"> <li>1. Prepare the teaching environment such that the peer observer can observe the session without disrupting or distracting the students.</li> <li>2. When relevant, inform the students in advance of the observation visit and provide a location for the peer observer that will allow them the optimal opportunity to observe.</li> </ol>	<ol style="list-style-type: none"> <li>1. Observe the classroom interactions and document the details.</li> </ol>
 Resources	Use best practices on peer observation. <a href="#">Use Observation form to capture notes.</a>	

## 4.7 Debrief Session

## After observation

## Debrief Session

	 Peer teacher	 Peer observer
 Overview	<p>These sections follow the peer observations and involve providing and receiving feedback on the observed teaching session.</p> <p>At the end of this process, the peer observer and the peer teacher come to a consensus on how the goals have been met and how</p>	
 Steps	<ol style="list-style-type: none"> <li>1. Discuss the observation notes and clarify actions. For example, why did the peer teacher perform a particular action.</li> <li>2. Capture future forming reflections on the observation.</li> <li>3. Compose a “Joint Statement” that frames the observations in a light that demonstrates appreciative growth for the peer teacher.</li> </ol>	
 Resources	<p><a href="#">Use Joint statement form to capture debrief discussion.</a></p>	

## 5 References

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## 6 Appendix

### 6.1 Framework for Setting SMART Goals

Through careful consideration and reflection on goal setting practice, academics may achieve better results. A clearly-outlined goal setting framework, aimed specifically at improving various aspects of teaching, may assist academics in this area. Use the questions below as a guide when formulating goals and strategies.

Decision Points and Options	Considerations
<b>Is your goal clearly stated?</b>	If your answer is no, reconsider how to state your goal.
<b>Is your goal a single, simple goal or is it broad, multiple goals in one sentence?</b>	If you have listed multiple goals in one sentence, consider how to split them.
<b>Is it a long-term goal that can be split into shorter term, staged objectives?</b>	If your goal can be split into shorter term, staged objectives, consider how to split them.
<b>Identify the educational focus area (see overleaf) that most closely aligns with your goal.</b>	If your goal does not directly align with any of these focus areas, consider the focus you would give it.  Consider a subcategory for the theme from the list of Course
<b>How will achieving your goal benefit students?</b>	Consider what the benefits to students will be and how to measure these benefits.
<b>Is your goal specific?</b>	If your answer is no, consider how you might reformulate the goal to be a simple, single item to be achieved. Or, consider splitting the goal into a series of simple sub-goals.
<b>Is your goal measurable?</b>	If your answer is no, consider how you will gauge when your goal has been reached or how far along the journey you are at any time.  Can your goal be split into staged objectives – step 1, step 2, etc.?
<b>Is your goal attainable?</b>	If your answer is no, consider reformulating your goal so that it is possible to achieve by making it smaller,

	simpler, or less reliant on external or organizational factors.
<b>Is your goal long-term or short-term?</b>	If your goal is long-term, consider how achievable it is during a single semester. If your goal is not achievable within a single semester, consider how far towards that goal you want to be at the end of semester and reformulate your immediate goal to reflect that.
<b>Rate the difficulty of achieving your goal from 1 to 10 (10 = very difficult).</b>	If your goal is too difficult, reconsider how you might achieve this objective through a series of related or hierarchical goals.
<b>What types of goals have you listed and what results are you hoping for?</b>	Consider whether your goal is focused on improving your mastery or on achieving performance results (i.e. a specific outcome).
<b>Are your strategies clearly stated?</b>	If your answer is no, consider how each strategy can be expressed as one or more simple “verb” or “action” statements.
<b>Do your suggested strategies align with the goal?</b>	If your answer is no, reconsider what your main focus is, and develop new goals or strategies that align.

## 6.2 Teaching Competencies to Guide Observation

The 'Teaching as a Competency' framework identifies six core teaching competencies for medical educators, as outlined in the performance standards document (Appendix). For each key competency identified, there are multiple enabling competencies that can be identified in a teacher's performance to show evidence of satisfactory achievement.

