

FREE

Faculty Resources for Educational Excellence



Upcoming Events

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Enhancing Faculty Development Through Structured Peer Observation

by **TEACH**

Peer observation is a critical component of faculty development, aimed at enhancing teaching quality and supporting faculty advancement by providing a structured, supportive, and confidential framework for evaluating and improving teaching practices.

Peer observations are essential for faculty growth and development and a requirement for those seeking promotion at VTCSOM regardless of track. VTCSOM's promotion criteria state that candidates for promotion to either Associate or Full Professor must present evidence of at least two peer observations of their teaching, spaced at least three months apart.

The TEACH program provides educational observation and consultation services to assist in this process. TEACH offers a structured process, including a pre-observation meeting, the observation itself, and a post-observation debrief, focusing on providing constructive feedback for the observed faculty member. Observable encounters can vary widely, encompassing a range of teaching methods and settings, from in-person lectures and group sessions to virtual teaching and facilitation roles. We will come to observe you wherever you are teaching (Yes! We even observe teaching that takes place in the operating room). This process is designed to be straightforward and supportive, emphasizing confidentiality and the observer's role in identifying strengths and areas for improvement in teaching practices.

Faculty interested in having a teaching encounter observed can request an observation through TEACH by clicking this [link](#) or by navigating to the TEACH website and clicking "Teaching Observations."

There is no requirement to utilize observation services through TEACH, however, it is recommended that observees select an observer outside of their department and choose someone who is a TEACH member.

To best support observers and observees in the process, TEACH has developed a **guiding document** outlining steps to prepare for and engage in the observation process, including criteria for selecting observers and conducting the observations effectively. The document also introduces multi-purpose observation rubrics and guidance for different teaching settings, such as didactic lectures, clinical encounters, and surgery, to ensure observations are conducted consistently and effectively across various educational contexts.

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Email OCPD or click the button below to visit our website.

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