

**Rutgers University – School of Nursing-Camden (SNC)  
Faculty Peer Teaching Evaluation Form**

Faculty Member: Wanda Williams

Course No/Name: APN Role transition 58:705:526:91

Faculty Observer: Nancy Pontes

Date Observed: 7/18/2020 Sp 20-online

**Directions:**

Please complete the below evaluation using the Likert scale provided. Prior to the observation date, the faculty member being observed must provide the assigned observer with a copy of the syllabus, access to the course shell, and a copy of any handouts/slides that will be used in the class on the observation date. After the debriefing meeting, please provide a copy of the peer evaluation to the faculty member to be used accordingly.

**Please rate the faculty member on the following behaviors using this Likert Scale:**

4= Exceeds Expectations

3=Meets Expectations

2= Does not meet Expectations

1= Not Applicable.

		4	3	2	1
<b>Organization of Content</b>	Presented measurable objectives using Bloom's Taxonomy in the beginning of the lecture <i>In Module, not power point.</i>	✓			
	Presented topics with a logical sequence	✓			
	Paced lesson appropriately	✓			
	Summarized major points	✓			
	Material presented was appropriate to student level of education	✓			
	Linked new material with content previously learned	✓			
<b>Faculty Student Interactions</b>	Encouraged student questions & discussion	✓			
	Maintained student attention and control of the classroom	✓			
	Responded professionally & respectfully to student questions/concerns	✓			
	Challenged students to think critically	✓			
<b>Presentation</b>	Projected voice so easily heard	✓			
	Explained content & ideas clearly	✓			
	Presented examples to clarify points <i>Specific to Collaborative Practice</i>	✓			
	Inquired about clinical experiences, connecting knowledge with clinical presentation <i>asked about Collaborative</i>	✓			
	Utilized slides appropriately (did not just read off of slides)	✓			
<b>Instructional Materials</b>	Materials were easy to read and supported the presentation	✓			
	Assigned readings could easily be found on the syllabus and in the technology learning platform	✓			
	Syllabus included all relevant program and course information	✓			
	APA format was followed for all references on slides	✓			

*Nancy Pontes 7/18/20*

<b>Knowledge of Material</b>	Course shell was organized	✓		
	Demonstrated knowledge and expertise in subject matter	✓		
	Made distinctions between fact, opinion, and falsehoods			✓
	Presented alternative view-points when appropriate			✓
	Majority of presentation content was relevant and targeted presentation objectives	✓		
<b>Use of Technology</b>	Technology was integrated into the lecture presentation	✓		
	Amount of technology used in the presentation was appropriate	✓		
<b>Demeanor</b>	Faculty member focused on meeting objectives of presentation	✓		
	Faculty member seemed generally interested in the course material	✓		
	Faculty member had a positive attitude	✓		
	Class started and ended on time	✓		

Which of the concepts below were integrated into the presentation? (Please circle all that apply)

- a. QSEN
- b. Culture
- c. Leadership
- d. Delegation
- e. Evidence Based Practice
- f. Population Health
- g. Standards of Practice

Which of the following teaching techniques were used in the presentation? (Please circle all that apply)

- Viewed 2 online lectures*
- a. Lecture - *Multiple comments from students to expand*
  - b. Problem based learning
  - c. Case studies
  - d. Student group presentations
  - e. Role playing
  - f. Flipped classroom
  - g. Concept maps
  - h. Muddiest points
  - i. Other: *had expert prior presenter before she presented. The discussion, making it interactive despite online format*

What types of technology were used during the presentation? (Please circle all that apply)

- a. Videos
- b. Simulation
- c. Socrative or questioning platform
- d. Slides
- e. Voicethread
- f. Weblinks
- g. Other: Student Presentations topics reimbursement, Controlled substance prescribing
- h. None used
- i. N/A

1. What overall impression do you think students left this lesson with in terms of content or style?  
 Dr. Williams spoke on Collaborative practice agreements. She provided examples & asked students questions appropriately to engage the audience & help encourage critical thinking.  
 Excellent Presentation  
 Mary Pontes 7/18/20

2. List the major teaching strengths of the faculty member as demonstrated in this observation.

Dr Williams has active practice experience with significant technical competence and this comes across in her presentations. She uses her practical experience backed by science. She has a confidence in her presentation, and answers student questions and encourages discussion.

3. What areas for improvement were noted in this observation? Please provide some suggestions for improving upon this faculty member's teaching skills.

No areas identified for improvement. Because it was an online presentation format, it is difficult to visualize the connection with the audience. However, students were responsive and Dr Williams respectful with discussion.

Debriefing Meeting held on: 7-20-2020

Nancy Ponts <sup>engaging.</sup> 7/18/20

Faculty Member received a copy of this evaluation: 7-20-2020

Faculty response to the evaluation:

Thank you, Nancy, for taking the time to complete a peer evaluation of me and my APN Role Transition course. I appreciate the thoroughness of your evaluation.

Wanda M. Williams