**Appendix K: Sample Tool**

**Teaching Competence Evaluation Rubric**

Retrieved from Fernandez, C., & Yu, J. (2007). Peer review of teaching. *The Journal of Chiropractic Education, 21*(2), 154-161. Retrieved from http://www.journalchiroed.com/doi/pdf/10.7899/1042-5055-21.2.154

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| **Teaching competence** | **Needs Improvement** | **Satisfactory** | **Exceptional** |
| Commitment to  Teaching and Student Learning | * Exhibits a lack of enthusiasm and excitement toward teaching and students * Discourages student’s questions, involvement, and debate * Makes accessibility and availability difﬁcult for students * Discourages individual expression | * Often demonstrates enthusiasm and excitement toward teaching and students * Encourages student questions, involvement, and debate * Is accessible and available to students * Allows for individual expression | * Consistently demonstrates enthusiasm and excitement toward teaching and students * Has a well-established learning environment that encourages student questions, involvement, and debate * Makes students a priority in being accessible and available to their needs * Encourages and allows for individual expression |
| Selection of  Teaching Content | * Rarely selects examples relevant to students experiences, “real world” applications and/or objectives * Does not relate content with what was taught before and what will come after * Does not present views other than own | * Selects examples relevant to students experiences, ‘‘real-world’’ applications, and/or teaching objectives * Relates content with what was taught before and what will come after * Sometimes presents views other than own when appropriate | * Frequently selects examples relevant to students experiences, ‘‘real-world’’ applications, and/or teaching objectives * Often relates content with what was taught before and what will come after * Presents views other than own when appropriate and provides explanation for possible differences of opinion along with evidence |
| Mastery of  Teaching Content/  Knowledge | * Rarely explains difﬁcult terms or concepts * Does not present * background of ideas and concepts * Does not present best evidence and up-to-date developments in the ﬁeld * Does not answer students’ questions adequately or does not admit error or insufﬁcient knowledge | * Explains difﬁcult terms or concepts * Presents background of ideas and concepts * Presents best evidence and up-to-date developments in the ﬁeld * Answers students’ questions adequately or admits error or insufﬁcient knowledge | * Explains difﬁcult terms or concepts in depth and in more than one way * Presents background of ideas and concepts in depth * Frequently presents best evidence and up-to-date developments in the ﬁeld * Answers students’ questions in depth and admits error or insufﬁcient knowledge with commitment to seek out information |
| Organization | * Does not begin on time and is disorganized * Fails to preview material to prepare students for the content to be covered in patient encounter or workshop * Fails to summarize main points at the end of session * Does not provide clear directions and procedures * Does not plan on a daily or weekly basis | * Begins on time * Previews patient cases or session content * Summarizes main points at the end of session * Explains directions and procedures * Plans for daily and weekly activities | * Begins on time in an orderly, organized fashion * Consistently previews patient cases or session content * Summarizes and distills main points at the end of session * Consistently explains directions and procedures * Plans daily and weekly activities and follows-up on plans that was not able to complete |
| Meeting Teaching  Objectives | * Teaching content and methods do not meet stated objectives of syllabus or as stated by teacher | * Teaching content and methods are geared to stated objectives of syllabus and as stated by teacher | * Teaching content and methods clearly meet stated objectives of syllabus and as stated by teacher |
| Instructional Materials  (Readings, Media, Visual  Aids) *Didactic* | * Fails to provide students with instructional materials | * Incorporates various instructional supports such as slides, visual aids, handouts, etc. | * Incorporates various instructional supports such as slides, visual aids, handouts, etc; Also provides references for materials presented when appropriate |
| Intern Evaluation  and Achievement  (Methods and Tools) | * Fails to provide students with assessment criteria and instructions * Does not perform * minimum number of assessments required * Assessments are of poor quality, have minimal information, and do not lend themselves to meaningful student feedback * Feedback is not provided or is minimal | * Provides to students assessment criteria, instructions, and expectations * Provides satisfactory number of assessments required by department * Assessments are of satisfactory quality, have adequate information, and lend themselves to meaningful student feedback * Feedback to students is adequate | * Provides to students the goals of assessment, along with criteria, instructions, and expectations. Also provides examples of expectations and type of feedback given * Provides beyond satisfactory * number of assessments * required by department * Assessments are of * exceptional quality, have in-depth information including comments, and lend themselves to meaningful student feedback * Feedback to students is exceptional and allows for student’s self-evaluation and reﬂection with steps for improvement |

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| Teaching Methodology  and Presentation | * Fails to use a variety of clinical teaching strategies to address diverse learning styles and opportunities * Fails to respond to changes in student attentiveness * Speech is inaudible and unclear * Is unprofessional and use of humor is negative and inappropriate * Fails to establish and maintain eye contact with students * Does not provide demonstrations when needed * Does not promote life-long learning * Does not promote students to be independent learners | * Uses a variety of teaching strategies to address diverse earning styles and opportunities * Responds to changes * in student attentiveness * Speaks audibly and clearly * Models professionalism * Establishes and maintains eye contact with students * Provides demonstrations as appropriate * Mentors students in life-long learning skills * Allows students to be independent learners | * Uses a large variety of teaching strategies to address diverse learning styles and opportunities * Responds to changes in student attentiveness with comfortable transition of teaching strategies * Consistently speaks audibly and clearly * Models professionalism and use of humor is positive and appropriate * Establishes and maintains eye contact with students while communicating a sense of enthusiasm toward the content * Provides demonstrations as appropriate and has students demonstrate their understanding * Routinely mentors students in life-long learning skills * Guides students to be independent learners |
| Support of Department  Instructional Efforts | * Is unaware of department’s instructional efforts * Does not demonstrate support of department instructional efforts | * Is aware of Department’s instructional efforts * Demonstrates support of department instructional efforts | * Has a comprehensive understanding of department’s instructional efforts * Demonstrates support of department instructional efforts and demonstrates leadership in progressing instructional programs |

*Note:* This appendix is based on ideas in references 12 and 15 and the author’s experience