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**Instructions for Using this Form**

Do not use this form in its entirety.

1. Reviewee
	1. Consider your goals for the peer review of teaching (e.g., general improvement, promotion, award application, etc.).
	2. **EDIT the checklist** on the following pages, **REMOVING ITEMS that are not applicable** to the observed teaching situation.
	3. After you have finished editing the form, **you must protect the document** to activate the form fields. See instructions at the bottom of the page.
	4. Provide the edited form to the faculty member who will conduct your peer review.
2. Reviewer
	1. Ensure the text fields are fillable and checkboxes are checkable. If they are not, ensure the document is protected. See instructions at the bottom of the page.
	2. Complete your observation.
	3. Meet with the reviewee to share constructive feedback.
	4. NOTE: The completed form is the property of the reviewee and should never be shared without their consent.

The form begins on the next page.

How to protect the document:

* Go to the Developer tab in the ribbon at the top of the screen.
* If you do not have a Developer tab visible, [follow these instructions](https://support.microsoft.com/en-us/office/show-the-developer-tab-in-word-e356706f-1891-4bb8-8d72-f57a51146792#OpenDevTab=Windows).
* Click Protect Form.

**Peer Review of Teaching Form**

**Person Observed:** Click here to enter text.

**Observer:** Click here to enter text.

**Date and Time:** Click here to enter text.

**Class/Setting:** Click here to enter text.

**Number of Learners:** Click here to enter text.

**Type of Learners:** Click here to enter text.

**Learning Objectives:** Click here to enter text.

**LEARNING CLIMATE**

[ ]  Shows enthusiasm for topic and learners through body language and voice

[ ]  Varies instructional format to increase learner interest

[ ]  Makes eye contact with learners

[ ]  Encourages learners to participate

[ ]  Solicits questions from learners

[ ]  Acknowledges learners’ experience and situation

[ ]  Invites learners to express opinions

[ ]  Respects and welcomes divergent ideas

[ ]  Avoids ridiculing, intimidating and interrupting learners

[ ]  Invites learners to bring up problems

[ ]  Admits own errors or limitations

[ ]  Uses teaching techniques that dispel disruptive, monopolizing or disrespectful learner behavior

[ ]  Shows sensitivity to learner diversity

[ ]  Allows learners to present without interruptions

[ ]  Models responsible and ethical conduct

[ ]  Gives learners functional roles and responsibilities

[ ]  Creates a safe learning environment where all are encouraged to engage regardless of level of expertise or training

[ ]  Fosters and models appropriate safety practices

[ ]  Encourages relationship and rapport-building with others

[ ]  Models effective strategies to mitigate explicit and implicit biases that may negatively affect decision-making

[ ]  Models moral courage, self-advocacy, allyship and being an active bystander to address and prevent injustices

Comments:

Click here to enter text.

CONTROL OF SESSION

[ ]  Sets an agenda or provides an overview of the session or activities

[ ]  Provides direction in prioritizing what to do, how and when

[ ]  Collaborates with learners in making decisions

[ ]  Watches the session drive itself

[ ]  Sets an agenda

[ ]  Avoids digressions; keeps on topic

[ ]  Calls attention to time

[ ]  Manages time and pace of instruction

[ ]  Addresses all scheduled topics

[ ]  Starts and ends the session on time

[ ]  Efficiently handles day-to-day administrative details (i.e., on time, distributing paperwork, forming groups)

[ ]  Allots a realistic amount of time for learner presentations and questions

Comments:

Click here to enter text.

COMMUNICATION OF GOALS

[ ]  Defines goals as learner behaviors (e.g., the learner will do x as compared to the teacher will cover x)

[ ]  States goals clearly and concisely

[ ]  Asks learners for their goals

[ ]  Works with learners to agree on goals

[ ]  Prioritizes learning goals

[ ]  States relevance of goals to learners

[ ]  States expected level of competence (e.g., % of accuracy, % of completion, completing experiment).

[ ]  Repeats goals periodically and at end of session

[ ]  Engages in active listening with learners to support learner’s goals

Comments:

Click here to enter text.

