

Resource for Peer Review of Clinical Teaching

Table 1 Evaluating Clinical Teachers¹

Category of Teaching Behavior	Items to assess/evaluate
Learning climate	Listened to learners Encouraged learners to participate actively in the discussion. Expressed respect for learners. Encouraged learners to bring up problems.
Effective management of learning situation	Called attention to time. Avoided digressions Discouraged external interruptions.
Communication of Goals	Stated goals clearly and concisely. Stated relevance of goals to learners. Prioritized goals. Repeated goals periodically.
Promoting understanding and retention	Presented well-organized material. Explained relationships in material. Used blackboard or other visual aids.
Evaluation	Evaluated learners' knowledge of factual medical information. Evaluated learners' ability to analyze or synthesize knowledge. Evaluated learners' ability to apply medical knowledge to specific patients. Evaluated learners' medical skills as they apply to specific patients.
Feedback	Gave negative (corrective) feedback to learners. Explained to learners why he/she was correct or incorrect. Offered learners suggestions for improvement. Gave feedback frequently.
Promoted self-directed learning	Explicitly encouraged further learning. Motivated learners to learn on their own. Encouraged learners to do outside reading.
Teacher's knowledge*	Revealed broad reading in his/her medical area. Directed students to useful literature in the field. Discussed current developments in his/her medical area. Demonstrated a breadth of knowledge in medicine generally. Discussed points of view other than his/her own.

*Items in this category did not appear in the reduced questionnaire because they were not validated by factorial analysis. Participants in the study who perceived instructors as promoting self-directed learning also perceived these instructors as possessing the appropriate knowledge.

¹ Source: Litzelman DK, Stratos GA, Marriott DJ & Skeff KM. Factorial Validation of a Widely Disseminated Educational Framework for Evaluating Clinical Teachers. *Acad. Med.* [1998](#);73:688-695.