EVALUATION OF DIDACTIC TEACHING
Department of Pharmacy Practice
Purdue University College of Pharmacy

This policy/procedure aims to enhance teaching effectiveness by providing feedback for faculty through a multi-modal assessment approach that includes (a) a policy for peer review of teaching and (b) a companion policy on students' evaluations of faculty teaching. Below, detail is provided to operationalize the process and timelines for the peer evaluation assessment within the Department of Pharmacy Practice, College of Pharmacy, at Purdue University. The process for peer evaluations is intended for use as both formative and summative development. The assessment should be used as part of the evidence of teaching in the promotion and/or tenure process, according to the guidelines in the College of Pharmacy policies and may be used as part of the annual review process to set development goals.

A. Peer Review of Teaching

1. A request for peer review of teaching can be initiated (a) voluntarily, at the request of an individual faculty member or (b) automatically by the Department Head according to the process below based on rank and time in rank for the faculty. These requests must be initiated at least two months prior to the start of each semester, thereby enabling sufficient time for appointing review teams.

2. The Department Head will appoint reviewers who will be charged with conducting faculty peer reviews. The reviewers will consist of faculty at the Associate or Full professor rank who have experience and/or training in conducting peer reviews and who have been recognized by their peers with University, College and/or Departmental teaching awards.

3. For each faculty member who is slated to receive a peer review, a 2-person team consisting of 1 PHPR faculty member described in item 2 and an external representative from the Center for Instructional Excellence (CIE) at Purdue or a faculty member from another Department with similar credentials as in item 2 above will conduct the review.

4. All recommendations for peer review of teaching pertain to both tenure- and clinical-track faculty as outlined below:

    a. Assistant Professors: Two peer review assessments should occur prior to submission of promotion documents for advancement to Associate Professor. It is recommended that these occur during the second or third year in rank in the College of Pharmacy and again at least one year later.

    b. Associate Professors: One peer review assessment should occur prior to promotion. The timing of this assessment should be determined by the Associate Professor after discussion with the Department Head.

    c. Full Professor: Full professors may request review at their discretion or upon recommendation of the Department Head.

5. The peer review process:

   a. The reviewed faculty member will hold a preliminary meeting with the internal (PHPR) faculty reviewer and the CIE representative/external faculty reviewer. This meeting can occur separately or together with both parties. During the meeting(s), the reviewee will discuss teaching approach or philosophy, course/lecture goals and objectives, innovations (if any), past peer reviews (if any), and any challenges that s/he wishes to address. Course handouts, and homework assignments (if any), as well as any electronic resources should be reviewed at this time. During this meeting, the reviewee along with the peer review team should develop the observation form (or forms) collaboratively. The internal (PHPR) observation form should encompass the ones currently used by the IU School of Medicine and IUPUI and allows each evaluation to be tailored to the needs of the individual faculty member (Appendix 1). The external observation form can also use this tailored form or another similar form based on the preferences of both the faculty member and external reviewer.

   b. After the observation period is complete, the reviewee will meet individually with each member of the review team. Within these meetings, the reviewers will discuss the strengths they identified throughout the teaching experience and provide any suggestions or changes for enrichment of teaching skills. At the end of the dialogues, the reviewee will construct an action plan to set goals for the continued development of their teaching skills.

   c. At completion of this process, a copy of the final observation forms will be submitted to the faculty member. The faculty member is responsible to sending these forms along with their action plan to the Department Head. If training or other improvement opportunities are identified, the Department Head will work with the faculty member to support these opportunities.

   d. For the promotion and tenure dossier, the faculty member will, at a minimum provide a narrative assessment of their peer review activities. The narrative should include items identified as strengths and areas for improvement along with the strategies undertaken for improvement.

