

Peer Observation of Procedural Skill Teaching Coaching Form

Date:
Teaching activity being observed:
<p>Requested areas of focus for teaching observation: Prompts for consideration when thinking about areas for focus: 1. What is ONE thing you would like to DO as a teacher today? 2. What's going to be challenging for you about this teaching session? 3. What skill can you use to tackle that challenge?</p> <p>1.</p> <p>2.</p>

*Questions listed for each domain are intended as examples of behaviors to help guide your observation and feedback. You do **NOT** need to limit observations to these areas or address all areas listed. **DO** address the requested areas of focus that you listed above*

Print out this form to take notes on during the observation.

If the teacher you are observing has indicated they are planning to use this observation for their peer observation of teaching requirement for their Promotion and Tenure dossier, then complete the "Promotion and Tenure Supplemental Section" in Qualtrics that is part of the Post-Observation Questionnaire that you will be automatically sent via Qualtrics when you submit your Pre-Observation Questionnaire.

The "Supplemental Section" replicates the first two pages of this observation form, so **you may want to check the boxes on this form for the teaching behaviors that you observed so that you have a reference when completing the form in Qualtrics.**

The more specific you can be with your feedback the more helpful it is for your observed faculty to incorporate the feedback.

Domains	Notes
<p>Learning environment</p> <p>Did the teacher</p> <p><input type="checkbox"/> Appear enthusiastic about teaching?</p> <p><input type="checkbox"/> Demonstrate respect for learners?</p> <p><input type="checkbox"/> Seek input of learners as to their perceived areas requiring improvement?</p> <p><input type="checkbox"/> Create a safe learning environment in which uncertainty could be acknowledged?</p> <p><input type="checkbox"/> Model sensitive and respectful attitude toward patients?</p> <p><input type="checkbox"/> Model respect for the interprofessional team?</p>	
<p>Learning logistics</p> <p>Did the teacher</p> <p><input type="checkbox"/> Create a clear structure for the procedural teaching session?</p> <p><input type="checkbox"/> Establish learner preparedness for the teaching session?</p>	

<input type="checkbox"/> End teaching session with a wrap-up & clear next step for the learners?	
Clinical teaching process Did the teacher <ul style="list-style-type: none"> <input type="checkbox"/> Provide explicit commentary if <i>demonstrating the procedure</i>? <input type="checkbox"/> Allow for questions or interruptions if <i>demonstrating the procedure</i>? <input type="checkbox"/> Ask learners to verbalize what they are doing if <i>observing the learner performing the procedure</i>? <input type="checkbox"/> Ask probing questions to assess learners' knowledge of the procedure? <input type="checkbox"/> Discuss the theory or evidence supporting the described approach? <input type="checkbox"/> Break the skill/procedure down into steps? <input type="checkbox"/> Facilitate discussions of problem solving when encountering different situations? <input type="checkbox"/> Tailor communication and teaching styles to the learner's level? (student/resident/fellow) 	
Providing feedback Did the teacher <ul style="list-style-type: none"> <input type="checkbox"/> Provide real-time feedback to learners? <input type="checkbox"/> Provide feedback that is specific and descriptive? <input type="checkbox"/> Provide feedback that feels nonjudgmental and is performance based? <input type="checkbox"/> Provide learners the chance to practice after receiving feedback? 	
Supporting self-directed learning Did the teacher <ul style="list-style-type: none"> <input type="checkbox"/> Ask the learner what they did well? <input type="checkbox"/> Ask the learner what could be improved? <input type="checkbox"/> Encourage learners to set goals for areas to practice? <input type="checkbox"/> Ask for reporting back on previously assigned practice? <input type="checkbox"/> Suggest resources/strategies for further skill development? 	
Additional Notes:	

You may choose to share this completed form with the faculty member you are observing or to only share your distilled thoughts in verbal format.

General Observations and Feedback:

It was great when you . . .

Next time consider . . .

I think I'm going to try . . .

REMEMBER: *Feedback is powerful and hard – be helpful!* Try to have a balanced discussion where both of you are talking about the session. Try to be specific about what engaged the learners, helped to reach any teaching goals, or prevented goals from being met.

START: Start by acknowledging how hard it is to be watched, “Being observed makes most people feel uncomfortable. What did you worry about going into this peer observation?”

WHAT WENT WELL:

ASK

- Can we talk about what you did well? (Hopefully they say yes!)
- Great! What is one thing you did well? ☐ If you agree, reinforce.
- May I share with you something that I thought you did well?
- “I loved it when you were in the room and . . .” ☐ give as specific of example(s) as possible
- Try to give 1-2 observations. Be sure to incorporate the requested areas of observation.

OPPORTUNITIES FOR IMPROVEMENT:

ASK

- Looking back, is there anything you are wondering about or that you might have done differently?
- This allows the Clinical Teacher to explore and uncertainties and allows you to see if they alignment with your observations
- If they don’t have anything then you can describe what you saw
- “Did you notice... ”

CONSIDER BRAINSTORMING TOGETHER ABOUT HOW TO HANDLE THINGS DIFFERENTLY

- Generate alternatives to any less than successful teaching
- “Let’s brainstorm how to respond when . . .”

WRAPPING UP

ASK

- What is your take home point from today’s observation?
- What would you like to try for next time?

Also – consider asking how you did at providing feedback and any tips you might get for the next time you are doing an observation.