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**The Formative Peer Review of Teaching: Pre-Observation Questions**

*Formative Peer Review Program – Resource (Updated April 2024)*

**How to use this document**

This resource is intended to help guide the pre-observation conversation in a formative peer review of teaching process. It can be used by instructors being reviewed and reviewers.

**Sharing your responses**: We encourage you to reflect on the questions below and share them, in writing and/or verbally, with the person who will be reviewing your teaching.

**Limitations**: Though, ideally, peer review of teaching extends beyond the classroom observation of teaching, we recognize that the questions on pages 2-3 focus on the observation of a single in-person class. We encourage you to integrate these questions into a broader discussion of teaching, including conversations about approaches to teaching and professional growth as educators.

We also invite you to consider a reciprocal peer review where instructors observe each other’s teaching and share what they learned and reflect together.

**What should I focus on when I get a peer review of teaching?**

Teaching is complex and cannot be narrowly defined with a list of criteria. It encompasses being inclusive and reflective, and a range of skills. In addition, within the broad concept that comprise “teaching”, instructors have varied approaches to design, delivery, assessment, and other aspects of teaching, including how they pursue their own professional growth as teachers.

The list below encompasses some broad areas of focus your peer review. This is not an exhaustive list and you, the instructor, can pick any aspect of teaching and learning that you want feedback on.

* Utilizing active learning methodologies in course design
* Incorporating discussions and facilitation in peer-based learning and assessment
* Implementing inclusive teaching practices to foster students' sense of belonging
* Decolonizing course content and teaching approaches
* Engaging respectfully in dialogue on difficult and contentious topics

**Questions for Discussion During the Pre-Observation Meeting**

*Please modify these as needed, based on the instructor’s goals.*

1. What do you hope to get out of the peer review process? What motivated you to request a peer review of teaching?
2. What are your goals, as an instructor, for the class that will be observed? (e.g. I want to invite diverse perspective, allow more time for questions, slow down, etc)
3. For the class being observed, what are the goals for student learning?
   * How do these fit into the learning outcomes for the overall course?
   * How do you communicate the goals for learning to your students (for the class and course)?
   * How do you adjust for students’ different knowledge levels and backgrounds?
   * How do you determine what your students have learned?

4. What is your plan for the class session? What will you be doing? What will your students be doing? Do you anticipate any challenges? If so, how will you prepare for these?

5. What does inclusive teaching look like in this class?

* What strategies do you use to foster students' sense of belonging, and create a supportive and respectful classroom climate for all students? What principles of Universal Design for Learning do you employ to promote accessibility?

6. What approaches have you adopted to decolonize your course and teaching?

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

8. Is there anything else you would like to discuss with your reviewer? (e.g., disciplinary or departmental context, what makes you feel anxious or excited about the peer review process, is there anything you don’t want feedback on, beliefs about teaching and learning?)