Students' Evaluations of Teaching

   1. Student course and Instructor Surveys

   a. Students' evaluations of all courses are mandatory in the undergraduate, professional, and graduate programs with a student enrollment of at least 5 students. Exceptions must be granted by the Department Head.

   b. Students will evaluate courses and faculty in separate surveys, even when a course has one instructor.

c. At the beginning of each semester, the Department Head will inform the faculty and evaluation coordinator which faculty from the Department will undergo an instructor evaluation for that course. *Faculty members may request evaluations if not selected by the Department Head.*

d. Students are to be granted a reasonable period (approximately 5 days) to complete surveys, which should generally be completed before final exams.

e. The results of instructor evaluations will be accessible to the instructor, course coordinator, the Department Head, and Dean's office.

f. The results of course evaluation data will be accessible to the course coordinator, Department Head, and Dean's office.

g. The results of the surveys will be released only after final grades for courses have been submitted to the registrar.

h. Instructor and course evaluation data are required for inclusion in promotion documents and annual review reports. The following statistical measures are to be provided: frequency of distributions, instructor mean and associated standard deviation, instructor median, and all-instructor mean and associated standard deviation.

i. Each survey will contain some pharmacy-wide questions (see Appendix 2). Individual course instructors or faculty may add up to two additional questions, as appropriate.

2. Unless otherwise noted, all recommendations for students' evaluations of teaching pertain to both tenure and clinical track faculty.

a. All core courses will be evaluated every year. Faculty evaluations will occur according to the following schedule in the core course that the faculty member teaches in the most.

Assistant professors: Student evaluations should occur annually until promotion unless the faculty does not require promotion or at the discretion of the Department Head.

Associate and Full professors: Student evaluations should occur every other year or at the discretion of the Department Head.

Appendix 1.

Example Forms

Title Area: _____

Person Being Reviewed: _____

Reviewed By: _____

Date Observed: _____

Advising

1) Helps with internship and job placement, nominations for awards, or admission to advanced degree programs.

| Excellent | Very Good | Need Improvement | N/A |

2) Honors multiple perspectives in advising.

| Excellent | Very Good | Need Improvement | N/A |

3) Is accessible to learners.

| Excellent | Very Good | Need Improvement | N/A |

4) Is knowledgeable about policies, curricula, career paths, and other topics needed to advise learners.

| Excellent | Very Good | Need Improvement | N/A |

5) Promotes learner initiative and increasing independence in advising interactions.

| Excellent | Very Good | Need Improvement | N/A |

6) Supports learners through participating in coaching, advising, or attending student group programs or meetings.

| Excellent | Very Good | Need Improvement | N/A |

7) Effectively coaches academic progress during office hours or arranged out-of-class meetings.

| Excellent | Very Good | Need Improvement | N/A |

Additional Comments

Communication Goals

1) Defines goals as learner behaviors (e.g., the students will do x as compared to the teacher will cover x).

| Excellent | Very Good | Need Improvement | N/A |

2) Prioritizes learning goals.

| Excellent | Very Good | Need Improvement | N/A |

3) States expected level of competence (e.g., % of accuracy, % of completion, completing experiment).

| Excellent | Very Good | Need Improvement | N/A |

4) States goals clearly and concisely.

| Excellent | Very Good | Need Improvement | N/A |

5) Repeats goals periodically and at end of session.

| Excellent | Very Good | Need Improvement | N/A |

6) States relevance of goals to learners.

| Excellent | Very Good | Need Improvement | N/A |

7) Works with learners to agree on goals.

| Excellent | Very Good | Need Improvement | N/A |

8) Asks learners for their goals.

| Excellent | Very Good | Need Improvement | N/A |

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│  Additional Comments                                                  │
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Content Knowledge

1) Shows depth of knowledge in communicating the reasoning process behind operations or concepts.

| Excellent | Very Good | Need Improvement | N/A |

2) Statements and course materials are accurate according to the standards of the field.

| Excellent | Very Good | Need Improvement | N/A |

3) Shows the ability to prioritize importance of content in the field.

