

## INTRODUCTION

### Peer Coaching

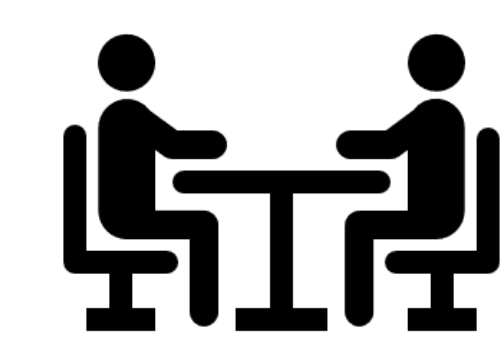
- Teaching effectiveness is difficult to measure
- Peer coaching was a response to this challenge
- Originally termed “peer review”
- Many universities have peer coaching programs, often using senior instructors to evaluate junior instructors
- We have an uneven picture of the effectiveness and lack of agreement on what is best practice

### Objective

- The purpose of this study was to conduct a **conceptual review** of the research literature that describes the **purpose and process of peer coaching**, and **critiques the evidence for implementing** a peer coaching program

## RESULTS

	Evaluative Approach	Developmental Approach
Lead	Administrators, senior faculty	Junior and senior faculty
Purpose	Detect underperformance, quality assessment	Demonstrate or improve competency
Facilitates	Promotion	Engagement about teaching
Challenges	Power differential	May lack clarity regarding excellence
Motivation	Meet requirements	Learn and grow as a teacher and colleague
Perception	Performance management	Performance enhancement
Supports	Enforced compliance	Innovation and growth
Culture	Punitive	Collaborative



### WHAT

- Over 10+ terms (e.g. review)
- extra set of eyes and ears for peer’s teaching practices
- N=17/49 reports described observation only
- N=32/49 - observation is not an end in itself – must include discussion and sharing

### Participants

- Teacher
- Peer (within program)
- Expert (pedagogical theory, course development)

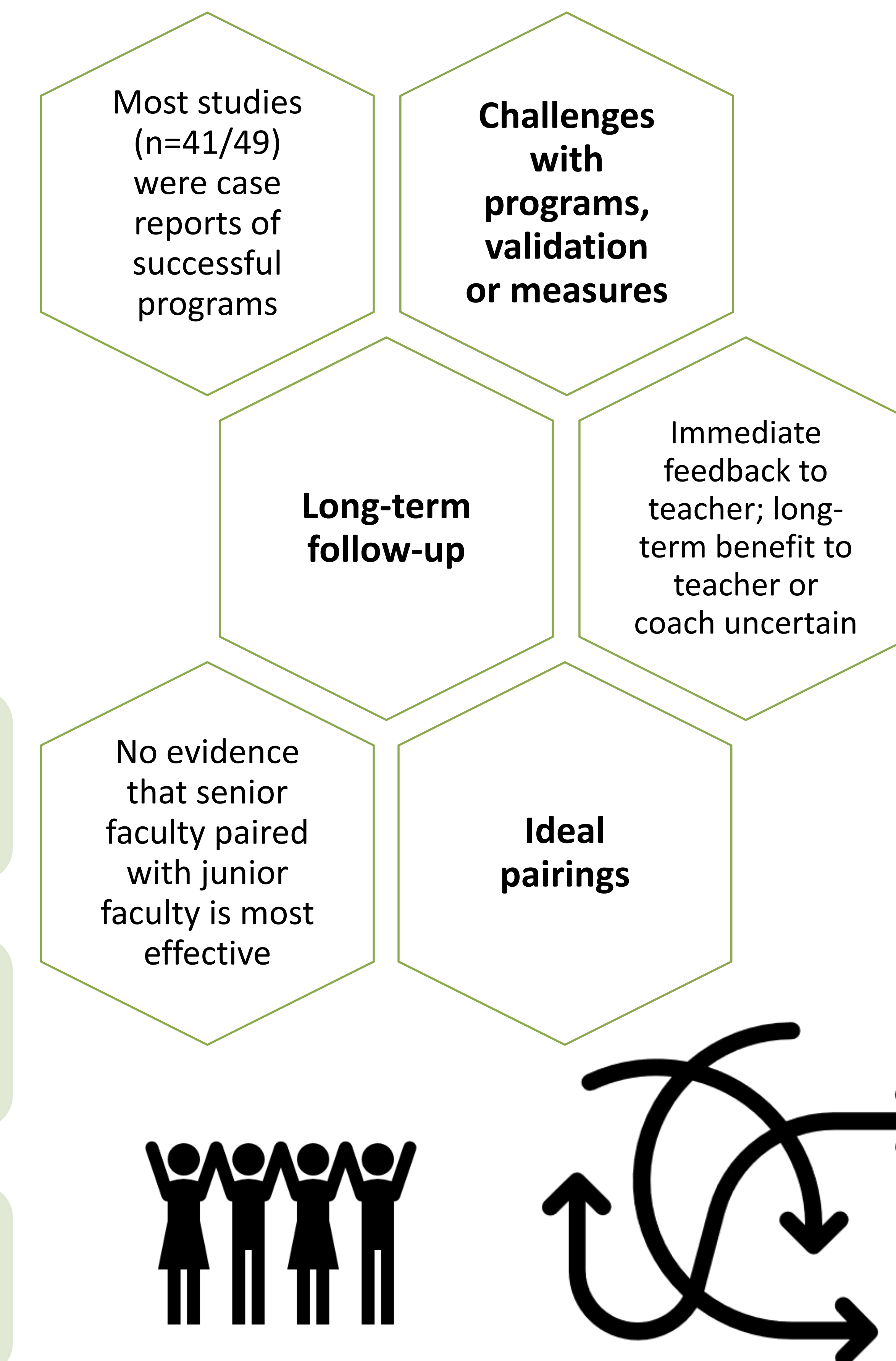
### Phases

- Pre-observation (initial discussion)
- Observation
- Post-observation (feedback, discussion)

### Essential features

- Confidentiality and trust
- Teacher has agency
- Flexibility in options and program

## GAPS in the LITERATURE



## METHODS

1. Comprehensive review used to gain understanding of issue through synthesis from previous work to fill a knowledge gap
2. Literature search from inception to 09/2021
3. Conceptual review using 5W approach
4. Who, what, where, when, why

Benefits	Challenges	Facilitators
Professional growth	Perception of teaching incompetence	Administrators create healthy culture
Reduce teacher solitude	Process may damage relationships or reputation	Pilot test and revise program as needed
Limit apprehension with evaluations	Subjective	Clearly articulate the purpose of peer coaching
Increase professional worth	Time constraints	Delegate the process to an academic unit (e.g. committee, working group)
Enhance teaching effectiveness	Formal process least desirable yet most evidence is with formal programs	Prioritization of confidentiality, trust, safety
Improved morale	Evidence bias to successful programs	
Improve teaching practices	Administrators dictating vs delegating	
Elevate teaching to scholarly activity	Lack of piloting and revising programs	
Improved teaching effectiveness	Purpose not clearly articulated	
Improved student learning outcomes		

## DISCUSSION

- The descriptive reports of successful programs leaves many unanswered questions
- The literature supports creating a culture of inquiry versus evaluation as foundational for launching an effective peer coaching program
- Words matter, the purpose must be made clear, and safety for the teacher is paramount