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An important step to achieving a sustainable department culture that encourages active-learning models of instruction is providing faculty with opportunities to share teaching practice and learn from one another. This sharing of teaching practice should be accomplished in a manner that respects and values the individuality of all instructors while simultaneously exposing faculty to new ideas in order to facilitate continued growth. In this session, we describe the initial design and evolution of Teaching TRIOs—a Time-sensitive, Reciprocal, Inclusive, and Operative process of peer observation intended to respect all teaching practice while promoting dialogue and innovation. The Teaching TRIOs model has been used across 5 semesters with 31 distinct faculty members from our Department of Mathematical Sciences at MTSU. We share some of the early successes of this model that include (a) providing a safe space for faculty to discuss teaching and active learning, (b) allowing exchange of ideas by faculty who typically come from different content areas (particularly useful in large departments), (c) fostering teaching relationships that persist beyond the TRIO initiative, and (d) fostering a more open and inclusive climate for reflection on teaching across the department. (Received September 16, 2019)