Peer observation of Teaching and Professional Development: Teachers’ Perspectives at the English Language Institute, King Abdulaziz University

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Peer observation of Teaching and Professional Development: Teachers’ Perspectives at the English Language Institute, King Abdulaziz University

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Abstract
Peer Observation of Teaching (POT) is one means to help teachers develop professionally. It shows any institute's sincere efforts to help its teachers for the sake of improving the quality of learning and teaching. It also helps to spread a spirit of collegiality in the workplace by sharing best teaching practices among colleagues. This paper reports on participants’ reflections and viewpoints regarding a piloting Peer Observation Program (POTP) implemented in the English Language Institute (ELI) main campus at King Abdulaziz University (KAU), Jeddah, Saudi Arabia in the academic year (2013-2014). It also investigates whether taking part in POT helped teachers to develop professionally and to what extent. This paper utilizes data from an evaluation questionnaire completed by 13 teachers (observers and observees). Based on data analysis, this paper identifies: 1) the benefit of peer observation to achieve professional development by building self-confidence, self-reflection, sharing ideas and learning new teaching techniques, 2) teachers’ needs for administrative remuneration and training on peer observation skills especially feedback techniques, and 3) the hurdles that might inhibit teachers from participating in POT, which included time constraints, busy workloads and paper work.

Keywords: Peer Observation, professional development, self-reflection, self-confidence, sharing ideas.
Introduction
Peer Observation of Teaching (POT) is defined as "... the process by which university instructors provide feedback to colleagues on their teaching efforts and practices" (Ali, 2012, p. 16). It is a tool in the process of continuing professional development (Bozak et al., 2011; Davys & Jones, 2007; Hammersley-Fletcher & Orsmond, 2004; Msila 2009). Sharing ideas, self-reflection and constructive criticism are among the vehicles that enable peer observation to achieve its role towards professional development which in turn helps to improve teaching and learning. According to Bozak et al. (2011) "... peer observation contributes to teachers' professional development, self esteem, self respect and self awareness; to the effectiveness of teaching activities; to mutual trust, respect and cooperation between teachers; to success of students and schools." (p. 67) As a result, the improvement of teaching and learning at higher education institutions can be achieved by POT (Ali, 2012; Hammersley- Fletcher & Orsmond, 2004).

More importantly, POT is a reflective process on one's own teaching and as a result a development in methodology and techniques used in the classroom takes place (Bell & Mladenovic, 2008). Respectful and supportive peer observation can achieve reflective change and growth for teachers (Siddiqui et al., 2007). Msila (2009) stated "Discovering new skills, attitudes with peers and setting aside time for self-reflection are among the most crucial in molding effective teachers" (p. 541). However, self-reflection is not the end in itself, and according to Hammersley-Fletcher & Orsmond, it "...will enhance their understanding of approaches to curriculum, teaching styles, students' learning and subject matter" (2005, p. 223).

In addition to self-reflection, POT fosters learning by sharing ideas and best practices. Ammons & Lane (2012), believed it encourages

Faculty to "share their toys" as they experiment with instructional design and delivery....

The process can encourage colleagues to collaborate in understanding and addressing challenges. Peer observation may decrease the sense of isolation that might be felt by faculty with regard to teaching (p. 80)

Furthermore, peer observation is about accountability and enhances teaching and learning through personal reflection, discussion and dissemination of best practice. Both the observers and observees are partners in the success of POT to encourage professional development, and "it is not only the skills of the observer that are important, but also the willingness of the observees to be reflective about their own teaching practice." ((Hammersley- Fletcher & Orsmond, 2004, p. 491)

Teachers welcome POT if they have a curiosity about their colleagues' teaching methods, an interest to improve their own teaching, or do not mind being observed because they have been observed before (Siddiqui et al., 2007). However, they sometimes resist POT, especially if they are suspicious about the objectivity of the observer, the accuracy of the feedback, or if observation restricts their academic freedom (Keig & Waggoner, 1995 as cited in Siddiqui et al., 2007, p. 297).

Models of POT can be classified according to the number of teachers and the purpose of observation. As regards to the purpose of observation, a peer observation model can be an evaluation model, a developmental model or a peer review model (Siddiqui et al., 2007). The peer observation model in this paper follows a peer review model as teachers choose their observers, agree upon what teaching practice needs to be observed and do not follow a rigid set
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of criteria for evaluation. What they were required to do is to fill a record form which documents the observation event and in which the remarks of both observers and teachers regarding the class visit were optional.

