Date:	Has observer obtained course syllabus?	
Faculty:	Has observer obtained course learning objectives?	
Observer:		
Course:	Have reviewer and instructor met prior to observation to discuss review procedures?	
Number of Students (approx.):	Will/have reviewer and instructor meet after observation to discuss results?	
Classroom Layout: List audio/visual media or materials used (e.g. PowerPoint, board, document camera, handouts, polling devices, etc.)	List any aspects of the physical classroom environment that might affect the class (hot/cold, noise, etc.)	

Practices	Yes / No / Not Applicable	Observations and notes

Preparation and Organization: Alignment [1] [2]						
<i>Class session</i> learning objectives aligned with overall course objectives. [3] [4]	Y	N	N/A			
<i>Class session content</i> (knowledge, skills, or abilities) and activities aligned with the <i>class session learning objectives</i> .	Y	N	N/A			

Preparation and Organization: The faculty (The following are examples of teaching practices to note but are not					
necessarily required)					
Has organized the material into an obvious, explicit, and logical framework. [3]	Y	N	N/A	-	
Shows command of the material.	Y	N	N/A		
Teaches the class at a level appropriate for most students. [4] [5] [6]	Y	N	N/A		
Connects to students' prior knowledge, lessons, assignments, and/or readings. [7] [8]	Y	N	N/A		

Ν

Practices	Yes/	No/	Not Applicable	Observations and Notes

Explores and values connections with other disciplines and/or real-world phenomena (tangible examples when they exist), if appropriate. [5]	Y	N	N/A	
Draws upon scholarly works, including current research/developments. [3]	Y	N	N/A	
Draws upon student experience and/or current events. [5] [7]	Y	N	N/A	

Provides students with learning objectives for the class session. [3] [4]	Y	N	N/A	
Gives lesson outline at the beginning of class, verbally and visually (e.g.,slide, handout). [3]	Y	N	N/A	
Employs methods (activities, examples) broken down into steps to scaffold student learning. [4]	Y	N	N/A	-
Invites students into the subject matter, e.g. through storytelling [9]; compelling case studies [10]; explicit commentary about the skills, values, or formation of the discipline;	Y	N	N/A	-
Incorporates small-group discussions or problem-solving sessions into the class period, when appropriate. [12] [13] [14]	Y	N	N/A	
Poses questions and allots time for students to discuss them. [15]	Y	N	N/A	-
Asks a variety of types of questions (e.g., factual, application, critical).	Y	N	N/A	

Builds off student answers/comments whether correct or incorrect.	Y	N	N/A	
Incorporates low-stakes assessment (such as one-minute papers, muddiest point, etc.) to help instructor and students gauge progress. [15] [16] [17]	Y	N	N/A	
Encourages students to reflect on their learning (e.g. by asking students to write an end-of-class summary, identify the day's muddiest point, or write about what they know now that they didn't 5 weeks ago).[17]	Y	N	N/A	
Has chosen content to reflect a diversity of voices, and consistent with inclusive teaching. [18] [19]	Y	N	N/A	
Finishes with a summary or closing activity. [3]	Y	N	N/A	

Practices	Yes/ No/ Not Applicable	Observations and Notes
		•

·····			1	
Starts and ends class on time.	Υ	N	N/A	
Seems excited about/interested in material.	Y	N	N/A	-
Conducts the lesson at a pace that supports learning (i.e., not too fast or too slow, suitable for note taking, questions and reflection).	Y	N	N/A	-
Provides adequate time for completion of in- class activities.	Y	N	N/A	
Checks or is aware when students are lost, hurried, etc.	Y	N	N/A	

Pauses to ask for student questions or	Y	Ν	N/A	
clarifications				
	1			
	I			
Verifies that questions are answered to	Y	N	N/A	
students' satisfaction.				
	1			
	I			
Waits 5 - 15 sec for answers before repeating,	Y	N	N/A	
rephrasing, or moving on, and avoids	I			
answering own question. [20]	1			
	1			
Ensures that all in the classroom can hear	v	N	NI/A	
questions and comments	I	IN	N/A	
	I			
	I			
Is aware of raised hands.	Y	N	N/A	
	1			
	l			
Encourages and facilitates dialogue, discussion,	Y	N	N/A	
and student-student interaction for all students	l			
activities to promote equal participation) [11]	l			
	1			
Has designed the class session to be accessible	Y	N	N/A	
and inclusive (e.g. teaching materials show a	!			
variety of races, ethnicities, and genders; names	l			
used in problems are not ethnocentric). [11]	l			
[18] [19]	1			
Employs audio and/or visual media (PowerPoint,	Y	N	N/A	
writing on board/doc cam, handouts, videos)				
effective for learning (readable, not too much	l			
text, etc.) and uses media skillfully. [11]	l			

Interaction and Social Climate: The instructor... (The following are examples of teaching practices to note but are not necessarily required)

Uses a system to signal beginning of class;	Y	N	N/A	
students quiet quickly.				
Maintains an appropriate level of eye contact.	Y	N	N/A	

Practices	Yes/No/ Not Applicable			Observations and Notes
Uses respectful and inclusive language and works to ensure a respectful and open learning community. [11]	Y	N	N/A	
Is relaxed, in command of session, and willing to engage with students. [23]	Y	N	N/A	
Uses student names or makes attempts to learn them. [23]	Y	N	N/A	

Interaction and Social Climate: The students... (The following are examples of teaching practices to note but are not necessarily required)

Arrive on time and remain until dismissed.	Y	Ν	N/A	
Are attentive (e.g., not having side conversations	Y	Ν	N/A	
or surfing the web [24] [25]).				
Take notes. [26]	Y	Ν	N/A	
Gather around instructor after session to speak	Y	Ν	N/A	
about material.				

Overall Impressions- this can be the basis of your letter that accompanies this form

College of Medicine Peer Teaching Observation Works Cited

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