

# Peer observation and feedback training proposal

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## Index

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<b>1. Objectives.....</b>	<b>3</b>
<b>2. Contents .....</b>	<b>3</b>
<b>3. To whom is it addressed? .....</b>	<b>4</b>
<b>4. Methodology.....</b>	<b>4</b>
<b>5. Activities .....</b>	<b>4</b>
<b>6. Programme development .....</b>	<b>6</b>
<b>MODULE 1: Fundamentals of Observation and Feedback.....</b>	<b>6</b>
<b>MODULE 2: Collaborative Learning Culture.....</b>	<b>7</b>
<b>MODULE 3: Observation and Feedback Tools and Techniques.....</b>	<b>10</b>
<b>MODULE 4: Observation and Feedback Practice.....</b>	<b>12</b>
<b>7. Resources.....</b>	<b>15</b>
<b>8. Timing .....</b>	<b>15</b>
<b>9. Evaluation .....</b>	<b>15</b>
<b>To find out more .....</b>	<b>16</b>

## 1. Objectives

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- Train teachers in the ability to observe and provide constructive and quality feedback to their peers.
- Foster a collaborative and supportive learning environment among teachers.
- Promoting Teacher Professional Development (TPD)/Teaching Agency (TA) through peer observation and feedback practices



## 2. Contents

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### **Module 1: Fundamentals of Observation and Feedback**

- Key concepts of observation and feedback: What? Who? How?
- Models and types of observation and feedback: from evaluative to constructive observation
- Teaching agency and teacher self-training

### **Module 2: Collaborative Learning Culture**

- Collaboration and trust between teachers: Teacher self-training
- Resistance to observation and feedback
- Criteria for pair formation
- Ethical considerations

### **Module 3: Observation and Feedback Tools and Techniques**

- Phases and methods for observing
- Instruments for reciprocal and symmetric observation
- Strategies for receiving and giving constructive feedback

### **Module 4: Observation and Feedback Practice**

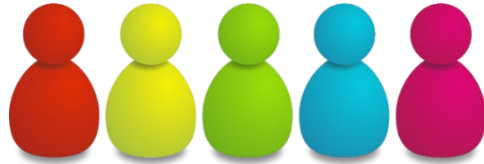
- Practical classroom observation exercises

- Role-playing of peer feedback situations
- Analysis and discussion of cases

### 3. To whom is it addressed?

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- Teaching teams for pre-school, primary, secondary, and higher education.
- Trainees on the Bachelor's Degrees in Early Childhood and Primary Education, and students on the Master's Degree in Secondary Education Teacher Training.
- Advisors and teacher trainers who conduct professional development support processes for teachers.



### 4. Methodology

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The methodological proposal adopts the model of **Reflective Practice**, an active methodology that integrates theoretical-practical sessions and promotes peer learning.

This approach emphasizes critical reflection on professional practices, encouraging the active participation of participants and collaboration among them in order to deepen their understanding of the topics covered.

### 5. Activities

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The proposed activities are consistent with reflective methodology and peer learning. Each activity is designed to encourage critical reflection, active participation, and collaboration among participants.



Table describing the sequence of programmed activities, at the global level:

<b>Activities</b>	<b>Description</b>
1. <b>Theoretical training sessions and group discussions</b>	These moments allow the learning of theoretical concepts and their subsequent discussion among the participants, fostering the understanding and application of the contents. The essential concepts and contents can be extracted from the infographics shared on the website: <a href="https://www.observacioentreiguals.com/">https://www.observacioentreiguals.com/</a>
2. <b>Practical classroom observation activities</b>	These activities provide an opportunity for participants to observe teaching practices in action, identify key elements and reflect on their own experiences, always considering the observation tools shared on the website: <a href="https://www.observacioentreiguals.how/">https://www.observacioentreiguals.how/</a> .
3. <b>Simulations</b> of peer feedback situations	Through this activity, participants can perform the action of giving and receiving constructive feedback, developing essential skills to improve their professional practices.
4. <b>Case analysis and constructive feedback</b> sessions	Through the analysis of real cases, participants can explore complex situations and develop strategies to deal with them effectively, with the support of group feedback.
5. Work in teams to <b>develop rubrics and checklists.</b>	These tasks involve collaboration between participants to create practical tools to facilitate the evaluation and monitoring of internships.
6. <b>Establishing peer observation and feedback groups</b> in the school context	This practice promotes the creation of support networks among education professionals, facilitating mutual observation and constructive feedback to improve teaching practice.