It is worth noting that peer observation of teaching (POT), in the EFL context, is still looked upon with much wariness in most Arab countries due to the confusion between peer observation and regular observation on one hand and summative versus formative observation on the other (Badrem, 2010). Even “Teacher Development is still a new area to be researched in the Saudi context” (Shukri, 2014, p. 192). Therefore, the aim of this paper is to investigate the EFL teachers’ perceptions of peer observation of teaching after taking part in a piloting peer observation program. The benefits, challenges and recommendations to improve the program are also tackled. By so doing, this paper can be an attempt to highlight the importance of peer observation as an effective tool to foster personal professional development of teachers in higher education in Saudi Arabia. The findings of this study can be of benefit to teachers; both novice and experienced, and to any administration that cares about improving the professional development of its teachers.

Literature review

This section will focus on the relevant and important works related to peer observation programs: their implementation, feedback of teachers in addition to tips for both observers and observees for effective peer –review observation.

The value of having a peer observation program is stressed by Bozak et al., 2011; Msila, 2009; and Trujillo et al., 2009.

Trujillo et al. (2009) developed a peer teaching – assessment program, a peer observation and evaluation tool with the help of a task-force group as he believes "fostering quality teaching through peer mentorship to elicit improved student learning is paramount to the success of every academy" (p. 8). Msila (2009) utilized a case – study and observed the influence of peer evaluation on teaching in a secondary school and assures "... peer evaluation can be the difference between effective schools and ineffective schools. Collaboration is one of the cornerstone of teacher development" (p. 555). Bozak et al. (2011) believe "Peer observation should be applied in Turkey's education system as a new teacher development model"(p. 67).

Kohut el al. (2007) examined and compared the attitudes of the observed and observers regarding the peer observation process. Based on the survey findings, it was concluded that the instruments used for peer observation need to be more flexible to accommodate various teaching styles e.g. checklists, written narrative, self -report, video, etc. Also, the data showed that both observers and observees followed a peer observation process by attending both pre and post observation meetings. In addition, observers must be trained in classroom observation techniques and feedback should be given both orally and in writing. The majority of observers and observees stated being part of peer observation is not stressful and that their teaching improved as a result of participation in this process.

Bell and Mladenovic (2008) reported on the peer observation exercise used in the faculty of Economics and Business at the University of Sydney. This exercise was designed to encourage tutors to reflect on teaching from students' perspective using a similar form to what students use to evaluate tutorial teaching. Data showed that teachers valued the exercise and asserted that their teaching practice would change as a result of the process. They called for expert observation in addition to peer observation.
Hammersley – Fletcher & Orsmond (2004) used semi-structured interviews with observers, observees, deans, and associate deans. They evaluated two piloting POT systems used by two academic schools. Data showed that for any POT system to be successful it has to have focus and clear goals from the very beginning and that teachers also need to understand and know the breadth and depth of the process.

Based on the data from semi-structured interviews with lecturers after their peer observation experience, Hammersley – Fletcher & Orsmond (2005) identified the need for peers to develop their understanding of what reflective practices mean, reflection which involve the why as opposed to how, and the thinking behind the process of teaching rather than simply evaluating the teaching itself. The data also showed that the discussion which followed observation did not involve thinking at a wide level involving future development of teachers and of the learning and teaching within the school. Therefore, in order to develop a more meaningful learning environment for students to work on reflection used in a wider academic debate is needed.

Adshead et al. (2006) argued that if a peer observation model is imposed on teachers, a feeling of anxiety and scrutiny would undermine the benefits of peer observation as a tool for teacher development and quality assurance. Those fears must be addressed and the relation between peer observation and quality assurance must be redefined or else use peer observation for teacher development only. He aims to design a peer-observation programme that best meets the needs of those groups of teachers.