In the area of teaching effectiveness, there is agreement that teacher performance cannot be limited to any one universal model, therefore, teaching observation must reflect and record the interactions between teachers and students that are specific to the context of the learning environment and the teacher's teaching goals. Therefore, for the observation to be fair and equitable to both the teacher and evaluator it is recommended that the competencies to be observed are identified *a priori*.

Participants can use this document as a guide to set their common teaching goals and select specific observation checklist items the peer observer will use in the observation process. As the peers discuss the enabling competency items, they should ensure they have the same understanding of each competency.

# RUSM

## Evaluation of Teaching Effectiveness Performance Standards

### Teaching Competencies:

The 'Teaching as a Competency' framework<sup>1</sup> identifies six core teaching competencies for medical educators which are:

1. **Medical (or content) knowledge (K):**  
Teach content and assess each learner's abilities within their field of expertise.
2. **Learner centeredness (LC):**  
Demonstrate a commitment both to learners' success and well-being and to helping learners grow into their professional roles.
3. **Interpersonal and communication skills (ICS):**  
Flexibly tailor teaching and communication styles to facilitate learning.
4. **Professionalism and role modeling (PRM):**  
Demonstrate best educational and content-related practices, and role model those behaviors for learners



5. **Practice-based reflection and improvement (PBRI):**  
Demonstrate continuous self-assessment and lifelong learning to improve their effectiveness and capacity as educators
6. **Systems-based learning (SBL):**  
Utilize resources within the larger system of medical education to advocate for learners and to provide optimal teaching and learning

## **Teaching Domains:**

The assessment of teaching effectiveness is multidimensional and requires that the evaluator take into consideration a number of components beyond simply observing the delivery of course content. What makes for effective teaching can be focused on the following five domains and corresponding enabling competencies:

### **1. Professionalism:**

#### **Most relevant competencies within this domain:**

<ul style="list-style-type: none"> <li>Medical (or content) knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal and communication skills</li> </ul>	Practice-based reflection and improvement
Learner centeredness	<ul style="list-style-type: none"> <li>Professionalism and role modeling</li> </ul>	<ul style="list-style-type: none"> <li>Systems-based learning</li> </ul>

This domain involves the demonstration of knowledge in pedagogy and content, commitment to professional ethics and growth and for complying with institutional policies and procedures. In this domain specifically, the teacher:

- exhibits knowledge and demonstrates skills relevant to the subject area(s) taught.
- exhibits/demonstrates an understanding of technology skills appropriate for the course level/subject matter.
- bases instruction on goals that reflect high expectations, understanding of the subject, and the importance of learning.
- maintains a professional demeanor and appearance.
- is respectful of students, colleagues, and others.
- models fairness, courtesy, respect, and active listening toward students and others.
- models concern for students' emotional and physical well-being.
- communicates in a positive and congenial manner.
- communicates concerns and problems in a constructive manner maintaining confidentiality as appropriate.
- responds in a timely manner to concerns regarding students.

- carries out responsibilities in accordance with established policies, practices, and regulation in a timely manner.
- adheres to ethical and professional standards.
- serves as a positive role model for students and others.
- works with department/faculty staff and other service providers to reach educational decisions that enhance student learning.
- adheres to department/faculty policies regarding communication of student information.
- establishes and maintains multiple modes of communication between school and faculty administration.
- initiates communication and responds to parents or faculty administration concerning student progress or problems in a timely manner.
- uses community resources to enhance student learning and works with the community members in planning and conducting course and faculty-community functions.
- builds professional relationships with colleagues that foster increased student learning.
- shares teaching methods, materials, research, and insights with colleagues.
- serves on department and/or faculty committees and supports institution activities.
- supports the vision, mission, and goals of the department and faculty and supports community initiatives if appropriate.
- contributes to the profession by serving as a mentor, peer coach, and/or supervisor to inexperienced teachers.

