The Peer Review of Teaching: Pre-Observation Questions

Formative Peer Review Program – Resource (Updated March 9, 2016)

1. What are your goals, as a teacher, for the class I will be observing?

2. What learning outcomes have you articulated for your students in this class? Why are these outcomes important?
   - How do these learning outcomes fit into the overall course plan?
   - How are the learning outcomes communicated to your students (for the class and course)?
   - As you planned these learning outcomes, how did you take into consideration your students’ different knowledge levels and backgrounds?
   - How will you know that your students have achieved these outcomes?
3. What is your plan for the class session? What will you be doing? What will your students be doing?

4. What strategies will you employ to make the session relevant and engaging to students from different backgrounds?
   - Why have you chosen these strategies?
   - How do you take social and emotional aspects of learning (e.g., students’ emotional responses to a discussion topic, students’ interactions in group work, power relations between students and the instructor) into consideration in designing your classes?

5. To date, what sources have you drawn from to grow as a teacher (eg., mentors, literature, teaching and learning listservs, own research, other)?