| Excellent | Very Good | Need Improvement | N/A |

4) Statements and course materials demonstrate awareness of current research in the field.

| Excellent | Very Good | Need Improvement | N/A |

5) Statements and course materials identify bias in arguments and literature in the field.

| Excellent | Very Good | Need Improvement | N/A |

6) Incorporates multiple perspectives and scholarship in statements and course materials.

| Excellent | Very Good | Need Improvement | N/A |

7) Statements and course materials show broad knowledge of sources, perspectives, and authorities in the field.

| Excellent | Very Good | Need Improvement | N/A |

8) Demonstrates intellectual curiosity toward new ideas or perspectives.

| Excellent | Very Good | Need Improvement | N/A |

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│ Additional Comments                                             │
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Control of Session

1) Avoids digressions; keeps on topic.

| Excellent | Very Good | Need Improvement | N/A |

2) Calls attention to time.

| Excellent | Very Good | Need Improvement | N/A |

3) Collaborates with learners in making decisions.

| Excellent | Very Good | Need Improvement | N/A |

4) Efficiently handles day-to-day administrative details (i.e., on time, distributing paperwork, forming groups).

| Excellent | Very Good | Need Improvement | N/A |

5) Manages time and pace of instruction.

| Excellent | Very Good | Need Improvement | N/A |

6) Sets an agenda.

| Excellent | Very Good | Need Improvement | N/A |

7) Starts and ends the session on time.

| Excellent | Very Good | Need Improvement | N/A |

8) Watches the session drive itself.

| Excellent | Very Good | Need Improvement | N/A |

9) Takes dominant role in deciding what to do, how and when.

| Excellent | Very Good | Need Improvement | N/A |

10) Addresses all scheduled topics.

| Excellent | Very Good | Need Improvement | N/A |

Additional Comments

Evaluation

1) Asks learners to self-assess.

| Excellent | Very Good | Need Improvement | N/A |

2) Asks questions that require the learner to demonstrate understanding (e.g., determine the relationships between two concepts, combine diverse ideas into a coherent whole, apply deductive reasoning).

| Excellent | Very Good | Need Improvement | N/A |

3) Asks questions that require the learners to recall scientific/medical/patient information, skills, or attitudes.

| Excellent | Very Good | Need Improvement | N/A |

4) Asks questions that require the learner to apply content or conceptual understanding to a specific case, example, or patient.

| Excellent | Very Good | Need Improvement | N/A |

5) Uses formative assessment regularly to check learners understanding.

| Excellent | Very Good | Need Improvement | N/A |

6) Uses multiple forms of assessment (e.g., asking questions, informal quizzes, observations of learners, written testing).

| Excellent || Very Good || Need Improvement || N/A |

7) Observes learner performance (in clinical or lab setting).

| Excellent || Very Good || Need Improvement || N/A |

8) Allows appropriate wait time after asking learners a question and before moving on.

| Excellent || Very Good || Need Improvement || N/A |

Additional Comments

Feedback

1) Has learners self-assess and provides feedback on the self-assessment.

| Excellent || Very Good || Need Improvement || N/A |

2) Offers specific (behavioral) suggestions for improvement.

| Excellent || Very Good || Need Improvement || N/A |

3) Tells learners that performance is correct or incorrect.

| Excellent || Very Good || Need Improvement || N/A |

4) Tells learners why performance is correct or incorrect.

| Excellent || Very Good || Need Improvement || N/A |

5) Gives reasons for agreement or disagreement with learners.

| Excellent || Very Good || Need Improvement || N/A |

6) Uses nonverbal cues like nodding.

| Excellent | Very Good | Need Improvement | N/A |

7) Develops an action plan with learners.

| Excellent | Very Good | Need Improvement | N/A |

Additional Comments

Learning Climate

1) Shows enthusiasm for topic and learners through body language and voice.

| Excellent | Very Good | Need Improvement | N/A |

2) Admits own errors or limitations.