Siddiqui et al. (2007) proposed twelve tips for both observers and observees for effective peer–review observation:
1. Choose the observer carefully
2. Set aside time for the peer observation
3. Clarify expectations
4. Familiarize yourself with the course
5. Select the instrument wisely
6. Include students
7. Be objective
8. Resist the urge to compare with your own teaching style
9. Do not intervene
10. Follow the general principles of feedback
11. Maintain confidentiality
12. Make it a learning experience

The work of Ali (2012) plays a significant role in this paper, for it assesses faculty attitudes towards peer observation and the perceived need to establish a POTP at Taif University in Saudi Arabia. His paper illustrates the value of peer observation: its benefits, principles, types, procedures and feedback. Through the data collected by the use of a questionnaire, it was found out that lecturers at Taif University were positive about POT and they agreed that POT improves teaching skills and encourages their professional development. It was suggested by the researcher that universities including Taif University adopt POT to assure teaching and learning quality and professional development.

From the above research studies, adopting POT assures teaching and learning qualities and professional development in any educational institution. Willing participation, having a clear focus and goals for peer observation and training teachers will ensure best results.
Given the findings of the studies stated above, the researcher hypothesized that the teachers at ELI, KAU would find the peer observation program beneficial for enhancing their professional development. Information from this research can provide an open forum for teaching and learning issues across faculty groups thus taking into consideration teachers’ views and aspirations regarding future POTP and professional development. Adding knowledge of what a group of teachers consider as the positive and negative aspects of a peer observation program may help other peer observation programs to become a more effective device in promoting teachers' professional development.

In an attempt to test the research hypothesis stated above, the researcher will try to find out whether POT can help to foster teachers’ personal professional development at the ELI, KAU by assessing 13 teachers' perceptions and viewpoints after taking part in a piloting Peer Observation of Teaching Program (POTP). The instrument used to gather data is a structured evaluation questionnaire.

**Research questions**

This paper sought to answer the following questions:

1. Do teachers display negative or positive attitudes towards peer observation?
2. To what extent are teachers comfortable with POTP forms used and what are their suggestions for improvement?
3. Does peer observation (POTP) help foster professional development? If so, how?
4. How do teachers evaluate the POTP exercise in terms of its positive aspects and points for improvement?

**Methodology**

This study is a non-experimental type of research. The researcher did not control, manipulate or alter the predictor variable (peer observation) or subjects, but instead, relied on interpretation of teachers’ perceptions and attitudes to come to a conclusion. The analytical and descriptive approaches of research were followed. A structured questionnaire was used as a quantitative methodology to collect data followed by qualitative analysis of the findings. A post-implementation survey assessed teachers' attitudes towards:

1. Ways that they used earlier for professional development and the importance of peer observation,
2. Their evaluation of the forms used in the POTP,
3. The impact of POTP on their professional development,
4. The positive aspects of POTP and suggestions for its improvement.

**The Peer Observation of Teaching Program (POTP)**

The POTP, implemented at the ELI as a piloting program in the academic year (2013-2014), is a faculty – driven peer observation exercise in which teachers themselves developed the peer observation protocol, agreed on a record form for the class visit and an instrument for evaluation of teaching to be used as a guide during the observation.

The POTP tried to help teachers develop themselves professionally and foster collegiate support for teaching and learning. Being involved in the POTP was optional. However, participating in peer observation exercise could be part of the teacher's professional development plan that teachers submit annually. The POT process fell into three stages: pre-observation discussion, class visit and post observation discussion. To start with, a Google document was
shared so teachers could insert their contact information, class timing, level and location to facilitate peering and further contact. Then, a focus for POT had to be identified before the class visit which could be: one area that the teacher was not sure of, a problem that the teacher faced with a student, or a new technique that the teacher started to use and needed feedback on. Both the observer and observee followed a protocol or peer observation code of ethics agreed upon by teachers at the early stages of the POTP. During the class visit observers took notes which would be the subject of discussion during the feedback session. After class visit, both the observer and observee filled a record form. Post observation discussion had to take place within 3-7 days of the observation.

Participants in the program were provided with clear guidelines and support to reduce anxiety. In addition, confidentiality of feedback was assured. To emphasize on the ideas of confidentiality and the non-judgmental environment of the peer observation process, the record form which was filled by both the observer and observee after the class visit was used to document the peer observation visit and left the details of the good points and points for improvement of the class optional if both the observer and observee agreed not to mention them.

