

Are you getting peer reviewed on your teaching?

This **formative peer review of teaching** checklist will help the person being reviewed think about what needs to happen before and during the pre-observation conversation so that you have a good experience!

Goals for the Review

- Communicate your goals for the formative review in writing
- Let your reviewer know about what's working well in your teaching, and any relevant challenges or dynamics
- Discuss how the peer review fits into the formal evaluation of your teaching and career journey

Communication

- Reach out to your reviewer to schedule meetings and to sustain momentum throughout the review period
- Establish preferred ways of communicating during the peer review process. This could include Zoom, in-person, emails, and/or phone.
- Ask what the reviewer needs from you in order to complete the review
- Decide on the format of the feedback (e.g., A report, a form or verbal only)

Process & Logistics

- Discuss what you know about the process and clarify as needed; determine if there are any department-specific forms to use
- Confirm dates/times for the review process, including the pre-observation meeting, the observation, and the post-observation meeting
- Discuss how (or if) you would like the reviewer to participate/observe during the teaching session
- Provide your reviewer with access to the course materials or teaching platform (e.g. Canvas), as relevant
- If sharing Canvas (for example), explain what materials you would like reviewed. This could include assessments, discussion facilitation, and assignments). Together, determine what is feasible within this peer review.

Please note that this checklist:

- Is focussed on formative peer review of teaching (one that is geared at professional growth in teaching vs. evaluating your teaching)
- Assumes that a match has been made between the reviewer and the candidate (you)
- Is not a comprehensive list-- we encourage you to add your own items

For more information about the formative Peer Review of Teaching program and additional resources, please visit the CTLT website (ctl.t.ubc.ca)