| Excellent | Very Good | Need Improvement | N/A |

3) Encourages learners to participate.

| Excellent | Very Good | Need Improvement | N/A |

4) Avoids ridiculing, intimidating and interrupting learners.

| Excellent | Very Good | Need Improvement | N/A |

5) Invites learners to bring up problems.

| Excellent | Very Good | Need Improvement | N/A |

6) Invites learners to express opinions.

| Excellent | Very Good | Need Improvement | N/A |

7) Respects and welcomes divergent ideas.

| Excellent | Very Good | Need Improvement | N/A |

8) Shows sensitivity to student diversity.

| Excellent | Very Good | Need Improvement | N/A |

9) Solicits questions from learners.

| Excellent | Very Good | Need Improvement | N/A |

10) Uses teaching techniques that dispel disruptive, monopolizing, or disrespectful student behavior.

| Excellent | Very Good | Need Improvement | N/A |

11) Varies instructional format to increase learner interest.

| Excellent | Very Good | Need Improvement | N/A |

12) Makes eye contact with learners.

| Excellent | Very Good | Need Improvement | N/A |

13) Acknowledges learners' experience and situation.

| Excellent | Very Good | Need Improvement | N/A |

Additional Comments

Promotion of Understanding and Retention

1) Asks learners to reformulate material by taking notes, practicing a new skill, formulating an experimental design, etc..

| Excellent | Very Good | Need Improvement | N/A |

2) Asks thought-provoking questions.

Excellent	Very Good	Need Improvement	N/A

3) Assigns and discusses readings.

Excellent	Very Good	Need Improvement	N/A

4) Cues important points.

Excellent	Very Good	Need Improvement	N/A

5) Defines new terms.

Excellent	Very Good	Need Improvement	N/A

6) Explains relationships in material.

Excellent	Very Good	Need Improvement	N/A

7) Focuses instruction on clear objectives.

Excellent	Very Good	Need Improvement	N/A

8) Punctuates session with questions or activities.

Excellent	Very Good	Need Improvement	N/A

9) Uses examples.

Excellent	Very Good	Need Improvement	N/A

10) Uses advance organizers.

Excellent	Very Good	Need Improvement	N/A

11) Uses overviews and summaries.

Excellent	Very Good	Need Improvement	N/A

12) Uses repetition.

Excellent	Very Good	Need Improvement	N/A

13) Uses transitions and/or closure activities before presenting a new topic.

| Excellent | Very Good | Need Improvement | N/A |

14) Uses visual aids (e.g., whiteboard, demonstrations, slides).

| Excellent | Very Good | Need Improvement | N/A |

15) Varies instructional format.

| Excellent | Very Good | Need Improvement | N/A |

16) Uses instructional materials that are legible and contain appropriate amount of information.

| Excellent | Very Good | Need Improvement | N/A |

17) Varies voice quality and speed.

| Excellent | Very Good | Need Improvement | N/A |

18) Answers learners' questions clearly.

| Excellent | Very Good | Need Improvement | N/A |

Additional Comments

Self-Directed Learning

1) Brainstorms with learners.

| Excellent | Very Good | Need Improvement | N/A |

2) Explicitly reinforces evidence of self-directed learning (i.e., acknowledging learner's use of non-assigned outside resources).

| Excellent | Very Good | Need Improvement | N/A |

3) Models motivating self-directing learning behaviors (e.g., consulting resources, collaboration with others, telling learners what drives the instructor to learn more about a topic).

| Excellent | Very Good | Need Improvement | N/A |

4) Informs learners about resources for life-long learning (e.g., journals, consultation, databases).

| Excellent | Very Good | Need Improvement | N/A |

5) Provides opportunities for learners to pursue their area of interest/chosen topics.

| Excellent | Very Good | Need Improvement | N/A |

6) Uses controversy/doubt/curiosity to promote self-directed learning.