## 6. Programme development

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### 6.1. MODULE 1: Fundamentals of Observation and Feedback

#### Contents:

- 1.1. Key Concepts of Observation and Feedback:
  - Introduction to the fundamental concepts of observation and feedback.
  - Exploration of who and from what role is involved in the observation and feedback process.
  - Reflection on the different ways of providing constructive feedback.
- 1.2. Models and Typologies of Observation and Feedback:
  - Knowledge of the different models and typologies of observation and feedback.
  - Differentiation between evaluative and constructive observation.
  - Discussion on how feedback can be used as a tool for continuous improvement.
- 1.3. The Teaching Agency and the Self-training of the Teaching Staff:
  - Analysis of how teachers can take responsibility for their own professional development.
  - Understanding the importance of observation and feedback in improving teaching practice.

#### Structure of the sessions

Phases	Activities
1. Connecting with Previous Experience	a. Reflection activity on participants' previous experiences with observation, feedback and their relationship with learning.
	b. Questions to encourage reflection: What does observing mean to you? What do you do when you intend to learn from the person and situation you observe? How do you feel when

	you observe? And when you are observed? How do you give feedback on what you have observed? How do you feel when you receive feedback from your partner?
<b>2.</b> Structuring and Framing the Entry Point	<b>a.</b> Gathering input from participants to establish a framework for the session, focusing on the actions needed to achieve the learning.
	<b>b.</b> Classification of the information shared on the basis of the phases for learning: collecting information, analysing it and making proposals for improvement.
<b>3.</b> Theoretical Contrast	<b>a.</b> Presentation of research contributions on reciprocal and symmetrical observation as well as on quality feedback. <a href="#">Peer Observation and Feedback Video</a>
	<b>b.</b> Use of didactic guide, infographics, and web articles to reinforce the concepts presented. <a href="https://www.observacioentreiguals.com/">https://www.observacioentreiguals.com/</a>
<b>4.</b> Evidence of Learning	<b>a.</b> Comparison of the starting point with the current point in the development of the portfolio.
	<b>b.</b> Reflection on what has been learned and what content has transformed or enriched the participants' starting point.

## 6.2. MODULE 2: Collaborative Learning Culture

### Contents:

2.1 Collaboration and trust between teachers: contributions from research:

- Importance of collaboration in the school environment.
- Results of previous research on the benefits of collaboration between teachers.
- Strategies to foster collaboration between teachers.

2.2. Resistance to observation and feedback:

- Origins of resistance to receiving and giving observation and feedback.

- Strategies to overcome teachers' resistance.
- Positive impact of observation and feedback on teachers' professional development.

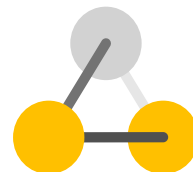
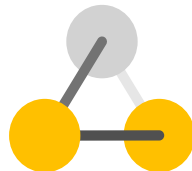
### 2.3. Criteria for pair formation:

- Desirable characteristics in a teaching pair when working with the shared teaching model.
- Processes for selecting effective partners.
- Strategies for pair formation based on the criteria identified as facilitators.

### 2.4 Ethical considerations:

- Importance of ethics in teaching practice and teacher education.
- Common ethical dilemmas in teacher observation and feedback.
- Strategies for addressing ethical issues in the collaboration and training of teaching partners.

### **Structure of the sessions:**





Phases	Activities
<p><b>1.</b> Connecting with Previous Experience</p>	<p><b>a.</b> Reflection activity on the following questions: Which partner would you choose, or have you chosen, to observe and be observed? Why? What criteria have you used to select this partner? What resistances do you think may arise during the observation and feedback process? How do you feel when you think that you have to be observed and that you will have to observe other teachers?</p>
<p><b>2.</b> Structuring and Framing the Entry Point</p>	<p><b>a.</b> Collecting and analysing input from participants on partner selection criteria and possible resistances.</p> <p><b>b.</b> Use the research results to structure the conceptual framework for the session.</p> <p><b>c.</b> To classify the criteria analysed in the research for pair formation and resistance management into criteria more and less favorable to shared teaching.</p>
<p><b>3.</b> Theoretical Contrast</p>	<p><b>a.</b> Presentation and discussion of research contributions on collaboration and trust between teachers, as well as resistance to observation and feedback.</p> <p><b>b.</b> Explore the article on proximity as a concrete example of the dynamics of collaboration and trust between teachers.  <a href="#">Ribosa, J., Corcelles - Seuba, M., Morodo, A., &amp; Duran, D. (2023). Reducing teachers' resistance to reciprocal peer observation. <i>European Journal of Education</i>, e12606. DOI: 10.1111/ejed.12606</a></p>
<p><b>4.</b> Video Shared Teaching: Teacher-to-Teacher Learning</p>	<p><b>a.</b> Screening of the video and facilitation of a discussion afterwards with the guide.  <a href="#">Duran, D., Oller, M., i Hugueta, T. (Coords.). (2018, 21 de juny). Docència compartida: Aprenentatge docent entre iguals per a l'atenció a la diversitat [Vídeo]. Bellaterra: GRAI (UAB)-ARMIF. <a href="#">Didactic Guide</a></a></p> <p><b>b.</b> Identify practical examples of collaboration and learning among teachers.</p>

