**CVM Preparing for Peer Review**

Faculty members across departments who are preparing for peer review may use this document and others provided by the college (pre-observation conference form, observation forms, peer review report template, etc.) to prepare for observation of instruction or assessment of instructional materials.

If at any time, you would like assistance developing or refining instructional materials or preparing for an observation of your instructional session, the CVM Office of Teaching & Learning is available to assist.

1. PRE-REVIEW CONFERENCE MATERIALS

*Prior to an observation of instruction, you should plan to provide your reviewer with the following:*

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|  | A copy of the syllabus (digital or hard copy). |
|  | A copy of presentation materials for instructional session(s) being observed (digital or hard copy). |
|  | Learning outcomes for the instructional session(s). |
|  | Assessment materials for the instructional session(s) (assignment descriptions, test questions, lab report forms, etc.). |
|  | A copy of teaching philosophy and/or self-reflection on previous instruction of this material (required if a summative review is requested). |

*The following items are areas to think about prior to an evaluation whether formative or summative. If you are undergoing a review for summative purposes, these items may guide self-reflection in a formal way or contribute to your current teaching portfolio if you choose to keep one.*

2. TEACHING PHILOSOPHY: What do you believe about how students learn, and how does that affect what you do in the classroom? Does the way you teach reflect your philosophy? How has what you believe about how students learn changed over time?

3. TEACHING EXCELLENCE: How do you define teaching excellence? What areas are you seeking to develop, refine, or improve? Some qualities and characteristics of an excellent teacher are included in this table:

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| Content Expertise | Obviously, faculty must be knowledgeable in their content field in order to teach it. However, content expertise, although necessary is an insufficient quality for teaching excellence. |
| Affective Traits/Skills | * Enjoys teaching as much or more than they enjoy working in their field.
* Models the best characteristics of an accomplished practitioner in the field they are teaching.
* Models the best characteristics of a lifelong learning.
* Is demanding but fair.
* Is ethical and honest.
* Is comfortable admitting ignorance.
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| Performance Skills | * Speaks clearly.
* Is organized when making a presentation.
* Uses personal/professional examples when teaching.
* Uses humor effectively.
* Creates an appropriate psychological environment for learning.
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| Cognitive Skills | * Instructional design: Develops and uses learning objectives/outcomes in designing effective learning experiences.
* Instructional delivery: Skill in presenting information in a variety of delivery modes.
* Instructional assessment: Skill in the design and use of a variety of tools and procedures to assess student learning.
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Arreola, R.A. (2007). *Developing a comprehensive faculty evaluation system* (3rd ed). Bolton, MA: Anker.

4. DISCIPLINARY CONSIDERATION: How have your and/or your discipline approached instruction of this course and/or its topics?

5. DESIGN: Are the learning outcomes associated with this course/session reflected in the experiences you design or provide? Did you design this learning experience from the ground up or have you taken on the material/content from another instructor? What have the challenges associated with either been? How have you made the design of presentations/activities, etc., your own?

6. STUDENT ENGAGEMENT: What instructional approaches do you implement (evidenced in the session to be observed) that promote student engagement with you, other students, and the material?

7. USE OF TECHNOLOGY/MEDIA: Is there specific media or technology you use to improve student learning or content delivery?

8. STUDENT EVALUATION OF TEACHING EFFECTIVENESS: How have past offerings of this course/instructional session been received by students? Have you made changes to your instruction as a result? What are they?

9. ASSESSMENT: How do you ensure students have learned the content you present? How do you know they achieved the learning outcomes of your session or the course? How do you determine or select test question content? Do you use another means of assessment?