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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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CITING THIS FORM

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