Methods

Development of “Peer Assessment of Instruction” (PAI) was initiated as a pilot program by the Dean of the COPHS. In Fall of 2014, the Director of Assessment assembled a review team of Department Chairs and Faculty from the TSU College of Education. [Tables 283]

- Members of the review team (6) were trained and charged to solicit faculty buy-in, serve as peer observers to (12) faculty lecturers, and facilitate implementation of the multi-step process.
- Faculty (12) were selected for review via a lottery selection process.
- Each lecture was assigned 2 peer observers.
- The review process consisted of two primary activities: (1) peer observation of in-class teaching and (2) peer review of the documents used in a course.
- The team identified a reliable peer-observation rubric that addresses 5 areas: course layout and integration, learning, assessment of learning, resources and materials, and learner interaction.
- Self-reflective assessments were incorporated throughout the process.
- Student evaluations were analyzed and used to define focal points for discussions during pre and post-assessment meetings between observers and instructors of each course.

Table 1

<table>
<thead>
<tr>
<th>Item</th>
<th>COPHS</th>
<th>TSU 15 Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What was the degree of adherence to the peer review process?</td>
<td>34%</td>
<td>4</td>
</tr>
<tr>
<td>2. How was the learning experience and expectation enhanced?</td>
<td>32%</td>
<td>5</td>
</tr>
<tr>
<td>3. Instructor’s teaching strategies facilitate student learning?</td>
<td>32%</td>
<td>5</td>
</tr>
<tr>
<td>4. Instructor remains focused on its objective?</td>
<td>34%</td>
<td>3</td>
</tr>
<tr>
<td>5. Instructor effectively uses assessment techniques to support instruction?</td>
<td>32%</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 2

1. What are the faculty attitudes regarding peer observations at pre and post observation points?
2. What was the effect of the peer review process on faculty development?
3. How is the peer review process perceived by faculty?
4. What were the consequences of the faculty perceptions of the peer review process?
5. What were the outcomes of the peer review process?

Table 3

1. What were the faculty attitudes regarding peer observations at pre and post observation points?
2. What was the effect of the peer review process on faculty development?
3. How is the peer review process perceived by faculty?
4. What were the consequences of the faculty perceptions of the peer review process?
5. What were the outcomes of the peer review process?