| Excellent | Very Good | Need Improvement | N/A |

7) Asks learners to identify goals, needs and/or interests.

| Excellent | Very Good | Need Improvement | N/A |

Additional Comments

Technology-Assisted Teaching

1) Use of instructional technologies skillfully.

| Excellent | Very Good | Need Improvement | N/A |

2) Use slides and other digital materials that are well-designed.

| Excellent | Very Good | Need Improvement | N/A |

3) Uses course website effectively for course communications.

| Excellent | Very Good | Need Improvement | N/A |

4) Uses course website to fosters student/learner and faculty interaction.

| Excellent | Very Good | Need Improvement | N/A |

5) Uses course website to increase learner access to course materials and documents.

| Excellent | Very Good | Need Improvement | N/A |

6) Uses technology creatively to accomplish learning goals.

| Excellent | Very Good | Need Improvement | N/A |

7) Instructional technologies are used appropriately to further teaching and learning goals.

| Excellent | Very Good | Need Improvement | N/A |

Additional Comments

Overall Comments

Title Area: _____

Person Being Reviewed: _____

Reviewed By: _____

Date Observed: _____

Advising

1) Helps with internship and job placement, nominations for awards, or admission to advanced degree programs.

2) Honors multiple perspectives in advising.

3) Is accessible to learners.

4) Is knowledgeable about policies, curricula, career paths, and other topics needed to advise learners.

5) Promotes learner initiative and increasing independence in advising interactions.

6) Supports learners through participating in coaching, advising, or attending student group programs or meetings.

7) Effectively coaches academic progress during office hours or arranged out-of-class meetings.

Additional Comments

Communication Goals

1) Defines goals as learner behaviors (e.g., the students will do x as compared to the teacher will cover x).

2) Prioritizes learning goals.

3) States expected level of competence (e.g., % of accuracy, % of completion, completing experiment).

4) States goals clearly and concisely.

5) Repeats goals periodically and at end of session.

6) States relevance of goals to learners.

7) Works with learners to agree on goals.

8) Asks learners for their goals.

Additional Comments

Content Knowledge

1) Shows depth of knowledge in communicating the reasoning process behind operations or concepts.

2) Statements and course materials are accurate according to the standards of the field.

3) Shows the ability to prioritize importance of content in the field.

4) Statements and course materials demonstrate awareness of current research in the field.

5) Statements and course materials identify bias in arguments and literature in the field.

6) Incorporates multiple perspectives and scholarship in statements and course materials.

7) Statements and course materials show broad knowledge of sources, perspectives, and authorities in the field.

8) Demonstrates intellectual curiosity toward new ideas or perspectives.

Additional Comments

Control of Session

1) Avoids digressions; keeps on topic.

2) Calls attention to time.

3) Collaborates with learners in making decisions.

4) Efficiently handles day-to-day administrative details (i.e., on time, distributing paperwork, forming groups).

5) Manages time and pace of instruction.

6) Sets an agenda.

7) Starts and ends the session on time.

8) Watches the session drive itself.

9) Takes dominant role in deciding what to do, how and when.

10) Addresses all scheduled topics.

Additional Comments

Evaluation

1) Asks learners to self-assess.

2) Asks questions that require the learner to demonstrate understanding (e.g., determine the relationships between two concepts, combine diverse ideas into a coherent whole, apply deductive reasoning).

3) Asks questions that require the learners to recall scientific/medical/patient information, skills, or attitudes.

4) Asks questions that require the learner to apply content or conceptual understanding to a specific case, example, or patient.

5) Uses formative assessment regularly to check learners understanding.

6) Uses multiple forms of assessment (e.g., asking questions, informal quizzes, observations of learners, written testing).

7) Observes learner performance (in clinical or lab setting).

8) Allows appropriate wait time after asking learners a question and before moving on.

Additional Comments

Feedback

1) Has learners self-assess and provides feedback on the self-assessment.

