**Faculty Observed**: Full Name Select Degree

**Department**: **Track**: ^ Track

**Observation Dates:**   **Evaluation Date**: Click or tap to enter a date.

**Evaluator**: Reviewer Name **Position**: Position/Title/Rank

**Academic** **Unit**: UA College of Medicine-Tucson Department of Full Name

# OIA Protocol

### Pre-observation Meeting

I met with the reviewee before observations were conducted to review the protocol for peer evaluation of teaching, select an observation tool and adapt it as needed. We agreed to use this instrument for the evaluation process.

### Observations

I observed the reviewee on multiple occasions in the following settings or clinical services:

[ ]  Large group classroom

[ ]  Small group classroom

[ ]  Online group teaching

[ ]  Other classroom setting (Please describe in comments.)

### Observations included teaching of the following learners:

[ ]  Undergraduate students [ ]  Graduate students [ ]  Pre-med students [ ]  Medical students

[ ]  Medical Residents [ ]  Fellows [ ]  Other Click or tap here to enter text.

 Please use the following scale to answer each of the following items:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 4 | 3 | 2 | 1 | N/A | U/A |
| strongly agree | agree | disagree | strongly disagree | not applicable | unable to assess or not observed |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Lecture Content/Medical Knowledge of Educator | 4 | 3 | 2 | 1 | N/A | U/A |
| Knowledgeable about subject(s) |  |  |  |  |  |  |
| Amount of information presented was appropriate for time allotted |  |  |  |  |  |  |
| Content covered stated learning objectives  |  |  |  |  |  |  |
| Included a variety of relevant illustrations/examples |  |  |  |  |  |  |
| Explained new/difficult terms and concepts clearly  |  |  |  |  |  |  |
| The handout was put together well (i.e. organized, easy to read, etc)  |  |  |  |  |  |  |
| The handout included an appropriate amount of information |  |  |  |  |  |  |
| Challenged and facilitated learners in practicing high quality, compassionate patient care within their field of expertise |  |  |  |  |  |  |
| Assessed learner progress in acquiring knowledge, skills and attitudes |  |  |  |  |  |  |
| Provided learners with graduated responsibility based on their abilities |  |  |  |  |  |  |
| **Comments:** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Lecture Presentation/Learner Centeredness | 4 | 3 | 2 | 1 | N/A | U/A |
| Presentation was organized |  |  |  |  |  |  |
| Clearly stated the aims/objectives/activities of the class session |  |  |  |  |  |  |
| Taught at an appropriate level |  |  |  |  |  |  |
| Communicated the information clearly and effectively |  |  |  |  |  |  |
| Communicated a sense of enthusiasm and interest in course content |  |  |  |  |  |  |
| Spoke audibly and clearly, and without distracting speech characteristics |  |  |  |  |  |  |
| Selected teaching methods appropriate to course content |  |  |  |  |  |  |
| Effectively held the audience’s attention |  |  |  |  |  |  |
| Demonstrated respect for each learner |  |  |  |  |  |  |
| Invested in each learner’s growth and skill development |  |  |  |  |  |  |
| Created a learning climate in which learning is facilitated |  |  |  |  |  |  |
| **Comments:** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Interpersonal & Communication Skills | 4 | 3 | 2 | 1 | N/A | U/A |
| Communicated expectations, goals and information in ways that stimulate and engage learners |  |  |  |  |  |  |
| Tailored communication and educational strategies to optimize learning, based on the learning context and learners’ needs |  |  |  |  |  |  |
| Determined each learner’s prior knowledge and skills through direct observation or questions |  |  |  |  |  |  |
| Provided specific feedback to each learner to help the learner improve |  |  |  |  |  |  |
| Was open to alternative approaches to problems and issues |  |  |  |  |  |  |
| Problem-solved in a social context |  |  |  |  |  |  |
| Facilitated dialogue and understanding during times of professional conflict |  |  |  |  |  |  |
| **Comments** |

| Professionalism and Role-modeling | 4 | 3 | 2 | 1 | N/A | U/A |
| --- | --- | --- | --- | --- | --- | --- |
| Began and ended lecture on time |  |  |  |  |  |  |
| Lecturer was well prepared for class |  |  |  |  |  |  |
| Responded to students’ questions appropriately and constructively |  |  |  |  |  |  |
| Allowed sufficient opportunity for student input, discussion, questioning, and interaction with instructor |  |  |  |  |  |  |
| Admitted error and/or insufficient knowledge, when appropriate |  |  |  |  |  |  |
| Used humor constructively and appropriately |  |  |  |  |  |  |
| Inspired learners to excellence in their field of expertise thru modeling professional behaviors |  |  |  |  |  |  |
| Adhered to ethical principles in teaching, demonstrating compassion & integrity |  |  |  |  |  |  |
| Modeled professional practice standards in their field of expertise |  |  |  |  |  |  |
| Up to date on educational practices and resources within their field of expertise |  |  |  |  |  |  |
| Remained accountable for their actions and follow-through on agreed-up activities in a timely fashion |  |  |  |  |  |  |
| **Comments:** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Practice-based Reflection and Improvement | 4 | 3 | 2 | 1 | N/A | U/A |
| Reflects upon education practices routinely |  |  |  |  |  |  |
| Develops personal educational goals based on self-assessment & implements a plan to achieve those goals |  |  |  |  |  |  |
| Seeks faculty development opportunities to improve educational practice |  |  |  |  |  |  |
| **Comments:** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Systems-based Learning | 4 | 3 | 2 | 1 | N/A | U/A |
| Utilizes medical education resources to advocate for learners, to coordinate teaching endeavors, and to optimize learning environments |  |  |  |  |  |  |
| Negotiates resources to succeed tin teaching w/in their area of expertise |  |  |  |  |  |  |
| Anticipates how trends w/in their field of expertise will affect clinical practice, and plan for curricular changes to meet those needs |  |  |  |  |  |  |
| **Comments:** |

# Strengths

# Areas for Development or Improvement

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_Select Date\_\_\_\_\_\_

Reviewer Full Name Date

Select Title/Rank

UA College of Medicine-Tucson

Department of

Email: Type email Phone: Enter Phone

[ ] I have read the foregoing evaluation and acknowledge that I met with the evaluator before the evaluation process to discuss the process and evaluation form, and after observations to review the evaluation and/or receive feedback on teaching and was offered an opportunity to give input in this process.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

^Reviewee Faculty Name, ^Department