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**The Peer Review of Teaching: Classroom Observation Questions for Peer Reviewers**

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

Teaching is complex and cannot be narrowly defined with a list of criteria. It encompasses activities that range from incorporating active learning, to acknowledging the diversity of student experiences within your classroom and intentionally supporting them, to creating clear slides and more. In addition, within the broad activities that comprise “teaching”, instructors have varied approaches to design, delivery, assessment, and other aspects of teaching.

This resource is meant to help guide the peer review of a classroom observation process and is part of the CTLT formative peer review of teaching program.

The questions in this document assume the reviewer and instructor being reviewed have met prior to the classroom observation of teaching to discuss the latter’s goals for the peer review. Please modify these questions and document as relevant.

Though this document is set up as a one-way observation of teaching, we encourage you to consider a reciprocal peer review where instructors observe each other’s class and share what they learned and reflect together.

We also encourage you to broaden the peer review beyond the classroom observation and include conversations about course/learning design and the instructor’s professional growth.

Instructor Name:

Date of Classroom Observation:

Before you conduct the classroom observation, please review the instructor’s goals for the formative review. What do they want you to focus on during your review? Jot it down here:

1. How did the instructor go about addressing and/or meeting their (intended) goals for student learning during the class? (Remember to focus on the feedback the instructor is looking for)
* What instructional strategies did the instructor use to promote student learning?
1. In what ways did the instructor attend to students’ sense of belonging, to the diversity of students’ experience and to their desire for relevance?
* What did the instructor do to encourage and support less engaged students to participate (e.g., encourage students’ participation and validate their contributions, provide multiple and diverse examples, use inclusive language, etc)?
* Please comment on the extent to which the instructional strategies were accessible.
1. Did the instructor follow their plan for the class? If not, what changed? Why?
2. How did the instructor assess and/or provide feedback to students on their learning during the class?
3. What worked well in this session?

1. What suggestions do you have for the instructor?

7. What have you learned (as a reviewer) that will contribute to your growth as a teacher?