



STUDENT EVALUATION OF NON-FACULTY INSTRUCTOR TEACHING IN COURSES

NON-FACULTY INSTRUCTOR: _____

DATE OF EVALUATION: _____ **COURSE:** _____

Please complete an assessment of the teaching skills of the non-faculty instructors who facilitated education sessions in this course. Non-faculty instructors are graduate students, MD-PhD students, other medical students, fellows, residents and interns, nurses, midwives, social workers, etc. The Office of Educational Resources compiles a cumulative report on the teaching performance of these non-faculty instructors and returns the results to the course directors after your course grade has been finalized. Your name will not appear anywhere on this cumulative report.

INSTRUCTIONS: You can evaluate up to 5 non-faculty instructors. It is CRITICAL that you assess all of these non-faculty instructors and not just those you considered most and least favorite. Everyone deserves useful feedback to grow and improve.

Please assess this non-faculty instructor's teaching skills on a scale from 1 to 5 (1 = inadequate; 3 = adequate; 5 = exemplary).

ENCOURAGES ACTIVE LEARNING

1. Motivates and encourages active learning.

○ 1	○ 2	○ 3	○ 4	○ 5	○ N/A=Not observed, Unable to assess
Consistently provides input without eliciting student's thinking; Does not integrate learner's needs into teaching.		Occasionally asks open-ended questions to probe student's thinking and problem solving skills; Some effort to integrate learner's needs into teaching.		Consistently asks open-ended questions to probe student's thinking and problem solving skills; Regularly integrates learner's needs into teaching.	

RESPONSIVENESS AND APPLICATION OF KNOWLEDGE

2. Effectively answers questions.

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> N/A=Not observed, Unable to assess
Not responsive to questions; Answers are unclear and/or irrelevant; Does not share thought process out loud; Does not recognize own limits of knowledge.		Usually responsive to questions; Answers are clear and relevant most of the time; Often shares thought process out loud; Recognizes own limits of knowledge.		Regularly responsive to questions; Answers are consistently clear and relevant; Always shares thought process out loud; Recognizes own limits of knowledge and models how to search for answers.	

EFFECTIVE FEEDBACK

3. Provides valuable feedback.

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> N/A=Not observed, Unable to assess
Gives no feedback <u>or</u> feedback is too general, unclear or late; Feedback is not given in a supportive manner (e.g. shame, tactless, judgmental)		Gives a mix of both general and specific feedback, usually in timely manner; Feedback is sometimes supportive and constructive about strengths, areas to improve.		Gives clear, specific feedback in timely manner; Feedback is consistently supportive and constructive about strengths, areas to improve.	

ORGANIZATION AND PREPARATION

4. Has an organized approach to teaching.

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> N/A=Not observed, Unable to assess
Demonstrates lack of awareness of course learning objectives; Does not set clear expectations for student role; Has disorganized flow to teaching.		Demonstrates awareness of course learning objectives; Sets his/her clear expectations for student role; Often has organized flow to teaching.		Explicitly links teaching to course learning objectives; Sets clear and mutual expectations for student role; Always has organized flow to teaching.	

ENTHUSIASM

5. Exhibits enthusiasm about teaching.

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> N/A=Not observed, Unable to assess
Demonstrates apathy or resentment for teaching; Is not committed to the learning process.		Fulfills basic teaching expectations; Usually committed to the learning process.		Demonstrates eagerness to teach; Consistently committed to the learning process.	

PROFESSIONALISM

6. Role models professionalism.

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> N/A=Not observed, Unable to assess
Treats colleagues, students and patients with lack of respect; Not approachable; Does not welcome uncertainty and mistakes as learning opportunities; Establishes a negative learning environment.		Treats colleagues, students and patients with respect most of the time; Usually approachable; Occasionally welcomes uncertainty and mistakes as learning opportunities; Establishes a positive learning environment most of the time.		Always treats colleagues, students and patients with respect; Always approachable; Always welcomes uncertainty and mistakes as learning opportunities; Consistently committed to setting a positive learning environment.	

AVAILABILITY AND ACCESSIBILITY

7. Is available and accessible to students outside of scheduled teaching sessions.

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> N/A=Not observed, Unable to assess
No mechanisms provided for student communication; Fails to respond to student communications outside the teaching sessions.		Provides at least one mechanism for student communication; Response to student inquiries adequate outside the teaching sessions.		Provides multiple mechanisms for student communication; Responses to student inquiries are effective outside the teaching sessions.	

FACILITATION OF GROUP LEARNING

8. Effectively facilitates group learning sessions.

○ 1	○ 2	○ 3	○ 4	○ 5	○ N/A=Not observed, Unable to assess
Fails to provide explicit guidance for group work; Poor management of intra and/or inter-group dynamics; Spends too much time talking/lecturing and too little time for groups to think and work on objectives; Fails to effectively summarize teaching points.		Sometimes provides guidance for group work; Adequate management of intra- and/or inter-group dynamics; Allows time for groups to work on objectives with some exceptions; Sometimes summarizes teaching points.		Explicit guidance regularly provided for group work; Very effective management of intra- and/or inter-group dynamics; Consistently allows adequate time for groups to work on objectives; Routinely and effectively summarizes teaching points.	

NARRATIVE COMMENTS

9. Please write additional comments below regarding this non-faculty instructor's *teaching skills*:

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SUMMARY EVALUATION

10. Please rate overall ability as a teacher.

<input type="radio"/> 1 POOR	<input type="radio"/> 2	<input type="radio"/> 3 GOOD	<input type="radio"/> 4	<input type="radio"/> 5 OUTSTANDING
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