The model of POT in this research falls into the peer review model as teachers observed each other, discussed notes taken in class and mutually reflected on their experience in a non-judgmental environment. It was a mutual learning experience as it was not evaluative but developmental. The value of the observation was recognized by both parties involved; the observer and observee, and as a result they voluntarily participated in this peer observation exercise. Teachers paired themselves based on scheduling and availability. The process was formative and informal, so peer assessment results were not included in merit reports.

**Challenges**
The number of teachers who participated in the POTP was affected by the high work load of teachers as teachers taught eighteen hours in addition to five office hours per week. Furthermore, many teachers were involved in academic committees in addition to their teaching loads.

**Instrument used**
An online teacher structured questionnaire was created using SurveyMonkey.com. This questionnaire is the main tool for collecting the core data in this research. It was first given to colleagues for feedback and as a result adjustments of its questions were done. Then, the modified questionnaire was sent via e-mail to the participants to fill.

**Participants**
Thirteen teachers participated in this research.

**Data Collection**
The teachers' responses to the questionnaire constitute the raw data.

**Questionnaire Questions**
The questionnaire consisted of fourteen questions falling into five categories: Preliminary academic information of participants and the ways that they used earlier for professional development, teachers’ evaluation of the forms used in the POTP, peer observation and professional development, and finally peer observation and future POTP implementation. (for the questionnaire see the Appendix)
Results
This section presents and discusses the collected data from participants. The results and analysis of participants’ responses will be grouped under the questionnaire’s five main headings.

1. Preliminary academic information:
The 13 participants' teaching experience varies from (5-25) years of teaching experience. Their last academic degrees also vary from B.A. of Arts to M.A. in TESOL, applied linguistics and (or) English literature. As for the number of peer observations they attended in the program, it ranged from one observation to four observations in the three modules of the academic year (2013-2014); the period that the study tackled.

Concerning question 5, teachers’ methods for professional development before taking part in POTP varied as illustrated in the following table:

Table 1. Teachers’ methods to develop professionally

<table>
<thead>
<tr>
<th>Ways for professional development</th>
<th>No of responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading books and journals</td>
<td>5</td>
<td>38%</td>
</tr>
<tr>
<td>Attending/presenting workshops and seminars</td>
<td>5</td>
<td>38%</td>
</tr>
<tr>
<td>Peer observation</td>
<td>5</td>
<td>38%</td>
</tr>
<tr>
<td>Taking teacher training courses/higher degrees</td>
<td>6</td>
<td>46%</td>
</tr>
<tr>
<td>Watching YouTube teaching videos</td>
<td>5</td>
<td>38%</td>
</tr>
<tr>
<td>Sharing experiences through online learning communities</td>
<td>3</td>
<td>23%</td>
</tr>
</tbody>
</table>

As represented in the above table, taking training courses or higher academic degrees received the highest percentage according to the responses of participants (46%). Peer observation, reading books, attending or presenting in workshops, and watching YouTube teaching videos for teachers came next with a (38%). The remaining (23%) of teachers used to share experiences through online learning communities.

2. The importance of peer observation
Concerning question 6, all teachers (100%) asserted the importance of peer observation. They regard peer observation as a chance to interact, communicate and learn from co-workers' experience. It is an important tool for sharing expertise and updating performance in classroom if the observee and observer are willing to share their ideas.

3. Evaluation of POTP forms
All teachers agreed to the ideas listed in the POTP protocol. As for the use of the record form, (67%) of teachers agreed to use it. One teacher (8%) wanted to make it completely voluntary. Sixty seven percent of teachers as well found the evaluation criteria checklist comprehensive and sufficient whereas (33%) wanted points included in the checklist to be further simplified and explained.

4. POTP and professional development
Regarding question 10, there was a broad consensus among teachers about the potential benefits of peer observation for teachers’ professional development. All teachers assured the positive aspects of POTP and its influence on their professional development. Thirty three percent of teachers found it a great chance to share ideas and learn new techniques. Twenty five percent of
teachers found POTP as a great chance for self-reflection and self-improvement. Other positive aspects included building confidence (1 comment), and assuring positive change (1 comment). In addition, self-reflection, sharing ideas and techniques (mutual learning) overcome the fear and build self-confidence.

