Peer review of teaching may be formative or summative.

Formative review: oriented solely toward the improvement of teaching. A brief written report of the findings is provided only to the instructor for the purposes of further reflection and reference.

Summative review: oriented toward evaluation and the improvement of teaching. A written report of the findings is provided to the department and the instructor. Summative review may inform decisions regarding promotion, tenure, and post-tenure review, in concert with teaching self-reflections and feedback and data from students.

*The instructor and observer should agree whether the review is formative or summative before it begins.*

**Please complete the following steps for your peer observation:**

Prior to classroom observations:

* + Request and review the learning management site for the course, including the syllabus, assignments and assessments. Instructors may also share examples of student work.
	+ Meet with the instructor for < 30 minutes to discuss the instructor’s approach to the course, plan for the lessons to be observed, and the rationales behind these approaches and plans.
	+ Share the observation protocol with the instructor, highlighting the standard teaching dimensions observed for everyone and asking the instructor to choose 1 (or more) of the optional teaching dimensions on which they would like feedback.

During classroom observations:

* + Use the “Evidence / Notes” boxes to make notes and use descriptors as possible indicators, not a required check-off list.
	+ Record concrete examples of strengths and areas for improvement for each required dimension and each optional dimension selected by the instructor. Note that all observations should include areas for improvement - it is not expected that any class would ever be perfect!

After classroom observations:

* + Review your notes/evidence and prepare a report summarizing your observations and assessments after the lesson. Use a template and guidance for post-observation conversations.
		- IF THE REVIEW IS SUMMATIVE, meet with the other observer, discuss your feedback, and produce one, synthetic report. This is not expected if the review is formative.
	+ Send the report to the instructor before or after a post-observation meeting.
	+ Meet with the instructor to hear their reflections on the observed classes and discuss your feedback, with a focus on strengths and solutions.
* Please retain this form for your records. Provide your report to the Teaching Mentoring Committee and the department head (only in the case of summative evaluation).

This approach was adapted for the Department of Genetics at the University of Georgia. It was informed by an approach used by the Department of Molecular and Cell Biology at CU Boulder, which was Developed by the Teaching Quality Framework Initiative (<https://www.colorado.edu/teaching-quality-framework/>) in collaboration with partnering departments.