

Teaching Behaviors Menu for Peer Observation of Teaching

A list of behaviors that peer observer and observee can review and *may* select from in advance (along with items generated by the peers) to determine the focus on a few specific characteristics of the observed teaching session).

Learning session refers to any circumstance where an instructor is present with one or more learners with the intention to activate, generate, and/or assess learning.

“x “ marks reveal, by size, *possible* relevance to different teaching and learning settings

Observed behavior	Large group	Small group	Hospital/ clinic service	Labs / Simulation
Beginning of learning session				
Gaining learner attention		×	×	×
Introducing topic and focus of learning for the session	×	×	×	×
Stating learning objectives and their relevancy to topic and course	×	×	×	×
Linking to pre-work or prior knowledge	×	×		×
Didactic presentation				
Clarity (e.g., volume, pace, nervousness)	×	×	×	×
Organization (e.g., outlines, transitions, connections between concepts, introduction-body-conclusion)	×	×		
Content appropriate to level of learner	×	×	×	×
Quality of presentation slides, handouts, or other learning aids	×	×		×
Providing opportunity for learners' questions	×	×	×	×
Teacher Characteristics and Dynamics				
Exhibiting enthusiasm and stimulated interest in content.	×	×	×	×
Using appropriate voice/volume, gestures, movement and eye contact	×	×	×	×
Responding to questions	×	×	×	×
Using/demonstrating/use of devices & equipment			×	×
Learning Climate				
Encouraging learner participation and questions	×	×	×	×
Incorporating learners' ideas/questions into discussion/presentation	×	×	×	×
Developing an environment for respectful sharing of different views	×	×	×	×

Observed behavior	Large group	Small group	Hospital/ clinic service	Labs / Simulation
Managing Session				
Managing time through pace of session and start and end times	×	×	×	×
Meeting of session objectives	×	×	×	×
Providing for interactivity among learners	×	×		×
Providing time to learners to organize thoughts and respond to questions	×	×	×	×
Managing quality of learners' collaborative learning	×	×	×	×
Teaching with patient (real or simulated) encounters				
Teaching interpersonal skills with patients (e.g. physical exam, patient/family history, mental status interview)			×	
Providing opportunities for learners to demonstrate interpersonal skills with patients (e.g. physical exam, patient/family history, mental status interview)			×	
Providing opportunities for learners to explain procedure, anticipate instrumentation			×	×
Observed learner doing a procedure			×	×
Professionalism				
Teaching respect for learners, patients, staff, and/or peers		×	×	×
Demonstrating/models respect for learners, patients, staff, and/or peers		×	×	×
Teaching teamwork and leadership strategies		×	×	
Using humor / anecdotes appropriately	×	×	×	×
Promotion of critical thinking, clinical reasoning, knowledge retention, self-directed learning				
Using questions to probe learners' thinking and reasoning	×	×	×	
Asking for differential diagnosis and plan		×	×	
Fostering active and interactive learning	×	×	×	×
Encouraging learners to be self-directed	×	×	×	
Encouraging learners to question and critique	×	×	×	
Evaluation and Feedback				
Using effective questioning techniques to assess learners' knowledge/skills/attitudes	×	×	×	×
Offering suggestions for improvement		×	×	×
Providing reasoning/justification when changing learner's plans/technique		×	×	×