	<p><b>c.</b> Analyse the collaboration strategies and dynamics presented in the video (benefits and difficulties of each modality). It is proposed to follow the guide published on the website:  <a href="https://www.observacioentreiguals.com/">https://www.observacioentreiguals.com/</a></p>
<b>5. Evidence of Learning</b>	<p><b>a.</b> Compare the starting point with the progress and reflections during the session through the development of the portfolio, or other forms of evaluation.</p>
	<p><b>b.</b> Encourage reflection on how new ideas and practices can be applied to one's own professional experiences.</p>

### **6.3. MODULE 3: Observation and Feedback Tools and Techniques**

#### **Contents:**

#### 3.1. Phases and methods of observation:

- Preparation for the observation: definition of objectives and focus. Prior decisions and agreements.
- Execution of observation: observation techniques and tools.
- Analysis and reflection after observation: interpretation of results and identification of strengths and targets for improvement.

#### 3.2. Tools for reciprocal and symmetric observation:

- Checklists and evaluation rubrics as observation tools.
- Video observation as a tool for self-reflection and reciprocal observation.
- Observation of live or recorded classes for symmetrical observation.

#### 3.3. Strategies for receiving and giving constructive feedback:

- Establishment of clear guidelines for constructive and effective feedback.
- Techniques for giving positive and constructive feedback and improvement.
- Strategies for receiving feedback in an open and reflective way, including self-reflection and questioning.

## Structure of the sessions

Phases	Activities
<p><b>1.</b> Connecting with Previous Experience</p>	<p><b>a.</b> Opportunity for participants to reflect on their previous experiences with observation and feedback with guiding questions: How have you observed, or been observed before? Have you used tools? Which ones? How do you think the observation and feedback process could be improved? What are the important prior decisions before undertaking an observation?</p>
<p><b>2.</b> Structuring and Framing the Entry Point</p>	<p><b>a.</b> Gather input from participants on their experiences and expectations.</p> <p><b>b.</b> Use a framework based on the research and infographics provided to establish a context for the session: facilitators/obstacles for observation and feedback.</p> <p><b>c.</b> Identify key phases and variables for effective observation.</p>
<p><b>3.</b> Theoretical Contrast</p>	<p><b>a.</b> Presentation and discussion of research contributions on tools and models of observation and feedback.</p> <p><b>b.</b> Introduction to important documents such as pre-observation agreements, post-observation report, reflective synthesis, etc. It is recommended to use the protocols published on the web: <a href="https://www.observacioentreiguals.com/">https://www.observacioentreiguals.com/</a></p> <p><b>c.</b> Emphasise the importance of preparation and reflection in the observation and feedback process.</p>
<p><b>4.</b> Customisation: Owing the Tools</p>	<p><b>a.</b> Develop pre-observation agreements, establish clear criteria and items to be observed during the process.</p> <p><b>b.</b> Use practical examples or case studies to illustrate the effective use of these tools and techniques.</p>
<p><b>5.</b> Evidence of Learning</p>	<p><b>a.</b> Ask participants to compare their starting point with their progress during the session in their portfolio.</p>

	<b>b.</b> Encourage reflection on how to apply new skills and knowledge to their professional practice.
	<b>c.</b> Emphasise the importance of continuing professional development by reviewing their portfolios or appraisal documents.

## 6.4. MODULE 4: Observation and Feedback Practice

### Contents:

#### 4.1. Practical exercises in classroom observation:

- Design of observation exercises focusing on specific objectives and focus of observation previously agreed upon.
- Use of guides and tools for effective classroom observation.
- Reflection and analysis after the observation: identification of trends, learning opportunities and improvements of the observed practice.

#### 4.2. Role-playing of peer feedback situations:

- Preparation and definition of roles for the role-playing exercise.
- Simulation of real peer feedback situations.
- Reflection and feedback after the role-playing sessions: identification of strengths and targets for improvement.

#### 4.3. Analysis and discussion of cases:

- Presentation of real or fictitious cases for group analysis.
- Identification of ethical dilemmas, challenges and opportunities in the cases presented.
- Generation of solutions and strategies based on case analysis for the improvement of professional practice.