## 2. Planning to Teach:

### Most relevant competencies within this domain:

<ul style="list-style-type: none"> <li>• Medical (or content) knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal and communication skills</li> </ul>	Practice-based reflection and improvement
<ul style="list-style-type: none"> <li>• Learner centeredness</li> </ul>	Professionalism and role modeling	<ul style="list-style-type: none"> <li>• Systems-based learning</li> </ul>

This domain includes organization for instruction and planning effective teaching experiences that facilitates learning and promotes learners' success. In this domain specifically, the teacher:

- links objectives for instruction to prior student learning.
- demonstrates an ability to make topics and activities meaningful and relevant to student learning.
- selects student objectives for lessons consistent with faculty guidelines and curriculum.
- selects learning activities for lessons consistent with curriculum and student needs.
- develops lesson plans that are clear, logical, and sequential.
- identifies and plans for the instructional and developmental needs of all students, including remedial and high achieving students.

- selects material and media that match learning styles of individual students.
- demonstrates an ability to evaluate and refine existing materials and to create new materials when necessary.
- selects a variety of materials and media that support the curriculum.
- integrates available technology into the curriculum.
- selects resources including outside personnel that offer added dimensions to the curriculum.
- matches content/skills taught with the overall scope and sequence of the lesson.
- communicates academic and work-related expectations to students in a clear, concise, and reasonable manner.
- relays information about course, department and/or faculty activities and functions.
- shares major instructional goals and classroom expectations with students.

### 3. Teaching:

#### Most relevant competencies within this domain:

<ul style="list-style-type: none"> <li>• Medical (or content) knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal and communication skills</li> </ul>	Practice-based reflection and improvement
<ul style="list-style-type: none"> <li>• Learner centeredness</li> </ul>	<ul style="list-style-type: none"> <li>• Professionalism and role modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Systems-based learning</li> </ul>

This domain includes delivering instruction by demonstrating effective teaching activities consistent with instructional objectives and student abilities/learning styles that create a safe, organized, and productive learning environment. In this domain specifically, the teacher:

- demonstrates the ability to engage and maintain student attention and interest.
- demonstrates sensitivity, respect, and responsiveness for individual, cultural, religious, and racial differences within the classroom.
- solicits comments, questions, examples, demonstrations, and other contributions from students throughout the lesson.
- uses a variety of teaching strategies (e.g., collaborative learning, problem-/case-base learning, lecture, discussion, activities).
- uses questioning strategies effectively.
- checks for understanding and modifies instruction accordingly.
- summarizes and reviews major concepts from the lessons.
- establishes and utilizes effective routines and procedures.
- has all materials readily available to allow for a smooth flow of instruction.
- structures transitions in an efficient and constructive manner.
- utilizes a variety of available resources to develop engaging instruction.
- creates a physical setting that promotes learning and minimizes disruption.
- creates a learning environment that encourages student participation, inquiry, and risk-taking.

- manages emergency situations appropriately.
- arranges and adapts the classroom setting to accommodate individual and group learning needs.
- uses standard English grammar when communicating with students.
- uses precise language, acceptable oral expression, and written communication.
- explains concepts and lesson content to students in a logical, sequential, and appropriate manner.
- gives clear and appropriate directions.
- models various effective communication strategies for conveying ideas and information for a variety of learning styles.
- emphasizes major points of concern by using techniques such as repetition and verbal or non-verbal cues.
- actively listens and responds in a constructive manner.
- forges partnerships and offers strategies for students to assist in their education.