The teaching techniques that teachers have admired in the class observation and would like to implement in their classes in the future, in response to question number 11, are listed in the following table:

### Table 2. Teaching techniques admired in class observation

<table>
<thead>
<tr>
<th>No.</th>
<th>Teaching techniques</th>
<th>Number of comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The use of games with vocabulary</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Clear instructions and ICQs (instructions checking questions)</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>More STT (student talking time) versus TTT (teacher talking time)</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Careful planning of the lesson</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Communicative teacher-student interactive pattern</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Student – centered activities</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Organization of the white board</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Easy delivery of the lesson</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Use of visual aids/ technology (PowerPoint presentations, U tube clips)</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Various feedback techniques (student- teacher, teacher-student)</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>Good rapport with learners</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>Space management</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Concept checking questions</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Interest in the subject matter</td>
<td>2</td>
</tr>
</tbody>
</table>

As represented in table 2, student centered activities, various feedback techniques, and good rapport with learners received more comments from teachers as the teaching techniques that they have admired in the observations they attended and would like to give more attention to them in their classes in the future.

### 5. POTP and future implementation

In general, the response to this proposed model of peer observation of teaching has been very positive and most teachers are enthusiastic about it. All teachers found that the peer observation program was self-reflective. The majority (75%) found it both motivating and collaborative. Professionalism of the program came next (67%), followed by congeniality (42%) and finally systematic (33%) meaning following the same procedure and using the same forms. Fifteen percent of teachers called for extension of the time for observation to be more than 30 minutes.

Regarding the challenges that they faced in the POT process, (23%) of teachers found that they needed to complete too many forms. Others complained that POT was time consuming
(8%), feedback from colleagues was not very constructive (8%) and a few did not know what to focus on during observation (8%).

Many suggestions were given by teachers for the improvement of the POT program. For example, many teachers (54%) asked for a thank you note from administration as an incentive to take part in future POTP and called for teacher training to give constructive feedback. Forty six percent of teachers wanted to keep feedback forms in the teacher's portfolio as an indication of professional development.

Teachers were sensitive towards the documentation of the peer observation event. They wanted it to be documented if used for learning and guidance in the future but not to be documented for administrative / evaluative purposes (31%).

Discussion
This section interprets the results in the light of previous research. To start with, when asked about the ways that they used to develop themselves professionally before taking part in POTP, peer observation was not ranked by teachers as their first choice for professional development, taking a course or working towards completion of a degree came first. However, after taking part in the POTP, teachers found the peer observation exercise to be helpful and the majority of teachers intend to change their teaching practice as a result of this exercise. This finding reinforces that of Bell & Maladenovic (2008) who reached the same result in their research.

In relation to the record form used and filled during the POT, (8%) of teachers wanted it to be voluntarily which reflects their sensitivity towards documenting the drawbacks and their time constraints. As for the simplification of the evaluation checklist used, it reflects the need of some teachers to have more clarification of / training on the items used in the checklist.

The teaching techniques which received more comments from teachers to be among those they intend to implement in the future in their classes reflect the areas that the majority of participants have problems with which are the use of more student centered activities, various feedback techniques, and establishing good rapport with learners.

Teachers also stated that POTP increased self – confidence; a fact which is also recorded by Davys et al. (2007) as one of the benefits of adopting a peer observation policy" ...increased confidence and skill for the observed individual and the opportunity for observers to implement good practice into their own work setting (p. 492) ". (Ammons & S. Lane, 2012)

Regarding the positive aspects of the POTP, all teachers found it to be self – reflective as they are the ones who designed the program and devised its protocol, forms, and code of ethics. Collaboration between colleagues was ranked the highest among the benefits of the program (77%) showing teachers' need for sharing ideas with their colleagues and their recognition that we learn more when we see things in practice.

For the challenges they faced, teachers complained of not having enough time to do more observations which can be attributed to their high teaching load and their continuous attempt to cope up with the teaching pacing guide as they teach in a modular system in which students finish an English level and are examined after seven weeks of instruction. As for the few teachers who suffered from lack of constructive feedback and not knowing what to focus on during observation (8%), this can be attributed to the lack of training on observation skills and the skill of giving constructive feedback. The need for initial training is called upon as one of the recommendations suggested by teachers to avoid peer observation restrictions. This is also advocated by Bozak et al. (2011) "... teachers should also be educated for observation, communication, and constructive criticism before the application of peer observation (p. 67)".
Martin & M. Double (1998) as well stressed the need of some colleagues to be trained based on the results of a piloting peer observation scheme"...the opportunity for additional training which involves giving and receiving critical evaluations, and the pairing with a sensitive partner (p. 167)." (Badre, 2010)