2) Offers specific (behavioral) suggestions for improvement.

3) Tells learners that performance is correct or incorrect.

4) Tells learners why performance is correct or incorrect.

5) Gives reasons for agreement or disagreement with learners.

6) Uses nonverbal cues like nodding.

7) Develops an action plan with learners.

Additional Comments

Learning Climate

1) Shows enthusiasm for topic and learners through body language and voice.

2) Admits own errors or limitations.

3) Encourages learners to participate.

4) Avoids ridiculing, intimidating and interrupting learners.

5) Invites learners to bring up problems.

6) Invites learners to express opinions.

7) Respects and welcomes divergent ideas.

8) Shows sensitivity to student diversity.

9) Solicits questions from learners.

10) Uses teaching techniques that dispel disruptive, monopolizing, or disrespectful student behavior.

11) Varies instructional format to increase learner interest.

12) Makes eye contact with learners.

13) Acknowledges learners' experience and situation.

Additional Comments

Promotion of Understanding and Retention

1) Asks learners to reformulate material by taking notes, practicing a new skill, formulating an experimental design, etc..

2) Asks thought-provoking questions.

3) Assigns and discusses readings.

4) Cues important points.

5) Defines new terms.

6) Explains relationships in material.

7) Focuses instruction on clear objectives.

8) Punctuates session with questions or activities.

9) Uses examples.

10) Uses advance organizers.

11) Uses overviews and summaries.

12) Uses repetition.

13) Uses transitions and/or closure activities before presenting a new topic.

14) Uses visual aids (e.g., whiteboard, demonstrations, slides).

15) Varies instructional format.

16) Uses instructional materials that are legible and contain appropriate amount of information.

17) Varies voice quality and speed.

18) Answers learners' questions clearly.

Additional Comments

Self-Directed Learning

1) Brainstorms with learners.

2) Explicitly reinforces evidence of self-directed learning (i.e., acknowledging learner's use of non-assigned outside resources).

3) Models motivating self-directing learning behaviors (e.g., consulting resources, collaboration with others, telling learners what drives the instructor to learn more about a topic).

4) Informs learners about resources for life-long learning (e.g., journals, consultation, databases).

5) Provides opportunities for learners to pursue their area of interest/chosen topics.

6) Uses controversy/doubt/curiosity to promote self-directed learning.

7) Asks learners to identify goals, needs and/or interests.

Additional Comments

Technology-Assisted Teaching

1) Use of instructional technologies skillfully.

2) Use slides and other digital materials that are well-designed.

3) Uses course website effectively for course communications.

4) Uses course website to fosters student/learner and faculty interaction.

5) Uses course website to increase learner access to course materials and documents.

6) Uses technology creatively to accomplish learning goals.

7) Instructional technologies are used appropriately to further teaching and learning goals.

Additional Comments

Overall Comments

Title Area: _____

Person Being Reviewed: _____

Reviewed By: _____

Date Observed: _____

Advising

1) Helps with internship and job placement, nominations for awards, or admission to advanced degree programs.

Yes	No

2) Honors multiple perspectives in advising.

Yes	No

3) Is accessible to learners.

Yes	No

4) Is knowledgeable about policies, curricula, career paths, and other topics needed to advise learners.

Yes	No

5) Promotes learner initiative and increasing independence in advising interactions.

Yes	No

6) Supports learners through participating in coaching, advising, or attending student group programs or meetings.

Yes	No

7) Effectively coaches academic progress during office hours or arranged out-of-class meetings.

Yes	No

Additional Comments

Communication Goals

1) Defines goals as learner behaviors (e.g., the students will do x as compared to the teacher will cover x).

Yes	No

2) Prioritizes learning goals.

Yes	No

3) States expected level of competence (e.g., % of accuracy, % of completion, completing experiment).

Yes	No

4) States goals clearly and concisely.

Yes	No

5) Repeats goals periodically and at end of session.

