**PEER OBSERVATION: THE PROCESS**

**Pre-observation Questions**

***(Reviewees may reflect on these before the meeting. Reviewer and reviewee may use these questions to guide the pre-observation meeting.)***

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1. What are your goals, as a teacher, for the class I will be observing?
2. What learning outcomes have you articulated for your students in this class? Why are these outcomes important?
	* How do they fit into the overall course plan?
	* How are the learning outcomes communicated to your students (for the class and course)?
	* As you planned these learning outcomes, how did you take into consideration your students’ different knowledge levels and backgrounds?
	* How will you know that your students have achieved these outcomes?
3. What is your plan for the class session? What will you be doing? What will your students be doing?
4. What strategies will you employ to make the session relevant and engaging to students from different backgrounds?
	* Why have you chosen these strategies?
	* If relevant, how do you take social and emotional aspects of learning (e.g., students’ emotional responses to a discussion topic, students’ interactions in group work, power relations between students and the instructor) into consideration in designing the class?
5. To date, what sources have you drawn from to grow as a teacher (eg., mentors, literature, teaching and learning listservs, own research, other)?

**Classroom Observation Questions**

***(For the peer reviewer(s))***

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1. Was the educator working on improving some aspect(s) of his/her teaching and student learning? If so, please give examples.
2. What approaches and methods did the educator use to communicate the learning outcomes and key concepts?
3. How, if at all, did the educator assess whether the intended learning outcomes were met?
	* In what (other) ways did the educator meet his/her goals for the class?
4. Did the educator follow his/her plan for the class? If not, what changed? Why?
5. What active learning strategies were used in the class?
6. How, if at all, did students demonstrate their engagement in the class and topic?
	* How do you describe the social and emotional dynamics (e.g., dynamics among students, between the educator and students) in this class?
7. How did the educator respond to the different dynamics?
8. What worked well in this session?
9. What suggestions do you have for the educator?

**Post-observation Questions**

***(Questions for the reviewee to reflect on before the post-observation meeting. Responses can be discussed at the post-observation meeting.)***

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1. How do you think/feel the session went? Why?
2. How do you feel your choice of teaching strategies contributed to your students’ learning during this session? Please give examples.
	* If relevant, how did you tend to the social and emotional aspects of learning (e.g., students’ emotional response to a discussion topic, students’ reactions in group work, power relations between students and the instructor) during the class?
3. Did your students achieve the learning outcomes(s)? Why or why not?
	* Did you accomplish any other goals you had for the session? Why or why not?
4. If you were working on some aspects of your teaching, how did that go? Please give an example.
5. If you were to teach this class over again, would you do anything differently? If yes, what would you change? Why? If not, why not?
6. What will you be working on next to further improve your teaching? How will you begin?

**Guidelines for the Written Report**

***(For the peer reviewers)***

*Formative Peer Review of Teaching Program*

In the UBC CTLT Formative Peer Review of Teaching Program, the report may consist of the following materials:

1. **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 wrote (if s/he wishes to submit them to the report), or similar kinds of notes.

1. **Notes that the peer reviewer takes during the classroom observation or a summary s/he writes immediately after**

It may take the form of prose, a chart or other similar kinds of tables. Note that 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 ‘reviewing’ the recording).

1. **Notes taken during the post-observation meeting**

This may include notes or a summary that the peer reviewer may take 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.