#### 4. Assessment of Teaching:

##### Most relevant competencies within this domain:

<ul style="list-style-type: none"> <li>• Medical (or content) knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal and communication skills</li> </ul>	Practice-based reflection and improvement
<ul style="list-style-type: none"> <li>• Learner centeredness</li> </ul>	Professionalism and role modeling	Systems-based learning

This domain includes conducting evaluation and providing feedback to students that encourages student progress and measures student achievement. In this domain specifically, the teacher:

- plans purposeful assignments for teacher assistants, temporary teachers, and others to support student learning.
- assists students in planning, organizing, and preparing for assignments, long-range projects, and tests.
- communicates clear performance expectations for student learning.
- manages student expectations and provides feedback in a constructive and equitable manner to students.
- assesses student performance based on instructional objectives.
- continuously monitors student progress before, during, and after instruction through frequent and systematic assessment.
- demonstrates competence in the use of acceptable grading, ranking, and scoring practices in recording student achievement.
- uses multiple assessment strategies including teacher-made, criterion-referenced, and standardized tests.

- uses oral, non-verbal, and written forms of assessment to measure student performance.
- includes information on student participation, performance, and/or products in assessment.
- teacher provides prompt feedback to help students monitor and improve their performance.
- provides meaningful and timely feedback to students about performance and progress.
- communicates and collaborates with colleagues in order to improve student performance.
- collects sufficient assessment data to support accurate reporting of student progress.
- gives performance feedback to students before, during, and after instruction.
- uses pre-assessment data to develop expectations for students and for documenting learning.
- uses results of a variety of formal and informal assessments to plan, monitor, and modify instruction as needed.
- uses a variety of assessments to monitor and modify instructional content and strategies.
- uses student assessment data to identify individual and group learning needs.
- uses informal assessments to adjust instruction while teaching.

### Reflecting on Teaching:

#### Most relevant competencies within this domain:

Medical (or content) knowledge	Interpersonal and communication skills	<ul style="list-style-type: none"> <li>• Practice-based reflection and improvement</li> </ul>
Learner centeredness	<ul style="list-style-type: none"> <li>• Professionalism and role modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Systems-based learning</li> </ul>

This domain includes continuous self-assessment and lifelong learning to improve teaching effectiveness and capacity as educators. In this domain specifically, the teacher:

- uses self-assessment and evaluation feedback to improve performance.
- participates in appropriate professional growth activities (e.g., committees, course work, workshops, conferences) consistent with personal growth and identified needs.
- explores and applies knowledge and information about effective methods.
- practices mindfulness during and after educational interactions.
- seeks input and feedback about the quality and effectiveness of their own teaching from multiple sources, including learners.
- utilizes feedback and self-assessment to identify teaching strengths and weaknesses.
- modifies teaching techniques and approaches to improve current practices.
- develops personal educational goals based on self-assessment and implements a plan to achieve those goals.

- seeks faculty development opportunities to improve educational practice.
- 1. Srinivasan M, Li ST, Meyers FJ, Pratt DD, Collins JB, Braddock C, Skeff KM, West DC, Henderson M, Hales RE, Hilty DM. "Teaching as a competency": competencies for medical educators. *Academic Medicine*. 2011 Oct 1;86(10):1211-20.

### 6.3 Data Sources

The peer teacher is encouraged to play a very active role in compiling components of the data that can be used in the peer observation process. The following data sources could be shared with the peer observer to facilitate the observation process:

#### Teacher Materials

- Course Outline/Syllabus, Lesson and Course Plans (evidence of teacher planning and preparation)
- Tests, Assignments and Projects (insights into both teacher goals for student learning and teacher's thinking about assessment)
- Teaching and Lab Activities (strategies and methods used in teaching that enhance the teaching and learning environment such as small group activities, PowerPoint presentations, instructional slides/photos, internet resources, etc.)
- Video Recordings of Delivered Lessons
- Student Input/Evaluations (institution collected student evaluations, class or online surveys, interviews)
- Colleague Input/Evaluations (letters of support based on observations of teaching or related teaching duties such as graduate supervision)
- Documentation of Professional Grow Activities (evidence of teacher's dedication to improvement in quality teaching through attendance at workshops, conferences and in-service professional development).
- Student Learning Data

### 6.4 Brookfield's four lenses

Each lens provides a different perspective on one's teaching. Participants can apply Brookfield's lenses in a variety of ways.

