# Pulmonary and Critical Care Teaching Evaluation Sheet

**Domain: Small Group Teaching**

Teacher/Facilitator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator: (Circle Your Level) **­­­­­­­­­­­­­­­­­­FACULTY FELLOW**

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| **Observable Teaching Activity**  During the session, the fellow: |  | Requires Direct Prompting | Requires Occasional Reminders | Performs Independently with Zero Prompting | Models Exemplary Teaching |
| * 1. Displays evidence of advance preparation | Yes  No |  |  |  |  |
| *Has a deep understanding of the content to be discussed. Provides well constructed materials to aid discussion, if applicable (such as slides, handouts).* | | | | | |
| * 1. Creates an effective environment for learning | Yes  No |  |  |  |  |
| *Establishes “ground rules” for discussion. Identifies roles of the team members. Uses open body language and posture, maintains eye contact. Speaks in a nonthreatening tone, solicits divergent opinions, includes all levels of learners present. Absolutely avoids fear tactics or shaming.* | | | | | |
| * 1. Listens to the small group’s discussion | Yes  No |  |  |  |  |
| *Picks up on gaps in learner knowledge, listens for particular content items. Gains information about learner comfort via subtle cues.* | | | | | |
| * 1. Uses questions to facilitate the small group’s discussion | Yes  No |  |  |  |  |
| *Asks clear open-ended questions that invite thought and a reasoned answer. Elicits further discussion and reasoning, linking to the group’s previous statements. Tone is encouraging.* | | | | | |
| * 1. Responds to guide the small group’s discussion | Yes  No |  |  |  |  |
| *Reflects the group’s statements back to them, Checks perception “Did you mean to say…” or paraphrases when correction is needed. May use strategic silence “Everyone take 10 seconds to think about [specific issue] and then discuss.”* | | | | | |
| * 1. Concludes with an effective summary | Yes  No |  |  |  |  |
| *Makes important connections the group may not have seen. Uses pertinent past examples and clear, fluent/practiced language. Summary is well organized and teacher checks for understanding with “repeat back” techniques.* | | | | | |