



## The Peer Review of Teaching: Handout for Peer Reviewees

*Formative Peer Review Program – Resource (Updated February 10, 2016)*

### Things to think about when have someone observe your classroom teaching

#### Before your first face-to-face meeting

- Determine whether the potential reviewer's background meets your preferences/requirements for rank, disciplinary specialization, teaching background, gender, etc.
- Contact the reviewer and discuss some of your needs
  - Is this a summative or formative peer review of teaching?
  - Are you wanting the reviewer to...
    - Conduct a classroom observation?
    - Review your teaching dossier and/or teaching philosophy?
    - Provide feedback on your teaching materials?
- Let the reviewer know your timeline - what is the date/time of the class(es) you are wanting observed?

Remember that the above may take time and will involve some back-and-forth communication. Please plan accordingly. Once you decide to go ahead, schedule a time for a face-to-face pre-observation meeting. You may wish to check with your reviewer if s/he would like you to send some of your instructional material (e.g., course syllabus, lesson plan, sample assignments) ahead of that meeting.

#### The first face-to-face meeting (before the classroom observation of teaching)

The purposes of the pre-observation meeting are to meet and develop some rapport with your reviewer, learn about your reviewer's background and teaching philosophy, and communicate your goals for the review. You may want to share the following:

- Your goals for the review and how the reviewer can help you
- Your learning objectives for students in this class – what do you expect the learners to be able to know, do, and/or have experienced by the end of your session? How will the students show that they know and can do what you expect of them? How will the students reflect on their experiences?
- Strategies/methods you will use to help the learners reach the objectives above



- Other information that would be helpful for the reviewer to have prior to reviewing the class e.g., relevant student background and course history, previous experience with peer review
- Any concerns you have about the process
- Whether you would like the reviewer to use a feedback form or other review instrument during the classroom observation

You will also want to:

- Confirm the dates/times of the classroom observation(s), and schedule a post observation meeting to take place within 1 week of the classroom observation
- Determine whether or not you will introduce your reviewer and/or have them participate in any classroom activities, where you would like your reviewer to sit in the class
  - If you teach a small class in which your reviewer will be noticed, it is important that you introduce your reviewer to the students; in a large class, where the reviewer is likely to be unnoticed, you can decide whether or not to introduce the reviewer
- Discuss how you plan to use the reviewer's feedback e.g., include it in your teaching portfolio

#### **The classroom observation of teaching**

- If appropriate, introduce the reviewer to your students and explain his/her role
- Teach your class

#### **The post observation meeting**

- Communicate your self-reflections about the goals/issues that you and your reviewer discussed in the pre-observation meeting
- Listen to your reviewer's feedback and ask questions for clarification and to explore ideas
- Ask reviewer for a copy of the feedback
- Request additional resources and follow-up support as needed
- Let the reviewer know what you plan on doing with the reviewer's feedback

#### **After the post observation meeting**

- Reflect on the feedback and share your experience with colleagues
- Update your teaching portfolio
- Once you have the student feedback on your course, revisit your peer review feedback and determine any changes/modifications for the future

#### **Additional Resources**

For sample questions relevant to the pre- and post-observation meeting, and to the classroom observation session, see the *Process tab* in the *Peer Review of Teaching* section of the CTLT website (<http://ctl.t.ubc.ca/programs/all-our-programs/peer-review-of-teaching/>).



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