

**Drexel University  
College of Nursing and Health Professions  
Onsite Peer Evaluation Summary Form**

**Faculty Member Evaluated:**

Rating Scale: 0-no opportunity to judge; 1-fails to meet expectations; 2-meets expectations; 3-exceeds expectations

	<b>Rating</b>	<b>Comments</b>
<b>PROFESSIONALISM</b>		
<p style="text-align: center;"><b>Knowledgeable</b></p> <p>Answers questions easily; gives many examples; ties content to previous student learning</p>		
<p style="text-align: center;"><b>Demonstrates Approachability</b></p> <p>Encourages students to email, call, make appointments; keeps liberal office hours; responds to students respectfully</p>		
<p style="text-align: center;"><b>Demonstrates Active Listening</b></p> <p>Clarifies &amp; summarizes student comments; paraphrases student ideas; attends to nonverbal behaviors; follows student thought patterns</p>		
<p style="text-align: center;"><b>Aware of Personal Biases</b></p> <p>Acknowledges own opinions as opinions, not fact; encourages students to share counter ideas; attempts to present all sides of an issue fairly</p>		
<p style="text-align: center;"><b>Respectful Towards Students</b></p> <p>Begins &amp; ends on time; treats students as adults; tactful and courteous at all times</p>		
<p style="text-align: center;"><b>Demonstrates Thirst for Knowledge</b></p> <p>Finds and shares new knowledge with class; welcomes student contributions of new ideas</p>		
<b>DELIVERY OF MATERIAL</b>		
<p style="text-align: center;"><b>Organized</b></p> <p>Easy to follow, logical progression of material; forecasts &amp; summarizes content of class</p>		

<p><b>Uses a Variety of Teaching Methods</b> Does not limit class to lecture/power point; involves students in learning activities in classroom; uses case studies, demonstrations, group activities</p>		
<p><b>Demonstrates Openness to New Ideas</b> Receptive to alternative interpretations/viewpoints; folds new ideas into class discussion</p>		
<p><b>Engaging</b> Maintains eye contact; shows enthusiasm ; treats students as participants, not recipients</p>		
<p><b>Inspiring</b> Encourages and motivates students; shares personal experiences related to the material; holds student attention; encourages student participation</p>		
<p><b>Addresses Clinical Relevance</b> Gives many examples; uses clinical cases where appropriate</p>		
<p><b>CLASSROOM ATMOSPHERE</b></p>		
<p><b>Creates Risk Taking or Safe Environment</b> Enforces respectful behavior by everyone; asks for “out of the box” ideas as appropriate; focuses on positive aspects of student contributions</p>		
<p><b>Promotes Student Engagement</b> Opportunities for group learning; draws out “silent” students; permits discussions among students</p>		
<p><b>Students Arrive on Time</b> Late arriving students enter without distracting the instructor or other students</p>		

Students Have Adequate Breaks		
Students are Courteous and Attentive		
<b>Physical Environment</b>		
<b>Demonstrates Expertise with Equipment</b> Has backup plan if equipment doesn't work		
<b>Room Set-up is Conducive to Learning</b> Handles inadequacies of space or setup in a professional way		

**Areas of Greatest Strength:**

**Areas Needing Improvement:**

**Evaluation Summary:**

**This peer evaluation was performed by the members of the College of Nursing and Health Professions Onsite Master Teachers Guild.**

**Team Leader:**

**Form Revision: 7/26/12**