

AME Brief Observation Teaching Tool (AME-BOTT)

What is the UCSF Academy of Medical Educators Brief Observation Teaching Tool (AME-BOTT)? This [tool](#) is designed to guide teachers to receive peer-feedback in a low-stakes, easily accessible format. It can be used to provide feedback on teaching in any setting (clinical, large group, small group, procedure, etc.). The observation should be BRIEF - as much as time as it takes for the observer to solicit 3 specific feedback points (usually <10 minutes). After the teaching session, the observer and observee should set up a time for a feedback conversation. This will not be used in any formal assessments for the faculty member.

Step-by-Step Guide for Brief Peer Observation and Using the AME-BOTT

A. What should the observee and observer do prior to the observation?

- Observee identifies 2-3 focused areas for the peer observer to provide feedback on
- Arrange a time immediately after the observation to provide the confidential feedback in a quiet space

B. What should happen during the observation?

- The peer observer should observe the teaching encounter
- The observation can be integrated in a natural teaching workflow. For example, if you are already co-teaching a session with a peer, that person can make for a natural peer observer!

C. What should happen after the observation?

- Ideally, a brief feedback conversation between the observer and the observee should occur after the teaching observation.
- If time *does not* permit for a conversation, then even written feedback (e.g. email, text) from the observer to the observee is better than nothing.
- If time *does* permit for a feedback conversation, then we recommend the following format in the conversation.

1. Ask

- Observer should ask for the observee's self-appraisal of the teaching encounter. Ask for both strengths and areas for improvement in the pre-identified focus areas.

2. Discuss

- Observer should provide specific feedback, focusing on areas requested by observee
- Observer should limit feedback to two to three main points
- Observer should share specific suggestions for improvement

3. Ask

- Observer should allow time for the observee to respond to the feedback and to ask clarifying questions

4. Create an action plan

- Observee should create an action plan to impact future teaching practice
- The action plan should consist of one or two next steps

5. Record

- Observee should record the feedback and action plan using the [AME-BOTT](#)

Where can I access more resources on peer observation?

[Teaching Observation Program \(TOP\) website](#)

[Introduction to Peer Assessment of Teaching Workshop](#)