**The** primary objective of feedback is to bring out the **objectives of improvement in** a constructive and professional development-oriented way. Feedback, when conducted symmetrically and reciprocally, allows both the observer and the observed to share and exchange impressions, reflections and suggestions in a bidirectional way. In this sense, the improvement objectives that arise from this observation must be specific, measurable, achievable, relevant and time bound. Furthermore, they should be contextualised, taking into account individual needs and should be aligned with teach

professional achievements. It is important that these objectives are formulated in a positive way, promoting a proactive approach to continuous professional development. In this way, feedback not only identifies areas for improvement, but also creates a collaborative and shared learning environment.

### Structure of the sessions

Phases	Activities
<p><b>1.</b> Connecting with Previous Experience</p>	<p><b>a.</b> Allow time for participants to briefly reflect on their previous experiences with observation and feedback.</p> <p>Questions to facilitate and guide reflection:            What were your feelings or emotions in previous observation and feedback situations? What aspects of your experiences with observation and feedback did you find most useful or beneficial? What were the main challenges or difficulties you faced in observation and feedback situations? How did you perceive the importance of observation and feedback in your professional development or learning? What expectations do you have about participating in observation and feedback activities in that particular context? What do you think might be the benefits of reflecting on your previous experiences with observation and feedback before engaging in new activities?</p> <p><b>b.</b> Open discussion to share experiences, challenges and achievements.</p>
<p><b>2.</b> Structuring and Framing the Starting Point</p>	<p><b>a.</b> Gather input from participants on their expectations and objectives for their session.</p> <p><b>b.</b> Identify key areas of focus for observation and feedback practice.</p> <p><b>c.</b> Establish a framework or guide for the session, highlighting the actions needed to achieve effective learning.</p>
<p><b>3.</b> Theoretical Contrast</p>	<p><b>a.</b> Present summaries of relevant research on observation and feedback.</p>

	<p><b>b.</b> Highlight best practices, learning theories and effective strategies in observation and feedback.</p> <p><b>c.</b> Open discussion on the implications of theory in practice.</p>
<b>4.</b> Evidence of Learning	<p><b>a.</b> Ask participants to compare their starting point with their current progress in portfolio development, or other forms of assessment.</p> <p><b>b.</b> Discuss areas for improvement and techniques that can be used to improve their observation and feedback practice.</p>
<b>5.</b> Broadening and deepening	<p><b>a.</b> Practical exercises on classroom observation analysis.</p> <p><b>b.</b> Analysis of audio feedback and/or role-playing of peer feedback situations.</p> <p><b>c.</b> Share experiences and reflections derived from the practical activities.</p>
<b>6.</b> Closure and future steps	<p><b>a.</b> Recap the essential contents of the session.</p> <p><b>b.</b> Open discussion on how they can apply what they have learned in their own professional practices.</p> <p><b>c.</b> Identify steps to be taken, both individually and collectively, to further develop their observation and feedback skills.</p>

## 7. Resources

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Adequate resources for the development of the programme are:

- Reading material and presentations.
- Video demonstrations of observations and feedback.
- Rubrics, baselines, and checklists.
- Classroom recordings for practical sessions.
- Virtual platform for sharing resources and collaborating online (website/ Moodle ...)

## 8. Timing

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Sessions	Week 1	Week 2	Week 3	Week 4
1	Module 1	Module 2	Module 3	Module 4
3	Module 1	Module 2	Module 3	Module 4
3	Module 1	Module 2	Module 3	Module 4

## 9. Evaluation

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Aligned with the objectives of the training, it is proposed to carry out a dynamic self-assessment process, in which individuals evaluate their own progress, skills and knowledge over time, taking into account the changes, experiences and reflections they build up. This type of evaluation allows participants to continuously self-assess and adjust themselves in order to improve their performance and personal and professional growth.

The categories that structure **the dynamic evaluation** are:

- Constant reflection: Dynamic self-assessment involves constant reflection on one's own progress and learning experiences. This reflection can range from daily consideration of what has been learned and how it could be improved, or through periodic review of personal goals and objectives.

- **Adaptability:** Individuals who engage in dynamic self-assessment are able to adapt and adjust to changes in their circumstances, goals and learning needs. This may include identifying new areas for improvement, redefining objectives, and seeking new learning opportunities.
- **Internal and external feedback:** In addition to assessing their own progress, individuals who engage in dynamic self-assessment can also seek external feedback from mentors, peers, and other sources to help guide their growth. This external feedback can provide an objective perspective and help identify areas for improvement that may not be apparent to the individual.

Learning portfolios are instruments that help to accompany dynamic assessment. In addition, the following dimensions can be assessed:

- Active participation in training sessions.
- Delivery and creation of developed rubrics, baselines, and checklists.
- Evaluation of feedback provided by teachers to their colleagues.
- Evaluation of the implementation of acquired skills in the school environment.
- Creating a portfolio (dynamic assessment)



**[To find out more](#)**

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