**PEER TEACHING EVALUATION FORM**

Evaluation of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of peer evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I have observed the candidate teaching in the following settings:**

* Didactic lecture course
* Clinical teaching
* Informal seminars
* Research forums/meetings
* Tutorials/small group discussions
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please evaluate the instructor/teacher for effectiveness/applicability in the following categories using a scale from “1” to “5” (“1” being completely ineffective, “5” being most effective), answer “n/a” if you have not observed or are not aware of the individual’s performance in any given category.

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| --- | --- | --- | --- | --- | --- | --- |
| **Description** | **N/A** | **1** | **2** | **3** | **4** | **5** |
| Gives clear, well-structured presentations |  |  |  |  |  |  |
| Answers questions in a manner which facilitates learning |  |  |  |  |  |  |
| Can convey knowledge in a clear and organized manner |  |  |  |  |  |  |
| Uses visual aids and/or handouts well |  |  |  |  |  |  |
| Is enthusiastic and motivating teacher |  |  |  |  |  |  |
| Is knowledgeable in the field being taught |  |  |  |  |  |  |
| Is available for teaching and receptive to questions |  |  |  |  |  |  |
| Has set times to meet with students after lectures |  |  |  |  |  |  |
| Involves students in probing the reasoning process |  |  |  |  |  |  |
| Allows student participation in the learning process |  |  |  |  |  |  |
| Encourages student’s critical appraisal of information presented |  |  |  |  |  |  |
| Can effectively train clinicians |  |  |  |  |  |  |
| Can effectively train research investigators |  |  |  |  |  |  |
| Is sought after to lecture by outside groups |  |  |  |  |  |  |