**Peer Coaching Program Worksheet**

Instructor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Peer Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teaching Setting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Focus of Evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

General information (date, time, type of learners, room layout, etc.): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Learning Climate** | **Observations** |
| Stimulates learners  (enthusiastic, animated, use of body language) |  |
| Involves learners  (looks and listens to learners, encourages participation) |  |
| Respect and comfort of learners  (uses learners’ names, allows expression of opinions, avoids ridicule or intimidation, admits limitations) |  |

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| **Structure of Session** | **Observations** |
| Focus of session  (sets agenda, defines and prioritizes goals, states learning objectives) |  |
| Pace of session  (starts on time, covers all topics, finishes on time) |  |

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| **Promotion of Understanding** | **Observations** |
| Organization of materials (uses overviews and summaries; transitions well between topics) |  |
| Emphasis (varies voice quality and speed; uses repetition and visual aids effectively; emphasizes and reviews important points) |  |
| Clarity (uses examples, explains relationships, encourages questions) |  |
| Fosters active learning (provides a chance for skill practice, and application of material) |  |
| Explicitly encourages further learning and defines approaches/resources (readings, consultants, internet) |  |
| **Evaluation and Feedback** | **Observations** |
| Uses effective questioning techniques to assess learners’ knowledge, skills, and attitudes |  |
| Provides learner with feedback  (provides positive and corrective feedback, develops action plan with learners) |  |
| Learner able to provide feedback on instructor’s effectiveness as educator (written, oral, formal, informal) |  |

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| **Optional Meeting Logistical Items** | **Comments** |
| Should this topic be repeated at future meetings? |  |
| Did the teacher follow the intended learning objectives and timeline? |  |
| Did you feel there was commercial bias or any conflict of interest? |  |
| Were there any audio/visual, room setup or comfort issues (temperature, lighting, seating)? |  |

**Instructor Debriefing**

I. Teaching Strengths:

1.

2.

3.

II. Recommendations for improvement:

1.

2.

3.

III. Plans for improvement:

1.

2.

3.