



## Peer Review of Teaching February 2022

Peer Review of Teaching (PRT) is a process of evaluation designed to provide feedback to instructors about their teaching. It is sometimes called "peer observation of teaching". Peers may provide feedback on the following elements of teaching:

- Classroom/online teaching
- teaching materials (i.e., syllabi, assignments)
- organization of teaching
- students' engagement
- feedback on student work

Ideally, the PRT is a reflective and collaborative process in which the instructor under review works closely with a colleague or group of colleagues to discuss teaching. Though the process outlined in this guide is uni-directional (i.e., a reviewer giving feedback to an instructor), we highly encourage you to consider a reciprocal peer review process where instructors observe each other's teaching, reflect on what they learned through the observation, and share feedback as relevant.

### **How does it work?**

As an instructor, you will have to mail the reviewer designated by your department with a brief description of your request and a query about the availability to meet.

The PRT process is typically organized around your goals and a structured classroom observation. In such a case, a peer reviewer will meet with you before the observation, observe you teach a class and then provide you with formative feedback based on your goals and what he/she observed during the class.

### **How will you benefit?**

The PRT aims to encourage dialogue about teaching amongst instructors. By talking with your reviewers, you will likely gain new insights into your teaching and information about different teaching strategies or ideas. Reviewers also learn a lot about teaching by participating in the process. If you request, you will receive the written feedback that you may choose to use as evidence in your teaching portfolio, and in future course and lesson planning. You may choose to use the written feedback in your case for promotion.

## The Process

The following describes what happens before, during and after the classroom observation:

### Part 1: Before the classroom observation

- The Department chooses the reviewer
- The instructor mails the reviewer to request a review.
- The instructor reflects further on his/her goals for peer review.
- Before the classroom observation, the instructor should plan and prepare for the class as he/she normally would. In addition, the reviewee must also prepare to brief the peer reviewer about their goals for the review, as well as any details relevant to the course and the class that will be observed.
- Approximately one week before the classroom observation, the peer reviewer and reviewee meet to set goals for the peer review process and to discuss:
  - ✓ the course: classroom/online teaching, teaching materials (i.e., syllabi, assignments), organization of teaching, students' engagement, feedback on student work
  - ✓ the reviewee's development goals,
  - ✓ and his/her plans for the class to be observed.

### Part 2: Classroom Observation

- The instructor teaches his/her class while the peer reviewer observes the session. The peer reviewer's observation is guided by a set of questions (see related form) and any goals set at the pre-observation meeting.

### Part 3: After the classroom observation

The peer reviewer will prepare a report based on the reviewee's goals and the classroom observation.

No more than a week after the classroom observation, the reviewee and peer reviewer will meet to discuss the classroom observation and the peer reviewer's report.

Following the meeting the peer reviewer may revise the report and submit it online. He may also send it to the reviewee who can choose to use the reports to guide future curriculum or professional development or, in some cases, as evidence in a teaching portfolio and promotion request.

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