- Self
  - This lens is informed by a critical reflection of one's own strengths based on feedback from other sources including the other three lenses.
- Student
  - This lens is informed by student feedback, which can be collected by the teacher themselves informally in class using a survey tool, or by focus groups of students.
- Peer
  - Your peer will provide feedback on your teaching activities and documentation through this entire process. Each iteration of the peer observation process may be completed with a different peer to avail yourself of different perspectives.
  - You will get feedback on your individual goals from your peer, and you and your peer will co-create common goals to allow you to build on your skills together.
- Scholarly literature
  - You are provided with an extensive bibliography in this manual which serves as a starting point for your reading.
  - Your reading can both inform your goals and support existing goal

## 6.5 Individual Teaching Goals Template

<b>My Achievement Plan (Institutional Goal):</b>	
<b>My Individual Teaching Goal 1:</b>	
<b>Action Steps to Achieve Goal</b>	
<b>Resources Required to Achieve Goal</b>	
<b>Data Sources to Measure Success</b>	

<b>My Achievement Plan (Institutional Goal):</b>	
<b>My Individual Teaching Goal 2:</b>	
<b>Action Steps to Achieve Goal</b>	
<b>Resources Required to Achieve Goal</b>	
<b>Data Sources to Measure Success</b>	



<b>My Achievement Plan (Institutional Goal):</b>	
<b>My Individual Teaching Goal 3:</b>	
<b>Action Steps to Achieve Goal</b>	
<b>Resources Required to Achieve Goal</b>	
<b>Data Sources to Measure Success</b>	

## 6.6 Lesson Plans (Classroom, Clinical Teaching and Workshop Examples)


Peer teachers are required to create a lesson plan for the session that will be observed and share it with the peer observer prior to the observation process. This document along with other data sources, will provide a better context for the peer observer and facilitate their observation process.

Peer teachers can either choose a template from the examples provided here or use any template of their choice, as long as it contains the following information:

1. General information about the lesson including the type of lesson (large group, small group, bedside etc.)
2. Brief rationale for the lesson – how it is related to the rest of the curriculum
3. Learning objectives
4. Pre and post assessments
5. Brief description of planned student and teacher activities during the session

Example A: Classroom Lesson Plan							
General Info: Course No.: _____ Instructor(s): _____							
Lesson Topic/Title: _____ Date: _____							
<b>Rationale: Story/recent discovery to motivate them to the point of the lesson</b> (Purpose of the lesson that connects to prior knowledge and skills and motivates students)			__ min.				
<b>Learning Objectives:</b> <i>By the end of this session, the student will be able to...</i> <ul style="list-style-type: none"> <li>• Describe/Explain...</li> <li>• Demonstrate...</li> <li>• Complete...</li> </ul>			__ min.				
<b>Pre-Assessment:</b> (Description of how you will evaluate initial understandings; e.g., quiz, questioning strategies, brainstorming,...)			__ min.				
<b>Participatory Learning:</b> <table border="1" style="width: 100%;"> <tr> <td style="width: 33%;"> <b>Instructor Activities</b> (What you do)             </td> <td style="width: 33%;"> <b>Learner Activities</b> (What they do)             </td> <td style="width: 33%;"> <b>Materials/Resources</b> </td> <td style="width: 33%;"></td> </tr> </table>				<b>Instructor Activities</b> (What you do)	<b>Learner Activities</b> (What they do)	<b>Materials/Resources</b>	
<b>Instructor Activities</b> (What you do)	<b>Learner Activities</b> (What they do)	<b>Materials/Resources</b>					

<ul style="list-style-type: none"> <li>• Describe/Explain...</li> <li>• Demonstrate...</li> <li>• Complete...</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate...</li> <li>• Complete...</li> </ul>	<ul style="list-style-type: none"> <li>• (e.g., PowerPoint)</li> <li>• (e.g., lab equipment)</li> <li>•</li> </ul>	__ min.
<b>Post-Assessment: (activity sheet/quiz).</b> (Description of how you will evaluate whether or not your objectives were achieved; e.g., short test, student demonstration, collection of written activities/folders, teacher observation)			__ min.
<b>Summary/Closure:</b>			__ min.