Yes	No

6) States relevance of goals to learners.

Yes	No

7) Works with learners to agree on goals.

Yes	No

8) Asks learners for their goals.

Yes	No

Additional Comments

Content Knowledge

1) Shows depth of knowledge in communicating the reasoning process behind operations or concepts.

Yes	No

2) Statements and course materials are accurate according to the standards of the field.

Yes	No

3) Shows the ability to prioritize importance of content in the field.

Yes	No

4) Statements and course materials demonstrate awareness of current research in the field.

Yes	No

5) Statements and course materials identify bias in arguments and literature in the field.

Yes	No

6) Incorporates multiple perspectives and scholarship in statements and course materials.

Yes	No

7) Statements and course materials show broad knowledge of sources, perspectives, and authorities in the field.

Yes	No

8) Demonstrates intellectual curiosity toward new ideas or perspectives.

Yes	No

Additional Comments

Control of Session

1) Avoids digressions; keeps on topic.

Yes	No

2) Calls attention to time.

Yes	No

3) Collaborates with learners in making decisions.

Yes	No

4) Efficiently handles day-to-day administrative details (i.e., on time, distributing paperwork, forming groups).

Yes	No

5) Manages time and pace of instruction.

Yes	No

6) Sets an agenda.

Yes	No

7) Starts and ends the session on time.

Yes	No

8) Watches the session drive itself.

Yes	No

9) Takes dominant role in deciding what to do, how and when.

Yes	No

10) Addresses all scheduled topics.

Yes	No

Additional Comments

Evaluation

1) Asks learners to self-assess.

Yes	No

2) Asks questions that require the learner to demonstrate understanding (e.g., determine the relationships between two concepts, combine diverse ideas into a coherent whole, apply deductive reasoning).

Yes	No

3) Asks questions that require the learners to recall scientific/medical/patient information, skills, or attitudes.

Yes	No

4) Asks questions that require the learner to apply content or conceptual understanding to a specific case, example, or patient.

Yes	No

5) Uses formative assessment regularly to check learners understanding.

Yes	No

6) Uses multiple forms of assessment (e.g., asking questions, informal quizzes, observations of learners, written testing).

Yes	No

7) Observes learner performance (in clinical or lab setting).

Yes	No

8) Allows appropriate wait time after asking learners a question and before moving on.

Yes	No

Additional Comments

Feedback

1) Has learners self-assess and provides feedback on the self-assessment.

Yes	No

2) Offers specific (behavioral) suggestions for improvement.

Yes	No

3) Tells learners that performance is correct or incorrect.

Yes	No

4) Tells learners why performance is correct or incorrect.

Yes	No

5) Gives reasons for agreement or disagreement with learners.

Yes	No

6) Uses nonverbal cues like nodding.

Yes	No

7) Develops an action plan with learners.

Yes	No

Additional Comments

Learning Climate

1) Shows enthusiasm for topic and learners through body language and voice.

Yes	No

2) Admits own errors or limitations.

Yes	No

3) Encourages learners to participate.

Yes	No

4) Avoids ridiculing, intimidating and interrupting learners.

Yes	No

5) Invites learners to bring up problems.

Yes	No

6) Invites learners to express opinions.

Yes	No

7) Respects and welcomes divergent ideas.

Yes	No

8) Shows sensitivity to student diversity.

Yes	No

9) Solicits questions from learners.

Yes	No

10) Uses teaching techniques that dispel disruptive, monopolizing, or disrespectful student behavior.

Yes	No

11) Varies instructional format to increase learner interest.

Yes	No

12) Makes eye contact with learners.

Yes	No

13) Acknowledges learners' experience and situation.

Yes	No

Additional Comments

Promotion of Understanding and Retention

1) Asks learners to reformulate material by taking notes, practicing a new skill, formulating an experimental design, etc..

Yes	No

2) Asks thought-provoking questions.

