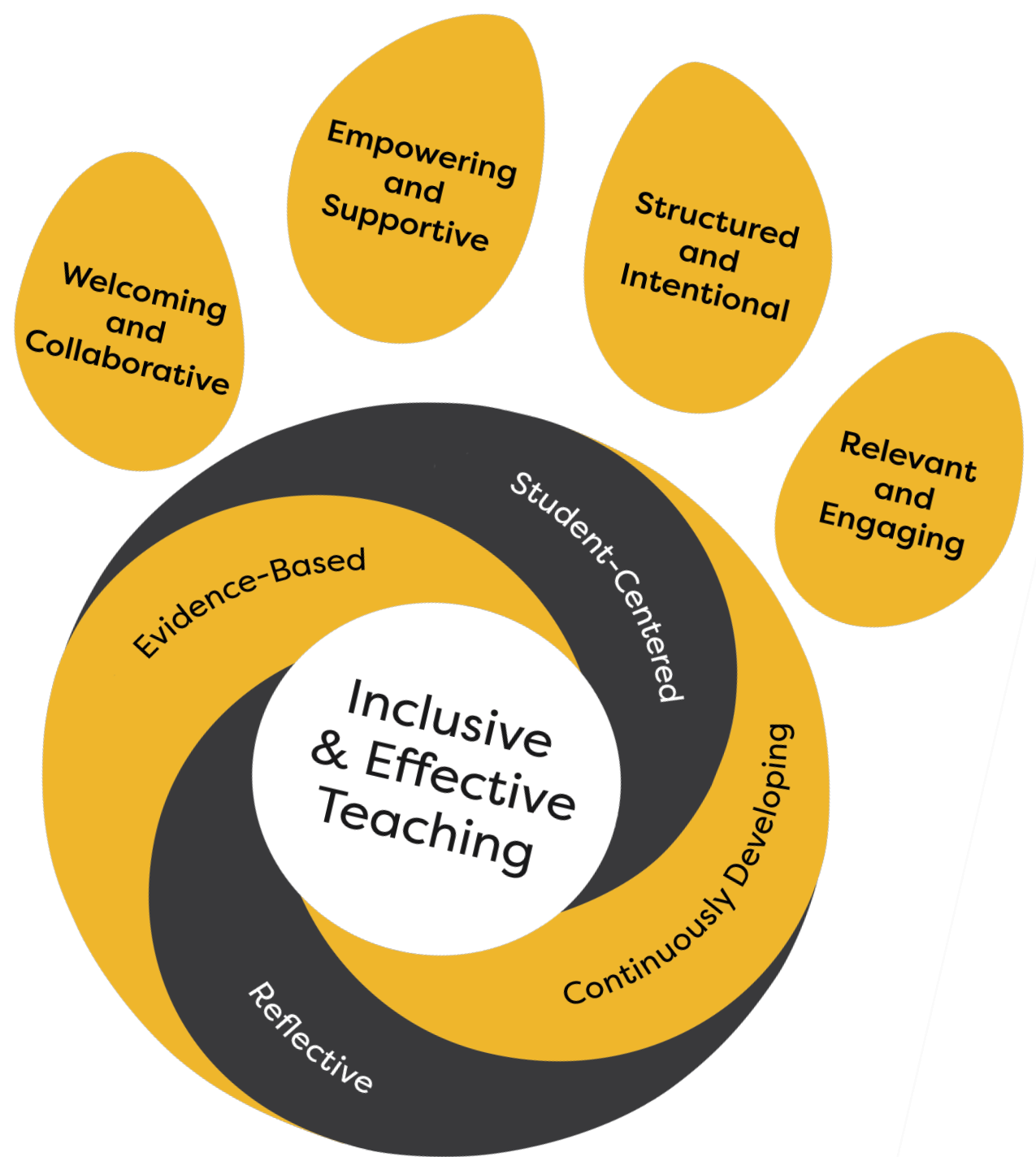


# Workflow



## Summative Peer Review



Summative peer review is both an evaluation of teaching inclusion and effectiveness and an opportunity to continue improving instruction.

### \* 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: Review the Process**

Discuss the 4 Dimensions and the rubric, including the three scoring levels. Explain not all criteria will be observed in a single class period and no instructor is expected to score "proficient" on every item.

**Phase 3: Make a Plan**

Decide on dates for the observation and follow-up meeting. Coordinate access to the course materials.



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University of Missouri's Task Force to Enhance Learning and Teaching

## 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 rubric to guide your observations of the instruction.

### Observations of Course Materials

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

## 3

# Follow Up

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 rubric scoring. Remind them that no one scores "proficient" on everything.

### Phase 2: Completing the Rubric

Discuss criteria you did not have the chance to observe. Instructor may provide examples from the course. If you don't feel like enough information is provided, score criterion as "not observed".

### 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 Rubric
- Submit Rubric to appropriate administrator.
- Send a final copy of Rubric to the instructor.

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



## Remember...



### Keep it private

This summative peer review process is confidential. No one except those with access to the completed rubric should know what was observed or discussed.



### Build a relationship

Both reviewer and instructor may become part of each others' network of resources during the process. 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.



### Keep perspective

No instructor is going to be proficient in every category--there is always room for improvement. This review is an opportunity to identify areas for future growth.