PROMOTION OF UNDERSTANDING AND RETENTION

[ ]  Uses overviews and summaries

[ ]  Uses advance organizers

[ ]  Uses transitions and/or closure activities before presenting a new topic

[ ]  Uses examples

[ ]  Defines new terms

[ ]  Explains relationships in material

[ ]  Answers learners’ questions clearly

[ ]  Varies voice quality and speed

[ ]  Uses visual aids (e.g., whiteboard, demonstrations, slides)

[ ]  Uses instructional materials that are legible and contain appropriate amount of information

[ ]  Cues important points

[ ]  Uses repetition

[ ]  Focuses instruction on clear objectives

[ ]  Asks learners to reformulate material by taking notes, practicing a new skill, formulating an experimental design, etc.

[ ]  Assigns and discusses readings

[ ]  Varies instructional format

[ ]  Punctuates session with questions or activities

[ ]  Asks thought-provoking questions

[ ]  Assesses understanding of core concepts and processes

[ ]  Models and encourages consideration of rigor and reproducibility

[ ]  Helps learners apply the content from the discipline flexibly across multiple contexts to link knowledge

[ ]  Encourages learners to ask question and critique approaches

[ ]  Asks questions that rely on the ability to read literature critically and consulting experts

[ ]  Poses questions clearly, briefly and constructively

[ ]  Teaches or models the importance of practicing cultural humility and providing appropriate culturally relevant resources

**Comments:**

Click here to enter text.

EVALUATION

[ ]  Observes learner performance

[ ]  Allows appropriate wait time after asking learners a question and before moving on

[ ]  Asks questions that require the learners to recall scientific/medical/patient information, skills or attitudes

[ ]  Asks questions that require the learner to demonstrate understanding (e.g., determine the relationships between two concepts, combine diverse ideas into a coherent whole, apply deductive reasoning)

[ ]  Asks questions that require the learner to apply content or conceptual understanding to a specific case, example or patient

[ ]  Asks learners to self-assess

[ ]  Uses formative assessment regularly to check learners understanding

[ ]  Uses multiple forms of assessment (e.g., asking questions, informal quizzes, observations of learners, written testing)

Comments:

Click here to enter text.

FEEDBACK

[ ]  Tells learners that performance is correct or incorrect

[ ]  Tells learners why performance is correct or incorrect

[ ]  Uses nonverbal cues like nodding

[ ]  Gives reasons for agreement or disagreement with learners

[ ]  Offers specific (behavioral) suggestions for improvement

[ ]  Has learners self-assess and provides feedback on the self-assessment

[ ]  Develops an action plan with learners

Comments:

Click here to enter text.

SELF-DIRECTED LEARNING

[ ]  Asks learners to identify goals, needs and/or interests

[ ]  Explicitly reinforces evidence of self-directed learning (i.e., acknowledging learner’s use of non-assigned outside resources)

[ ]  Uses controversy/doubt/curiosity to promote self-directed learning

[ ]  Brainstorms with learners

[ ]  Provides opportunities for learners to pursue their area of interest/chosen topics

[ ]  Models motivating self-directing learning behaviors (e.g., consulting resources, collaboration with others, telling learners what drives the instructor to learn more about a topic)

[ ]  Informs learners about resources for life-long learning (e.g., journals, consultation, databases)

[ ]  Provides approaches to use and understand primary literature

[ ]  Shares tools and approaches to critically assess information sources

[ ]  Teaches and models how to engage in reflective practices related to individual identities, power and privileges to improve interactions with others

Comments:

Click here to enter text.

CONTENT KNOWLEDGE (peer review only)

[ ]  Statements and materials are accurate according to the standards of the field

[ ]  Statements and materials demonstrate awareness of current research in the field

[ ]  Statements and materials show broad knowledge of sources, perspectives and authorities in the field

[ ]  Shows depth of knowledge in communicating the reasoning behind operations or concepts

[ ]  Shows the ability to prioritize importance of content in the field

[ ]  Demonstrates intellectual curiosity toward new ideas and perspectives

[ ]  Identifies bias in arguments and literature in the field

[ ]  Incorporates multiple perspectives and scholarship in statements and materials

Comments:

Click here to enter text.

OVERALL COMMENTS

Click here to enter text.

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