Yes	No

3) Assigns and discusses readings.

Yes	No

4) Cues important points.

Yes	No

5) Defines new terms.

Yes	No

6) Explains relationships in material.

Yes	No

7) Focuses instruction on clear objectives.

Yes	No

8) Punctuates session with questions or activities.

Yes	No

9) Uses examples.

Yes	No

10) Uses advance organizers.

Yes	No

11) Uses overviews and summaries.

Yes	No

12) Uses repetition.

Yes	No

13) Uses transitions and/or closure activities before presenting a new topic.

Yes	No

14) Uses visual aids (e.g., whiteboard, demonstrations, slides).

Yes	No

15) Varies instructional format.

Yes	No

16) Uses instructional materials that are legible and contain appropriate amount of information.

Yes	No

17) Varies voice quality and speed.

Yes	No

18) Answers learners' questions clearly.

Yes	No

Additional Comments

Self-Directed Learning

1) Brainstorms with learners.

Yes	No

2) Explicitly reinforces evidence of self-directed learning (i.e., acknowledging learner's use of non-assigned outside resources).

Yes	No

3) Models motivating self-directing learning behaviors (e.g., consulting resources, collaboration with others, telling learners what drives the instructor to learn more about a topic).

Yes	No

4) Informs learners about resources for life-long learning (e.g., journals, consultation, databases).

Yes	No

5) Provides opportunities for learners to pursue their area of interest/chosen topics.

Yes	No

6) Uses controversy/doubt/curiosity to promote self-directed learning.

Yes	No

7) Asks learners to identify goals, needs and/or interests.

Yes	No

Additional Comments

Technology-Assisted Teaching

1) Use of instructional technologies skillfully.

Yes	No

2) Use slides and other digital materials that are well-designed.

Yes	No

3) Uses course website effectively for course communications.

Yes	No

4) Uses course website to fosters student/learner and faculty interaction.

Yes	No

5) Uses course website to increase learner access to course materials and documents.

Yes	No

6) Uses technology creatively to accomplish learning goals.

Yes	No

7) Instructional technologies are used appropriately to further teaching and learning goals.

Yes	No

Additional Comments

Overall Comments

Appendix 2.

Example Questions

College-Required Questions on the Student Course and Instructor Surveys

A. College-Wide Course Evaluation Questions
- Rate this course by giving it an overall grade (A through F).
- I understand the importance of this course for the profession of pharmacy.
- The grading system was clearly stated.
- Learning objectives for this course are clearly stated.
- Successful performance in this course required that I understand the material.
- I get adequate feedback on examinations so that I can understand the questions I missed.
- The different topics in this course were well integrated.
- This course requires me to engage in independent learning of material not explicitly covered in class.
- How could this course be improved? (Open-ended; please put instructor-specific feedback on the instructor evaluation.)
- What aspects of this course (either content or course-presentation style) were particularly helpful? (Open-ended; please put instructor-specific responses on the instructor evaluation.)
- Appropriate questions for assessment of course outcomes should be included.

B. College-Wide Instructor Evaluation Questions
- Rate this instructor by giving him/her an overall grade (A through F).
- This instructor appears to be well prepared for class.
- This instructor speaks audibly and clearly.
- This instructor has an effective style of presentation.
- This instructor is good at explaining things.
- With this instructor I feel free to ask questions in class.
- This instructor treats all students with respect.
- This instructor makes good use of analogies, illustrations, and/or case studies.
- The instructor emphasizes the connections of course material to the profession and to everyday life.
- This instructor is available to help me outside of class.
- I believe that this instructor wants me to succeed in this course.
- This instructor challenges me to think about the material that he/she teaches.
- This instructor stimulates my interest in this material.
- I learned a lot from this instructor.
- Offer constructive advice on how could this instructor's teaching might be improved. (Open-ended)
- What aspects of this instructor's teaching (either content or course-presentation style) were particularly helpful? (Open-ended)