As for the suggestions for POTP improvement, teachers wanted their participation in POTP to be recognized as part of their professional development and also to be rewarded administratively for exerting the time and effort in the POTP program. This might be attributed to the fact that teachers wanted to invest their time both on a professional level as well as on an administrative level. Professionally, teachers wanted to invest their participation in the program by it being recorded as part of their professional development as teachers have to provide a proof of their professional development annually. Their motivation which is an intrinsic motivation led them to voluntarily participate in this exercise to improve their teaching skills by obtaining instructive feedback about their strengths and areas for improvement as perceived by their peers and also to get ready for the formal annual observation which is a fundamental factor in teachers' annual evaluation. Administratively, the addition of extrinsic incentive as a result of administrative remuneration may aid in the future participation of teachers in the program as this will add to their primary intrinsic motivation. In this way, having both the initial intrinsic motivation combined with the extrinsic motivation assure teachers' greater involvement in the POTP in the future which will lead surely to greater improvement in all teachers' professional development.

Recommendations for future research
It is suggested that future research compares teachers’ scores in formal observation before and after taking part in POTP program. In this sense, the significance of peer observation as a tool for professional development can be assessed and modifications to the POTP can be made.

Conclusion
Peer observation of teaching is seen by teachers as a means for self-reflection, and sharing best teaching practices with colleagues. Although it was found out that the peer observation process requires time commitment, training on giving constructive feedback, and administrative incentives or rewards for participating in this exercise or process, still the benefits of peer observation outweigh the limitations. Therefore, peer observation of teaching should be adopted by any administration.

About the Author:
Dr. Amal Shousha is an English language teacher at the English Language Institute, King Abdulaziz University, Jeddah, Saudi Arabia. She has 22 years teaching experience at university level both in Egypt and Saudi Arabia. She has a PhD in Applied Linguistics with first class honor and an MA in Applied Linguistics with an excellent grade. She was certified (2000) as a trainer of trainers from University of California Extension, Santa Cruz, English language International USA. Her research interests include trends in education and teaching strategies and methodologies.
References
Appendix
ELI Peer Observation of Teaching Program (POTP)
Evaluation Questionnaire

I – Preliminary Information:

1. last academic degree:

2. Years of experience in education:

3. How many times did you observe colleagues in this program?

4. How many times were you observed in this program?

5. Before taking part in this program, how did you develop yourself professionally? (choose as many as applicable)
   a. Reading books and journals
   b. Attending/presenting workshops and seminars
   c. Peer observation
   d. Taking teacher training courses/higher degrees
   e. Watching YouTube teaching videos
   f. Sharing experiences through online learning communities

II. The importance of peer observation:

6. Do you think peer observation is important? How?

III. Evaluation of POTP forms

7. How far do you agree to the ideas / behaviors listed in the protocol?
   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

   Ideas for improvement:

8. Did you find the record form helpful/ useful?
   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

   Ideas for improvement:
9. Did you find the evaluation criteria checklist comprehensive and sufficient?
   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

Ideas for improvement:

**IV. POTP and professional development:**

10. Did POTP help you towards self-professional development? How?

11. What are the teaching techniques that you have achieved in your observation and you would like to implement in your classroom in the future?

**V. POTP and future implementation:**

12. What were the positive aspects of this program? (Choose as many as applicable)
   a. Systematic
   b. Professional
   c. Congenial
   d. Collaborative
   e. Motivating
   f. Self-reflective
   g. Other (specify)

13. What were the challenges that you faced during this program? (choose as many as applicable)
   a. Feedback was not constructive
   b. Too many forms to fill
   c. Not knowing what to focus on in observation
   d. Time consuming
   e. Other (specify)

14. How can this program be improved? (choose as many as applicable)
   a. Peer observation be an official part of teacher’s professional development.
   b. Time for observation be more than 30 minutes
   c. Thank you note given for teachers with the most observation record forms
   d. Have training to give constructive feedback
   e. Peer observation forms/ feedback should be kept in the teacher's portfolio as an indication of professional development
   f. Other (specify)