

**PEER EVALUATION OF TEACHING
OBSERVATION WORKSHEET
USC SCHOOL OF MEDICINE**

Instructor _____ Course _____

Date _____ Observer _____

Directions: Below is a list of instructor behaviors that may occur within a given class or course. Some of these apply to lecture-based teaching and some to small group, lab or teaching rounds, etc. Please use it as a guide to making observations, not as a list of required characteristics. Only complete the sections for which you observed that designated teaching mode.

Circle the number at the right that best represents your response. Use the comment space below each section to provide more feedback or suggestions.

When this worksheet is used for making improvements to instruction, it is recommend that the instructor highlight the areas to be focused on before the observation takes place.

A. Clarity and Organization (all sessions)	<i>In- effective</i>	<i>Poorly Effective</i>	<i>Effective</i>	<i>Very effective</i>	<i>Out- standing</i>	<i>Not observed or not utilized</i>
Clearly states purpose / objectives of the lesson	1	2	3	4	5	0
Presented overview of lesson	1	2	3	4	5	0
Relates lesson to previously covered material	1	2	3	4	5	0
Presents material in a logical sequence	1	2	3	4	5	0
Paces lesson appropriately	1	2	3	4	5	0
Summarizes major points of lesson	1	2	3	4	5	0

How did the instructor demonstrate organization of the subject matter?: _____

B. Effective Communication (all sessions)	<i>In- effective</i>	<i>Poorly Effective</i>	<i>Effective</i>	<i>Very effective</i>	<i>Out- standing</i>	<i>Not observed or not utilized</i>
Projects voice clearly, with intonation; easily heard	1	2	3	4	5	0
Demonstrates and stimulates enthusiasm for subject	1	2	3	4	5	0
Varied explanations for complex and difficult material, using examples to clarify points	1	2	3	4	5	0
Defines unfamiliar terms, concepts and principles	1	2	3	4	5	0
Uses humor appropriately to maintain attention and strengthen retention	1	2	3	4	5	0
Listens to students' questions and comments	1	2	3	4	5	0

What were the most and least helpful things the instructor did to communicate effectively?: _____

C. Interaction with Students

	<i>In-effective</i>	<i>Poorly Effective</i>	<i>Effective</i>	<i>Very effective</i>	<i>Out-standing</i>	<i>Not observed or not utilized</i>
Maintains student attention	1	2	3	4	5	0
Responds to nonverbal cues of confusion, boredom, and curiosity	1	2	3	4	5	0
Encourages student questions or discussion; asks questions to monitor student progress	1	2	3	4	5	0
Listens to students' questions and comments	1	2	3	4	5	0
Gives satisfactory answers to student questions, restating questions and answers when needed	1	2	3	4	5	0
Suggests questions of limited interest to be handled outside of the teaching session	1	2	3	4	5	0

How did the instructor show interest in the students and their learning?: _____

D. Instructional Materials and Environment (for lecture-based teaching)

	<i>In-effective</i>	<i>Poorly Effective</i>	<i>Effective</i>	<i>Very effective</i>	<i>Out-standing</i>	<i>Not observed or not utilized</i>
Prepares students for lesson with appropriate assigned reading	1	2	3	4	5	0
Presentation follows handout / syllabus	1	2	3	4	5	0
Present appropriate amount of material at appropriate level of complexity; material up-to-date	1	2	3	4	5	0
Presents helpful audiovisual materials to support lesson organization and major points	1	2	3	4	5	0
Presents helpful written materials (syllabi and objectives, handouts) to reinforce key points	1	2	3	4	5	0

To what extent did the instructor vary the instructional methods for the material presented? What other methods might have been appropriate?: _____

E. Content Knowledge and Relevance (all sessions)

	<i>In-effective</i>	<i>Poorly Effective</i>	<i>Effective</i>	<i>Very effective</i>	<i>Out-standing</i>	<i>Not observed or not utilized</i>
Material is relevant to education of a physician	1	2	3	4	5	0
Material appropriate for student level	1	2	3	4	5	0
Demonstrates command of subject matter; information up-to-date	1	2	3	4	5	0

What content appeared to be the most suitable to the lesson?: _____

F. Small Group / Lab / Rounds	<i>In-effective</i>	<i>Poorly Effective</i>	<i>Effective</i>	<i>Very effective</i>	<i>Out-standing</i>	<i>Not observed or not utilized</i>
Demonstrates advanced preparation for teaching session	1	2	3	4	5	0
Explains purpose, goals of the session	1	2	3	4	5	0
Explains how session is organized, or will be conducted; student role is made clear	1	2	3	4	5	0
Keeps session well-paced & keeps group on target	1	2	3	4	5	0
Facilitates, rather than directs, discussion. Allows learners to solve problems	1	2	3	4	5	0
Accommodates different learning styles	1	2	3	4	5	0
Answers questions / provides guidance when necessary; demonstrates new tasks, procedures	1	2	3	4	5	0
Checks to see that information is understood	1	2	3	4	5	0
Provides effective feedback	1	2	3	4	5	0
Encourages group interaction; ensures participation from all members of the group	1	2	3	4	5	0
Treats learners and colleagues, team members respectfully	1	2	3	4	5	0
Ensures summarization of content at end of session	1	2	3	4	5	0
G. Audio-Visual / Distance Education	<i>In-effective</i>	<i>Minimally effective</i>	<i>Effective</i>	<i>Very effective</i>	<i>Out-standing</i>	<i>Not observed or not utilized</i>
Aware of body language, movement appropriate; monitors TV appearance	1	2	3	4	5	0
Topic is appropriate for audience	1	2	3	4	5	0
Voice modulated for medium	1	2	3	4	5	0
Knows how to use equipment effectively	1	2	3	4	5	0
Educates students on student-student and student-instructor interaction Utilizes appropriate assessment methods						
Facilitates closure at end of session	1	2	3	4	5	0

OVERALL EVALUATION

1

2

3

4

5

H. OVERALL NARRATIVE SUMMARY

1. What were the instructor's major strengths as demonstrated in this observation?

2. What suggestions do you have for improving upon this instructor's skills?