Example B: Clinical Teaching Lesson Plan			
<b>Topic/Title:</b> _____ <b>Preceptor(s):</b> _____ <b>Date:</b> _____ <b>Student(s):</b> _____			
<b>Theme:</b>	___ min.		
<b>Learning Objectives:</b> <i>By the end of this session, the student will be able to...</i> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	___ min.		
<b>Pre-Rounds:</b>	___ min.	<div style="display: flex; align-items: center; gap: 10px;"> <div style="border: 1px solid black; padding: 2px 5px;">T</div> Teacher           <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">S</div> Student         </div>	
<b>Participatory Learning During Rounds:</b>			
<b>Teacher Activities</b>	<b>Student Activities</b>	<b>Materials/Resources</b>	
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	___ min.
<b>Post-Round Assessment:</b>			___ min.
<b>Summary/Closure:</b>			___ min.

## 6.7 BOPPPS Framework – Lesson Plan for Workshops

Presentation / Workshop Title:

Facilitator(s) / Instructor(s):

Anticipated Date / Time Req.:

Target Audience / Capacity Limit

Purpose/Bridge-In:	Time
Objectives:	Time
<i>By the end of this session, the participants will be able to:</i>  (LO1)  (LO2)  (LO3)  (LO4)	
Pre-Assessment:	Time

Participatory Teaching and Learning:

Facilitator/Instructor Activities		Participant/Learner Activities	Materials/Resources	Time
LO1				
LO2				
LO3				
LO4				
Post-Assessment:				Time
Follow-Up Assessment (if appropriate):				
Summary/Closure:				Time
Review objectives of the presentation ...				

## 6.8 Teaching Observation Form

The peer observer will use this form to document the observation details.

### Ross University School of Medicine – Peer- Observation of Teaching

**Instructor's Name:** \_\_\_\_\_

**Observer:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Date:** (dd/mm/yyyy) \_\_\_\_/\_\_\_\_/\_\_\_\_.

**Observation:** ☐ 1<sup>st</sup> ☐ 2<sup>nd</sup> ☐ 3<sup>rd</sup> ☐ \_\_\_\_\_

**Type of Lesson** (brief description):

**Focus of Lesson:**

#### Observation Details:

*Observers are encouraged to record events sequentially, and with time markers to enable both peers to reflect on cause and effect scenarios as they were played out in the classroom.*

*Comments made during observation should be free of judgement, and the observer should attempt to capture only the sequence of events.*

<b>INDIVIDUAL TEACHING GOAL 1:</b>	
<b>Notes on teaching activities observed</b>	
<b>Feedback on teaching</b>	

<b>INDIVIDUAL TEACHING GOAL 2:</b>	
<b>Notes on teaching activities observed</b>	
<b>Feedback on teaching</b>	

<b>COMMON TEACHING GOAL:</b>	
<b>Notes on teaching activities observed</b>	
<b>Feedback on teaching</b>	

## 6.9 Joint Statement – Peer Observer and Peer Teacher

Following the observation process, the peers are required to meet and provide each other feedback. The participants are required to capture the important elements of this meeting by creating a joint statement.

A joint statement is a short summary containing a log of who was observed by whom, good practice observed, and any other issues related to the promotion of high-quality learning and teaching. The completed joint statement is signed by both the peer observer and the peer teacher.

