**Subject: Peer Teaching Observation Pilot Program**

Motion: To ENDORSE the creating of a Peer Teaching Observation Pilot Program

**Background:**

Peer review of teaching has many benefits in fostering teaching excellence, creating collegial communities of scholar teachers, and more fair and transparent cultures of professional development.  The following proposal is for the purpose of providing teachers with an optional structured, formative evaluation of their teaching. Information from the observation(s) will only be shared with the participating teachers.

Among our current resources, CTL (GC’s Center for Teaching & Learning) offers a “**confidential**, **formative**,” mid-term student feedback service available to all GC instructors. It is ideally done 4-8 weeks into the semester. At the invitation of an instructor, a facilitator-trained in the Group Instructional Feedback Technique--guides students through a 30-minute, group consensus-building process offering student feedback to a series of directed questions.” This assessment generates a student consensus opinion.

**Proposal:**

* **Pilot a Two-Part Comprehensive Formative Course Review Program**
	+ Part 1 – Peer observation of a class using a choice of two resources from the National School Reform Faculty
		- Observation Protocol #2 – Focus Point
		- Observation Protocol #3 – Interesting Moments
	+ Part 2 - Group Instructional Feedback Technique midterm assessment (currently used)
* **Target Audience**
	+ The target-audience is tenure-track faculty in their first three years of teaching at GC. The pilot program is voluntary and initiated by the faculty member. The faculty will choose at least one course taught during a school year for the **formative** peer-observation.
* **Department Coordinating the Pilot Project**
	+ CTL will expand its evaluation from a student feedback model to a two-part comprehensive observation that still includes the facilitator gathering student feedback, but adds to that the facilitator’s formative assessment of the classroom experience.
* **Benefit to GC**
	+ Since this is a pilot program, one benefit of the CTL model is that the structure is already in place to accomplish it.
* **Peer Reviewers**
	+ A single, trained, out-of-department CTL reviewer assess the first 25(+) minutes of a class period using an agreed-upon Peer Review protocol and then perform the traditional 25-minute CTL student assessment at the end of class. (Note: Faculty will still have the option to participate only in the GIFT model feedback technique, but that will be a separate entity from this pilot program.)
* **Pilot Project Assessment**
	+ Participating faculty volunteers will write a half-page assessment of their reflections of the peer review process to include strengths, weakness, concerns or recommendations.
	+ At the end of one year, FAPC will assess the pilot program and discuss its continuation or expansion.

**Rationale:**

* Using CTL and keeping the procedure as voluntary leverages current resources without requiring participation by faculty either as observers or subjects of observation (as this program is strictly in the pilot stage).
* New faculty can be encouraged, as they have been in the past, to participate in the process.
* Observations will be strictly formative. If someone from the teaching area were used there could be an inadvertent summative impact (or even the appearance of one) that might alter the perception of results, and that is avoided by having an out-of-discipline observer.