The University of Iowa College of Nursing

Rubric for Faculty Peer Evaluation of Teaching—Face to Face Classes

Directions: This is a guide for use in rating an instructor and writing the narrative portions of the Faculty Peer Evaluation of Teaching (PET) form for face to face classes. Below are examples that describe behaviors or attributes of the instructor for each rating. The text examples are provided to help you determine which rating best describes the instructor for each category and provides text you may use to fill out the evaluation form. Some subcategories and examples under the rating headings may not be applicable due to the size or setting of the class. Some instructors may demonstrate competency in ways other than the examples listed below; these examples should also be discussed in the comments section of the PET form.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Competent</th>
<th>Developing</th>
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<tbody>
<tr>
<td><strong>1. Characteristics the instructor demonstrated with students</strong></td>
<td>Consistently demonstrates characteristics that promote learning.</td>
<td>Beginning to project characteristics that promote learning.</td>
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</table>
| a. Self confidence | -Minimizes nervousness  
-Natural speaking stance  
-Appears comfortable | -Evidence of anxiety  
-Lack of confident body language |
| b. Gestures, movement | -Uses gestures effectively  
-Gestures are natural and effective  
-Uses movement or drama to enhance learning | -Gestures are excessive or distracting at times  
-Needs more animation  
-More movement or drama needed to capture attention |
| c. Delivery | -Infrequently reads from notes or slides  
-Shows interest in content  
-Conversational presentation with limited use of notes.  
-Shows enthusiasm for content.  
-Displays expertise on topic. | -Reads from notes most of the time  
-Appears distant or disinterested  
-Delivery is choppy and disorganized at times.  
-Appears uncomfortable with topic |
| d. Use of voice | -Clear voice good projection | -Difficult to hear or understand at times |
| e. Word choices | - Uses grammar, syntax, & vocabulary appropriate to content and audience | - Grammar and syntax inconsistent with educational level  
- Vocabulary does not consistently fit the content |
|------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| f. manipulates the learning environment to facilitate learning | - Consistently provides structure and guidance for students.  
- Encourages participation  
- Encourages questions to be asked  
- Encourages students to respond to each other.  
- Sets high expectations for participation.  
- Listens and respects other opinions  
- Respects diversity | - Learning to provide structure and guidance for students.  
- Encourages little participation. Inconsistent in acknowledging other opinions.  
- Beginning to acknowledge diversity.  
- Leave little or not time for questions and answers.  
- Does not involve the class when answering questions. |

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<tr>
<th>2. Learner-Centered Focus</th>
<th>The instructor employs learner-centered pedagogy routinely.</th>
<th>Instructor is beginning to incorporate learner-centered pedagogy in at least one aspect of the lesson.</th>
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</table>
| a. Presentation | - Clear, organized, & logical  
- Smooth transitions class between topics  
- Able to explain and clarify student questions  
- Uses expertise to answer student questions. | - Content flow is choppy at times  
- Learning to use effective transitions  
- Struggles to answer student questions. |
<p>| b. Learning environment control | -Maintains order | -Learning to respond to disorderly conduct and incivility |
|                               | -Re-engages distracted students | -Maintains order most of the time |
|                               |                                 | -Ignores disengaged students |
|                               |                                 | -Attempts to re-engage students |
| c. Use of technology &amp; visual aids | -High quality tools and/or visual aids used to enhance learning | -Learning to incorporate technology comfortably. |
|                               | -Uses innovative and new technology | -Some poor quality, failed attempts, or distractions |
|                               |                                 | -Uses high-quality tools or visual aids, but may appear to be an adjunct or distraction at times |
| d. Time management             | -Monitors time without apparent effort | -Struggles with time management. |
|                               |                                 | -Occasionally has to remind self and/or students to monitor time. |
| 3. Interactions with students in the learning environment | Consistently communicates effectively and effortlessly using a variety of strategies with individual and groups of students. Faculty exemplifies civil behavior by demonstrating respectful interactions within the learning environment. | Relates well with individual students. Learning to employ effective communication strategies and demonstrate civil discourse with individual and groups of students. |
| a. Respect                    | -Consistently displays respect for students | -Displays respect for students some of the time or not at all |</p>
<table>
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<th></th>
<th>-Is consistently nonadversarial when teaching</th>
<th>-Is occasionally adversarial when teaching</th>
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</table>
| b. Dialogue | -Encourages open communication and student exchange of ideas as an adjunct to presentation  
-Teaching design thrives on open communication and exchange of ideas | -Leaning to incorporate open communication and exchange of ideas into teaching method/design |
| c. Explanations | -Explanations are clear and logical  
-Uses examples and anecdotes | -Explanations need more simplicity for clarity  
-Learning to use examples and anecdotes effectively |
| d. Developing critical thinking | -Allows time for students to answer questions  
-Models critical thinking  
-Allows and encourages students to make connections | -Too preoccupied with covering content to allow time for reflection and questioning  
-Expects immediate responses most of the time  
-Does critical thinking out loud without assessing if learners can do it  
-Learning to give students time to respond |
| e. Giving feedback | -Corrects incorrect answers respectfully  
-Gives positive feedback for correct answers or for challenging assumptions  
-Does not embarrass students when giving feedback to incorrect answers. | -Low tolerance for mistakes  
-Seeks standardized solutions only  
-Feedback for incorrect responses may discourage future response  
-Dismisses incorrect answers without discussion |
| 4. Teaching/Learning strategies | Lessons are appropriately planned with opportunities for all students to consider different perspectives,  
Plans beginning to offer opportunities for students to analyze | Lessons are appropriate to content. Plans beginning to offer opportunities for students to analyze |
<table>
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<th><strong>analyze and draw conclusions.</strong></th>
<th><strong>and draw conclusions.</strong></th>
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| **a. Content objectives** | - Clearly defined objectives for each topic are provided.  
- Topics are linked to course objectives and students' prior knowledge | - Learning to define objectives clearly and connect them to course objectives and students' prior knowledge.  
- Clearly defined objectives for each topic not consistently provided.  
- May be limited in linking to course objectives and students' prior knowledge |
| **b. Use of teaching strategies** | - Alters teaching strategy at least every 15-20 minutes. | - Uses only one teaching strategy during class time frame.  
- Uses limited alteration of teaching strategy for longer than 20-25 minutes |
| **c. Directions for learning activities** | - Explains the purpose of the assignment or activity  
- Provides clear directions to keep students engaged in learning activities | - Assignments and activities are assigned without rationale  
- Directions are unclear or incomplete  
- Students not consistently engaged  
- Directions are unclear at times, yet students remain engaged |

**References**


