OSU COM FAME/CTT Peer Review Program
Peer Review of Clinical Teaching
Stanford Faculty Development Form/Self-Assessment

INSTRUCTOR: ______________________________ DATE TO BE DONE __________________________
COURSE AND TOPIC: __________________________ EVALUATOR: __________________________

Areas for focused feedback as identified by faculty member:
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

You will have an opportunity to be observed facilitating your small group educational activity. In order to benefit maximally from this direct observation of your teaching – take some time to reflect upon the following domains, rate your skills, and think about your strengths and weaknesses. Please record your ratings/thoughts and forward a copy of this form to Aubre Smith. She will forward a copy to your peer observer so he/she can target their feedback to help meet your needs. This is similar to the form your peer observer will be using.

Instructions: For each of the following statements please indicate your degree of agreement using the following scale: 
SD = Strongly Disagree,  D = Disagree,  E = Equally D & A,  A = Agree,  SA = Strongly Agree,  NA = Not Applicable
Circle only one response per statement and answer the questions in the space provided.

<table>
<thead>
<tr>
<th>Learning Climate</th>
<th>SD</th>
<th>D</th>
<th>E</th>
<th>A</th>
<th>SA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listens to learners.</td>
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<td>2. Encourages learners to participate.</td>
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<td>3. Expresses respect for learners.</td>
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<td>4. Encourages learners to raise issues.</td>
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</table>

Is there anything about establishing a safe, risk free – learning climate that you particularly want feedback on? Have you found it hard at times to encourage participation which is of the depth you would like to see in your learners? What have you tried which has worked well? Have you had any challenges with specific learner behaviors which have not been conducive to learning in the group? Other thoughts regarding your strengths or needs in this area?
_________________________________________________________________________________
_________________________________________________________________________________
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<table>
<thead>
<tr>
<th>Control of Session</th>
<th>SD</th>
<th>D</th>
<th>E</th>
<th>A</th>
<th>SA</th>
<th>NA</th>
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<tbody>
<tr>
<td>5. Calls attention to time.</td>
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<td>6. Avoids digressions.</td>
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<td>7. Observes small groups.</td>
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<td>8. Arranges the setting.</td>
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Have you found time management challenging? Any particular learner behavior that you feel has interfered with the session or you were not certain how to deal with? Any questions about making the most of the physical environment to maximize engagement and participation? Any other thoughts regarding your strengths or needs in this area?
_________________________________________________________________________________
_________________________________________________________________________________
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<table>
<thead>
<tr>
<th>Communication of goals</th>
<th>SD</th>
<th>D</th>
<th>E</th>
<th>A</th>
<th>SA</th>
<th>NA</th>
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</thead>
<tbody>
<tr>
<td>9. States goals clearly and concisely.</td>
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<td>10. States relevance of goals to learners.</td>
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<td>11. Provides clear instructions for activities.</td>
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Thoughts regarding your strengths or needs in this area?
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<table>
<thead>
<tr>
<th>Promoting Understanding and Retention</th>
<th>SD</th>
<th>D</th>
<th>E</th>
<th>A</th>
<th>SA</th>
<th>NA</th>
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<tbody>
<tr>
<td>12. Presents material in well-organized fashion.</td>
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<td>13. Explains relationships in material.</td>
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<td>14. Uses activity to demonstrate relevance.</td>
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</table>

Have you had any challenges with your group in establishing relevance? What have you tried that you think works well or has not worked well? Other thoughts regarding your strengths or needs in this area?
_________________________________________________________________________________

9.20.16
Evaluation of Learners

15. Assesses learners' knowledge.  
   SD  D  E  A  SA  NA

16. Evaluates learners’ ability to analyze or synthesize knowledge.  
   SD  D  E  A  SA  NA

17. Evaluates learners’ ability to apply knowledge to specific activity.  
   SD  D  E  A  SA  NA

18. Evaluates CAPS skills as they apply to specific topics.  
   SD  D  E  A  SA  NA

What challenges have you faced in assessing learners abilities? What strategies have you tried to help in this regard? Other thoughts regarding your strengths or needs in this area?

Feedback

   SD  D  E  A  SA  NA

20. Explains to learners why they are correct or incorrect.  
   SD  D  E  A  SA  NA

21. Offers suggestions for improvement.  
   SD  D  E  A  SA  NA

22. Gives feedback frequently.  
   SD  D  E  A  SA  NA

What have you tried that has worked well? Any particular challenges you have faced with the group or with individual learners? Have you had to give corrective feedback and was this difficult? Other thoughts regarding your strengths or needs in this area?

Promoting Self-Directed Learning

23. Explicitly encourages further learning.  
   SD  D  E  A  SA  NA

24. Motivates learners to learn on their own.  
   SD  D  E  A  SA  NA

25. Encourages learners to read.  
   SD  D  E  A  SA  NA

What strategies do you explicitly use in this area? What do you think works or does not work? Other thoughts regarding your strengths or needs in this area?

Teacher's knowledge

26. Reveals preparation for the activity.  
   SD  D  E  A  SA  NA

27. Discusses relevant current developments.  
   SD  D  E  A  SA  NA

28. Demonstrates points of view other than own.  
   SD  D  E  A  SA  NA

Thoughts regarding your strengths or needs in this area?

Other areas which you would like your peer observer to focus on?