

## Peer Review of Teaching Protocol Guidelines for Reviewer

Thank you for agreeing to take the time to complete a peer review of a colleague's teaching. This is a valuable learning experience for both of you, and is likely to spark some productive conversations about teaching. The steps in the process are:

1. a pre-observation meeting with your colleague to discuss the target class and goals for the observation,
2. your classroom observation, and
3. a post-observation meeting to discuss how the class went and what you noticed.

### Pre-Observation Meeting (~ one hour)

Before the pre-observation meeting, your colleague will prepare a written reflection on the target course and send that to you, along with the course syllabus, to read. The goal of the pre-observation meeting is to discuss this written reflection, as well as to prepare for the classroom observation. (If your colleague chose not to do the written reflection in advance of this meeting, please ask her/him to share his verbal responses to some of the questions for reflection.) The questions below can be used to structure this conversation<sup>1</sup>:

- What aspects of your written reflection were the most valuable in helping you think about this course?
- What aspects of your written reflection strike you as the most important for me to know before observing your class?
- What is your goal for the class? What are the expected learning outcomes for this class?
- What will you ask students to do during class to attain the learning outcomes?
- How will you assess whether they have met these outcomes?
- What role will you take in the class? What instructional methods will you use?
- What have students been asked to do to prepare for this class?
- What was done in earlier classes to lead up to this one?
- Will this class be generally typical of your teaching? If not, what will be different?
- Is there anything in particular that you would like me to focus on during the class?

### Classroom Observation (class length, plus 30-45 minutes to complete the Classroom Observation Tool)

The Classroom Observation Tool includes observation items in eight areas: Lesson Organization, Content Knowledge & Relevance, Presentation, Instructor-Student Interactions, Collaborative Learning Activities, Lesson Implementation, Instructional Materials, and Student Response. Before the classroom observation, **you and your colleague need to select the items that are the most useful, based on the goals for the observation and your colleague's planned instructional activities for the class.**

During the observation, your role will be to watch your colleague's teaching and take notes that will help you in completing the Classroom Observation Tool later. In order to provide feedback on pacing of the class, it is useful to note the timing of various activities during the

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<sup>1</sup>Questions adapted from: Weimer, M. (1990). *Improving college teaching: Strategies for developing instructional effectiveness*. Jossey-Bass: San Francisco.

class. You may use the Classroom Observation Template as a guide for your note taking. As soon after the class as possible, you can then respond to the items on the tool.

If you are observing a long class (e.g., a class that meets weekly or a lab section), you and your colleague should agree ahead of time on whether you will observe the entire class or a portion of it. It will be important for you to be present to observe aspects of the class in the categories that were selected from the Classroom Observation Tool.

### Post-Observation Meeting (~ one hour)

The post-observation meeting is most useful if it occurs within a few days of the classroom observation, while the class activities are still fresh in you and your colleague's minds. The questions below can be used to structure this conversation<sup>2</sup>:

- In general, how did you feel the class went?
- How did you feel about your teaching during the class?
- To what extent did the students attain your learning outcomes for this class?
- What worked particularly well for you in the class? Is this a typical teaching strength for you?
- What did not work well in the class? Is that aspect typically a problem area for you?
- What ideas do you have for improvement of your teaching?

Your responses on the Classroom Observation Tool will be emailed to you and your colleague when you submit the tool, so your scores and comments can also be discussed at this meeting.

Whatever you discuss, it is important that this conversation focus on professional development and growth, not only problems that were observed. It is also important for you to acknowledge the learning and growth that you may experience in this process.

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<sup>2</sup>Questions adapted from: Weimer, M. (1990). *Improving college teaching: Strategies for developing instructional effectiveness*. Jossey-Bass: San Francisco.  
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