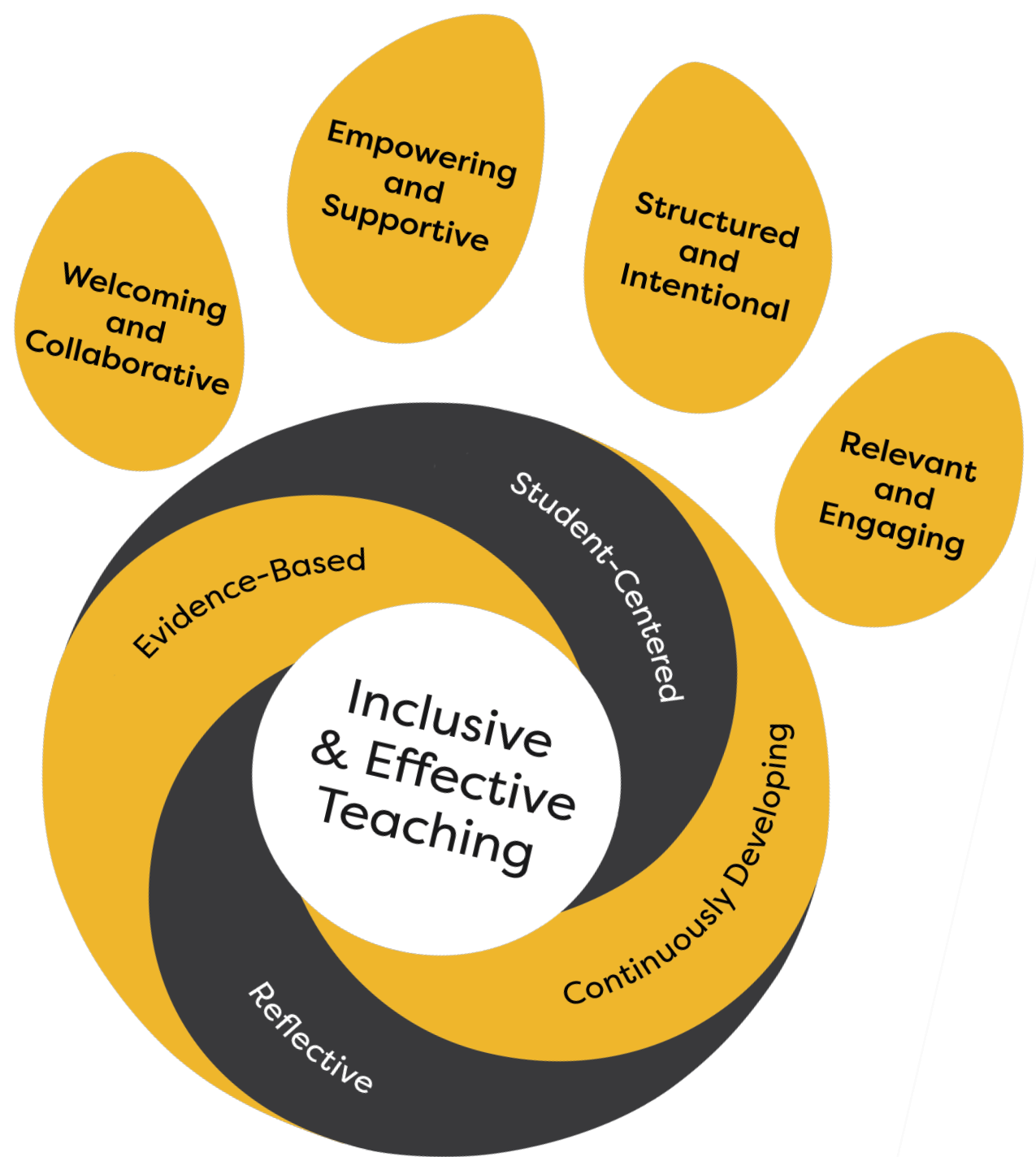


# Workflow



## Formative Peer Review



Formative peer review is a conversation between two educators. It is confidential and focused on improving teaching and learning.

### \* Information

Reviewer Name: \_\_\_\_\_

Instructor Name: \_\_\_\_\_

Instructor E-mail: \_\_\_\_\_

Course being Reviewed: \_\_\_\_\_

Semester:      Fall                  Spring                  Summer                  Other                  Year: \_\_\_\_\_

Notes:

### 1 Initial Meeting

Date & Time: \_\_\_\_\_

Location: \_\_\_\_\_

**Schedule Initial Meeting**

**Phase 1: Get Acquainted**

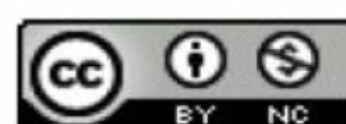
Ask questions to learn more: Where are you in your career? Tell me more about the course. What do you hope to get out of this process?

**Phase 2: Get Oriented**

Discuss the MU Teaching Standards. Engage in an activity (e.g. the card activity or a whiteboard brainstorm) to familiarize the instructor with the standards.

**Phase 3: Get Focused**

Decide which MU Teaching Standards should be the focus and, from that, which class or instructional unit should be observed.



## 2

# Observations

Date & Time or Unit: \_\_\_\_\_

Location: \_\_\_\_\_

### Get prepared

If the course is in-person:

- Get access to Canvas page as observer
- Review prep materials for class
- Review the syllabus

If the course is online:

- Get access to Canvas page as observer
- Review the syllabus
- Watch or read any introductory information or videos to get oriented to the course

### Observations of Instruction

Take notes, possibly using the annotated timeline or visual record techniques. You may want to use the checklist to guide your observations of the instruction.

### Observations of Course Materials

Use the checklist to guide your observations of the course materials. Focus on materials from the unit observed, the syllabus, and the Canvas page.

## 3

# The Debrief

Date & Time: \_\_\_\_\_

Location: \_\_\_\_\_

### Phase 1: General Discussion

Give the instructor a chance to share their thoughts on the class, go over the notes you took, and discuss the checklist.

### Phase 2: Brainstorming

Share ideas for future development, including resources and professional development opportunities.

### Phase 3: Goal-setting

Select one or two next steps and long-term goals for the instructor to take. Identify one or two resources to help with those goals.

### Phase 4: Revise and Finalize

- Update the Checklist (if necessary)
- Capture a visual record (from Phases 2 & 3)
- Follow up to make sure the instructor has access to all materials

**Pro-tip:** Create a visual record using a whiteboard or piece of paper that both people annotate!



## Remember...



### Keep it private

This formative peer review process is 100% confidential. Only the instructor may share the notes, checklist, or other products of this process with others.



### Build a relationship

Both reviewer and instructor become part of each others' network of resources during formative peer review. Take the time to get to know each other and build trust.



### Keep it balanced

Highlight often what's going well and also be constructive. We are all continuously improving our teaching. Helpful input from others is part of that process.



### Set obtainable goals

Be mindful of time and other resources available. Set goals that are achievable and also significant enough to make a meaningful impact on teaching and learning.