

Leadership in Teaching: Graduate Peer Review of Teaching Program

Welcome to the *Leadership in Teaching: Graduate Peer Review of Instruction* Program. Participating in this program will give you the opportunity to develop and refine skills in collaborative leadership, mentoring, and reflective pedagogy by conducting and participating in peer review of teaching.

This program is specifically designed for those who have completed Introduction to College Teaching and/or Advanced College Teaching. With mentorship and guidance from the Teaching and Learning Commons, you will receive training in best practices and gain hands-on experience with the peer review of teaching process with a fellow instructor.

[Register here \(when open\)](#)

What will you gain by participating?

By participating in this program, you will gain:

- experience conducting and participating in peer review of teaching, providing **work-relevant collaborative leadership skills** for both academic and beyond academic positions
- **insights into new teaching environments and strategies** through observation of another instructor's teaching
- **supported data-driven reflection** on your own teaching in conversation with a colleague with similar pedagogical training
- **experience counting towards the reflective teaching component** of the [Recognition of Expertise in Teaching program](#) and experience/materials for strengthening [teaching awards](#) applications
- **a letter from the Teaching & Learning Commons** summarizing your training, quoting the observed teaching strengths, and the collaborative and reflective leadership skills demonstrated by participating in this program

What will this look like?

How much time will this take? What will I be expected to do?"

This will actually only take ~5-6 hours of your time! We have designed it so that the hours you commit to are pretty minimal.

Before the summer session:

- Have completed Introduction to College Teaching or Advanced College Teaching.
- **Discuss key components of effective peer review** of instruction and practice during a 1.5 hour training session; you will be assigned a teaching partner/group before or soon after the training session.
- **Connect with your partner(s)** to decide on dates/times for meetings and observations.

During summer session:

Meet up with your partner(s) at least three times –

1. Spend 30 minutes talking about **goals for feedback** - what are you most excited about or apprehensive about?
2. **Observe** one class session or spend similar time reviewing Canvas/ teaching materials for your teaching partner (up to 90 minutes). After this, you will draft notes on a provided feedback form (30 min).
3. **Debrief and support:** Share ideas and support each other with data and validation! (60 minutes)

Throughout: **Support from Engaged Teaching** staff.

End of summer session:

Draft a brief reflection on the experience to include in the letter from the Teaching & Learning Commons for your teaching portfolio. (30 min)

For questions or to inquire about participating in the program, please contact Erilynn Heinrichsen (erusso@ucsd.edu), with the Teaching and Learning Commons' Engaged Teaching Hub (engagedteaching@ucsd.edu)