

Are you peer reviewing someone's teaching?

This checklist helps you, the reviewer, focus on what needs to happen **before** and **during** the pre-observation conversation to ensure a positive experience.

Connect

- Connect with the instructor informally first
- Establish confidentiality
- Express your enthusiasm for engaging in the process
- Discuss each other's background (e.g., teaching, experience, other)
- Discuss the instructor's goal(s) for the peer review process and their needs (including any needs related to accessibility)
- Clarify when and how you will provide feedback
- Remind the instructor that, as a peer reviewer, you are there to support and not judge

Process and Logistics

- Clarify process: do not assume the instructor knows how the process unfolds
- Determine whether you will be using any departmental peer review forms
- Discuss whether you will gather feedback from students. If so, how? (e.g., Will you stay behind after class? Will you email the students? Other?)
- Determine the location of the pre-observation conversation (e.g., their office? online? etc.)
- Confirm day/time/location of observation (with Zoom link, if applicable)
- Discuss how you will participate/observe/etc during the teaching session
- Determine whether you will join breakout groups and/or participate in other forms of in-class interaction
- Discuss how you will access the class materials or teaching platform (e.g. Canvas), as relevant (candidates may not want to share access to the online platform)
- Ask what specific information or activities need to be reviewed in Canvas and agree on what you can and cannot do within the scope of this review

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



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(continued)

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Communication

- Establish preferred ways of communicating during the peer review process (Zoom, in-person, emails, etc.)
- Clarify the instructor's expectations for response time and the overall timeline
- Verify time zones
- Provide guidelines/agenda of planned discussion items for the pre-observation meeting
- Establish the format of the feedback (e.g., a report, a form or verbal only? Is there a template in the department?)
- Communicate how you understand your role; discuss and clarify any discrepancies

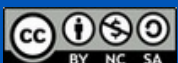
Context

- Clarify the relevance of the course in the degree program
- Understand the class dynamics
- Ask about any specific concerns the instructor has or any specific problems they have had in their teaching. Find out what's been working well
- Discuss how the peer review process fits into the instructor's formal evaluation
- Re-iterate your understanding of the candidate's goals for the formative 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 someone's teaching)
- Assumes that a match has been made between the reviewer (you) and the candidate
- Is not a comprehensive list-- we encourage you to add your own items

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