### Joint Statement

#### Participants and Roles:

- Observer name – Role: Peer Observer and (e.g., specialty, department, faculty role, other)
- Observee name – Role: Peer Teacher and (e.g., specialty, department, faculty role, other)

#### Activity Description:

- Post observation feedback session on: Type of session.
- Post observation date:
- Observation / Workshop Date:

#### Feedback from Session – Date

Comments from observer based on notes and observation template.

#### Advice and Joint Statement

Common shared statement...

#### Signed

I have read this and discussed the contents.

Peer Observer

Peer Teacher



## 6.10 Annotated Sample of Teaching Goals Document

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## Individual Teaching Goals

*Your name*

<b>My Achievement Plan (Relevant objectives):</b>	
<ul style="list-style-type: none"> <li>Identify high-yield content for inclusion in lectures, skills activities and assessments.</li> <li>Remove content not relevant to student goals.</li> </ul>	
<b>My Individual Teaching Goal:</b> Make content clinically-relevant and memorable to inspire students to be compassionate and effective physicians.	
<b>Action Steps to Achieve Goal</b>	<ul style="list-style-type: none"> <li>Build on prior knowledge by ...</li> <li>Use formative assessment activities within class activities or lectures to engage students in ...</li> <li>Bring material alive for students by using case examples and stories.</li> <li>Use more signposts to connect material across lectures.</li> <li>Observe for indicators of understanding and engagement, ask questions. Make the lecture a conversation.</li> </ul>
<b>Resources Required to Achieve Goal</b>	Well-prepared PowerPoint multi-media presentation, TurningPoint / audience response where relevant
<b>Data Sources to Measure Success</b>	<p>Observed engagement: What percentage of the class is smiling / engaged / participating ...</p> <p>One minute survey to gauge inspiration.</p>

**Commented [LPH1]:** The addition of MAP goals is useful, although not required.

**Commented [LPH2]:** This goal is an individual, measurable goal, although measuring inspiration may be challenging.

How might you measure that inspiration?

**Commented [LPH3]:** Concrete examples, often sequential, but not necessarily that will help fulfill your goal.

**Commented [LPH4]:** Peer observer can assist in these measurements.

## 6.11 Annotated Sample of Lesson Plan Document

Classroom Lesson Plan			
<b>Course:</b> <i>Your course name including semester / level</i>			
<b>Instructor(s):</b> <i>Instructor name (you and others)</i>			
<b>Lesson Topic/Title:</b> <i>Description title of session</i> <b>Date:</b>			
<b>Rationale:</b> (Purpose of the lesson that connects to prior knowledge and skills and motivates students)			3 min.
<b>Learning Objectives:</b> <i>By the end of this session, the student will be able to...</i> <i>Auscultate ....</i>			_ min.
<b>Pre-Assessment:</b> Determine if they know any additional modalities, which were ...			_ min.
<b>Participatory Learning:</b>			
<b>Instructor Activities</b> (What you do)	<b>Learner Activities</b> (What they do)	<b>Materials/Resources</b>	
•		•	_ min.
<b>Post-Assessment: (activity sheet/quiz).</b> (Description of how you will evaluate whether or not your objectives were achieved; e.g., short test, student demonstration, collection of written activities/folders, teacher observation)			_ min.
<b>Summary/Closure:</b>			_ min.

**Commented [LPH2]:** Including a time frame is a key element to help you gauge your activities and allow time to think and engage.

**Commented [LPH1]:** Can be a story or anecdote that highlights the content or lesson to be delivered.

**Commented [LPH3]:** These might be conveyed the student in a slide, or other means. They are key for the instructor to ensure adherence to the curriculum.

**Commented [LPH4]:** Whether lessons are delivered in a sequence, or as a stand-alone concept within the larger curriculum, determining your students entry-level knowledge is helpful to allow the instructor to take appropriate steps to recall prior knowledge and support better engagement.

**Commented [LPH5]:** This section can vary depending on the activity. It is very helpful to lay out the steps that you will do and what you expect your students to do in response.

