

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

*Formative Peer Review Program – Resource (Updated 2022)*

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 reviewee before or during the post-observation meeting. The reviewee should have the opportunity to provide comments on the report and, as relevant, discuss desired edits before the report is “final”. That report is confidential between the reviewer and reviewee unless otherwise agreed.

In the UBC CTLT Formative Peer Review of Teaching Program, the report may consist of the following materials:

**Notes from the pre-observation meeting**

This may include notes taken by the peer reviewer during the meeting, a summary that the peer reviewer writes after the meeting, and written answers that the reviewee (i.e., the person being reviewed) provided.

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.

**Notes that the peer reviewer takes during the classroom observation or a summary written immediately after**

These notes may include text, charts, diagrams or other. If the reviewee chooses to have their class recorded, the peer reviewer may take additional notes on the timing of various parts of the lesson (for future reference for the reviewee when they are viewing the recording).

**Notes taken during the post-observation meeting**

This may include notes or a summary that the peer reviewer writes during the conversation and notes that summarize the conversation between the peer reviewer and the reviewee.