

**Virginia Tech/Carilion SOM, Office of Continuing Professional Development  
Peer Observation of Teaching Summary**

**Faculty Name:** \_\_\_\_\_ **Course:** \_\_\_\_\_

**Title/Topic:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Name of person observing faculty:** \_\_\_\_\_

PLEASE USE THE FOLLOWING SCALE TO ANSWER EACH OF THE FOLLOWING ITEMS:

<b>4</b> <b>strongly agree</b>	<b>3</b> <b>agree</b>	<b>2</b> <b>disagree</b>	<b>1</b> <b>strongly disagree</b>	<b>N/A</b> <b>not applicable</b>	<b>U/A</b> <b>unable to assess</b>
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Content/Medical Knowledge of Educator	4	3	2	1	N/A	U/A
Knowledgeable about subject(s)						
Amount of information presented was appropriate for time allotted						
Content covered stated learning objectives						
Included a variety of relevant illustrations/examples						
Explained new/difficult terms and concepts clearly						
The handout was put together well (i.e. organized, easy to read, appropriate amount of information)						
Challenged and facilitated learners in practicing high quality, <b>compassionate</b> patient care within their field of expertise						
Assessed learner progress in acquiring knowledge, skills and attitudes						
Provided learners with graduated responsibility based on their abilities						
Presentation/Learner Centeredness	4	3	2	1	N/A	U/A
Presentation was organized						
Clearly stated the aims/objectives/activities of the class session						
Taught at an appropriate level						
Communicated the information clearly and effectively						
Communicated a sense of enthusiasm and interest in course content						
Spoke audibly and clearly, and without distracting speech characteristics						
Selected teaching methods appropriate to course content						
Effectively held the audience's attention						
Demonstrated respect for each learner						
Invested in each learner's growth and skill development						
Created a learning climate in which learning is facilitated						

<b>Interpersonal &amp; Communication Skills</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	<b>U/A</b>
Communicated expectations, goals and information in ways that stimulate and engage learners						
Tailored communication and educational strategies to optimize learning, based on the learning context and learners' needs						
Determined each learner's prior knowledge and skills through direct observation or questions						
Provided specific feedback to each learner to help the learner improve						
Was open to alternative approaches to problems and issues						
Problem-solved in a social context						
Facilitated dialogue and understanding during times of professional conflict						
<b>Professionalism and Role-modeling</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	<b>U/A</b>
Began and ended on time						
Well-prepared						
Responded to students' questions appropriately and constructively						
Allowed sufficient opportunity for student input, discussion, questioning, and interaction with instructor						
Admitted error and/or insufficient knowledge, when appropriate						
Used humor constructively and appropriately						
Inspired learners to excellence in their field of expertise thru modeling professional behaviors						
Adhered to ethical principles in teaching, demonstrating compassion & integrity						
Modeled professional practice standards in their field of expertise						
Up to date on educational practices and resources within their field of expertise						
Remained accountable for their actions and follow-through on agreed-up activities in a timely fashion						
<b>Practice-based Reflection and Improvement</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	<b>U/A</b>
Reflects upon education practices routinely						
Develops personal educational goals based on self-assessment & implements a plan to achieve those goals						
Seeks faculty development opportunities to improve educational practice						
<b>Systems-based Learning</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>	<b>U/A</b>
Utilizes medical education resources to advocate for learners, to coordinate teaching endeavors, and to optimize learning environments						
Negotiates resources to succeed in teaching w/in their area of expertise						
Anticipates how trends w/in their field of expertise will affect clinical practice, and plan for curricular changes to meet those needs						

**Comments** (optional comments):

For your feedback, please consider the following: “Continue (what was effective) ...”; “Consider (what could they add/change to improve) ...”; Question the rationale of using a particular technique.

**SET** (Mood; Motivation; Objectives – Learner-centered, Measurable, Achievable; Roles)

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**BODY** (Cooperative; Active; Experiential; Organization; Content amount & appropriateness; Pace)

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**CLOSURE** (Review/Summarize; Relate to objectives; Accomplishment; No new material)

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**VERBAL & NON-VERBAL SKILLS** (Volume/tone/speed/clarity/hesitations, Eye gaze, Room position & movement, Facial expression, Gestures, etc.)

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**INSTRUCTIONAL MEDIA** (Large enough, Clear/legible, Uncluttered, Effective animation, Images, etc.)

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