

**The Formative Peer Review of Teaching: Guidelines for the Reviewer Writing the Report**

*Formative Peer Review Program – Resource (Updated 2024)*

We recommend that the reviewer provide a written document (the “report”) to the instructor who has requested a formative peer review. That report can be shared with the instructor before or during the post-observation meeting. The person reviewed should have the opportunity to provide comments on the report and, as relevant, discuss desired edits before the report is “final”. That report is private between the reviewer and reviewee unless otherwise agreed by both parties.

In the UBC CTLT Formative Peer Review of Teaching (PRT) process, the report may consist of the following materials:

* Notes in bullet point format or a summary of the conversation from the pre-observation meeting
* Notes (including text, charts, diagrams, or other formats) that the peer reviewer takes during the classroom observation (or a recording of class) or a summary written immediately after
* Notes taken during the post-observation meeting or a summary of the conversation

Traditionally, the peer review of teaching has focused on classroom teaching. However, we invite you to ask the instructor about their approach to course and curriculum design and also about ways they pursue their professional growth in teaching.

**Important!**

While informal notes are common for formative peer reviews, some Faculties at UBC have a designated form they use for peer reviews of teaching. Please make sure to check with your department’s PRT coordinator or your department head about existing forms and processes.

Additionally, some reviewees may prefer having a report that mimics the summative peer review so they get some practice and grow their familiarity with that process. Please strike a balance between what the reviewee needs and the availability of existing documentation.