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.

Source | MU Teaching for Learning Center