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

*Formative Peer Review Program – Resource (Updated August 2019)*

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, emailed or written answers that the reviewee (i.e., the person being reviewed) wrote, or similar kinds of notes.

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 his/her 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 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.

These notes/summaries can make up the report, which is shared with the reviewee during the post-observation meeting and left with him/her at the end of the meeting. The reviewee should have the opportunity to provide comments on the report and, as relevant, discuss desired edits before the report is “final”.