I always tell teachers to imagine that they will not actually deliver the lesson. What do you need to tell your colleague who will deliver the lesson?

**Commented [LPH6]:** This may be built into the activities in a structured SGL for example, or may be more explicitly delivered as an end of session survey.

Alternatively, it may be a simple concept check in a sequence of lessons.

**Commented [LPH7]:** How will you wrap up your session? What do they need to know got next time? To follow up or pursue additional studies.

## 6.12 Annotated Sample of Teaching Observation Document

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## Teaching Observation #2

## School of Medicine – Peer- Observation of Teaching

Instructor's Name:     Your Name    Observer:     Your peer observer name    Location:     location of class / lab / activity    Date: the dateObservation: ☐ 1<sup>st</sup> ☐ 2<sup>nd</sup>

Type of Lesson: e.g., Lab Session / Presentation / formative activity / lecture

## Focus of Lesson:

- Objective 1, 2, 3, etc.

INDIVIDUAL TEACHING GOAL 1:	"Manage the Online Environment"
Notes on teaching activities observed	Dr. YourName started each rotation of students on time, asking if they completed their pre-assessment. No technical difficulties were experienced during the presentation. There was no background noise, her voice was clear. She checked at regular intervals to ensure that the students can hear and see her.
Feedback on teaching	Dr. YourName did well to ... . She regularly checked ... . However, I think it may be good to ask if students heard their fellow students comments/questions/answers, because ...

INDIVIDUAL TEACHING GOAL 2:	"Complete the planned session on time"
Notes on teaching activities observed	
Feedback on teaching	

COMMON TEACHING GOAL:	"Speak clearly and with good pace"
Notes on teaching activities observed	
Feedback on teaching	

**Commented [LPH1]:** Put appropriate number**Commented [LPH2]:** Lesson objectives based on the content or curriculum.**Commented [LPH3]:** The peer observer should use a separate document to record extensive chronological observations of the classroom activity, noting times and actions of all participants.

Such observations should be judgement free, allowing the peer teacher the opportunity to determine for themselves the degree of success they had in each of their activities and meeting their objectives.

In this table, the peer observer can record those details of the lesson that reflect on this particular goal. This can be a chronological summary of the activities observed.

**Commented [LPH4]:** Feedback can be of varying nature, depending on the activity, the goal and the experience of the observer.

Feedback often includes a value judgement or advice on how to improve a particular activity.

## 6.13 Annotated Sample of Joint Statement Document

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### Joint Statement – Peer Observer and Peer Teacher

#### Participants and Roles:

- Your Name – Peer Teacher
- Name of your: Peer Observer

#### Activity Description:

- Name of activity
- Observation date:
- Joint Statement date:

#### Feedback from Session

Overall, \_\_\_\_\_ was highly effective at achieving her teaching goals,.... She created a positive environment that was conducive..... I think that the observation activities have helped her grow as a teacher ... She ensured clear communication skills by...

**Commented [LPH1]:** Should reference the teaching observation activities and feedback and be written by the peer observer, or in the peer observer's voice.

#### Advice and Joint Statement

Dr. \_\_\_\_\_ observed my classroom for my second observation teaching Semester 1 students...

**Commented [LPH2]:** It is useful to state the setting for the observation

My peer observer appreciated that I incorporated her feedback into my teaching ... I gave serious thought to the comments and made every effort to develop in the areas indicated by my initial feedback. I also ...

**Commented [LPH3]:** Comments on the nature of the feedback and actions taken by the peer teacher to incorporate feedback from initial session or other sources.

I have ... I also improved on my time management by...

**Commented [LPH4]:** Comments on specific goals.

I hope that I can continue to ...

**Commented [LPH5]:** Plans for future practice as a result of the observations.

#### Signed

I have read this and discussed the contents.

Peer Observer

Peer Teacher

**Your observer name**

**Your name**