



The Peer Review of Teaching: Handout for Peer Reviewees

Formative Peer Review Program – Resource (updated November 21, 2011)

Things to think about when you have someone observe your classroom teaching

Before your first face-to-face meeting

- Determine whether the potential reviewer's background meets your preferences/requirements for rank, disciplinary specialization, teaching background, gender, etc.
- Contact the reviewer and schedule a time for a face-to-face pre-observation meeting
- Let the reviewer know what kind of review you are looking for (e.g., Do you want the reviewer to conduct a classroom observation of teaching? ...to review your teaching dossier and/or teaching philosophy? ...to review your teaching materials?)
- Let the reviewer know your timeline; for example, what is the date/time of the class(es) you are wanting observed?
- Let the reviewer know whether this review is part of a summative (for tenure, promotion and/or reappointment purposes) peer review or a formative one (formative reviews focus on the instructor's self development as a teacher and are normally confidential to the reviewee and reviewer).
 - The reason this matters is because summative reviews may require that your reviewer follow specific guidelines and produce a specifically formatted report.

Remember that the above may take time and will involve some back-and-forth communication. Please plan accordingly.

The first face-to-face meeting (before the classroom observation of teaching)

The purposes of the pre-observation meeting are to:

- Meet and develop some rapport with your reviewer.
- Find something out about your reviewer's background and teaching philosophy.
- Communicate your goals for the review.

Some issues you may want to discuss:

- Your goals for the review and how the reviewer can help you.
- Your learning objectives for students in this class. In other words, what do you expect the learners to be able to know, do, and/or have experienced by the end of your session?
- What strategies/ methods you will use to help the learners reach the above objectives.
- How will students show that they know and can do what you expect of them or have reflected on the experience(s) they have had.
- Other information that would be helpful for the reviewer to have prior to reviewing the class. For example: relevant student background, relevant course history, previous experience with peer review, etc.
- Any concerns you have about the process.



- Whether you would like the reviewer to use a feedback form or other review instrument during the classroom observation.

You will also want to:

- Confirm the time and date of the classroom observation(s) of teaching.
- Determine whether or not you will introduce your reviewer, where you would like your reviewer to sit in the class, and whether or not you would like him/her to participate in any classroom activities (if you teach a small class in which your reviewer will be noticed, it is important that you introduce your reviewer to the students; in a large class, where the reviewer is likely to be unnoticed, you can decide whether or not to introduce the reviewer).
- Discuss how you plan to use the reviewer's feedback (i.e. include it in your teaching portfolio, other.)
- Determine the date/time of the post-observation meeting.

The classroom observation of teaching

- Introduce the reviewer to your students and explain his/her role and what s/he will be doing in the class (as appropriate).
- Teach your class.

The post observation meeting

- Communicate your self-reflections about the goals/issues that you and the reviewer discussed in the pre-observation meeting.
- Listen to your reviewer's feedback and ask questions for clarification and to explore ideas further...
- Ask reviewer for a copy of the feedback.
- Request additional resources and follow-up support as relevant.
- Let the reviewer know what you plan on doing with the reviewer's feedback.

After the post observation meeting

- Reflect on the feedback.
- You may want to share your experience with colleagues
- Once you have the student feedback on your course, you may also want to revisit your peer review feedback and determine any changes/modifications for the future.
- Update your teaching portfolio.

Additional Resources

For sample questions relevant to the pre- and post-observation meeting, and to the classroom observation session, see the *Process tab* in the *Peer Review of Teaching* section of the CTLT website (<http://ctl.t.ubc.ca/programs/all-our-programs/peer-review-of-teaching/>)



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For more information on the Formative Peer Review of Teaching Program, please visit <http://ctl.t.ubc.ca>.