**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 toTeaching 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 ofTeaching 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 ofTeaching 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 TeachingObjectives | * 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, VisualAids) *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 Evaluationand 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 Methodologyand 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 DepartmentInstructional 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
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*Note:* This appendix is based on ideas in references 12 and 15 and the author’s experience