

Pamplin College of Arts, Humanities, and Social Sciences
Peer Evaluation of Teaching—Rubric

This rubric identifies important facets of teaching effectiveness and distinguishable levels of competency. Its purpose is to encourage reasonable consistency and predictability in evaluations across the Pamplin College. Since no rubric can account for all discipline- and course-specific variables, training is provided to peer evaluators to help them make appropriate adjustments.

Prior to the teaching observation, evaluators should ask the instructor to provide some context for the class session to be observed. What are the learning goals? What material will be covered? Has this material been covered previously? What will be the format (lecture, discussion, student presentations, small groups, etc.)? Are there any issues to be aware of? Summarize this information under "Class Context and Learning Goals" below.


During the teaching observation, evaluators should carefully consider the criteria specified in the rubric and make any adjustments they deem appropriate for the topic, discipline, course, and/or class size. Ratings in each category should be explained by noting any significant observations in the "Comments/Rationale" section for that category. Likewise, whenever the evaluator feels the specified criteria do not fit the context of the course being observed, a clear rationale for departing from those criteria should be noted in the "Comments/Rationale" section.

Peer evaluator: Debbie Swann Date: 03/29/23
Instructor: Erin Carignan Week of the semester: 10
Course/section: Th141.001 - Guest Lecturer
Location: BSB 131 Time: 4:00-5:15 Number of students in attendance: 75

Class Context and Learning Goals

As a special guest lecturer, Erin brought her experience as a costume designer to help Introduction to Theatre students understand what a costume designer does and what the design process looks like. She addressed the importance of costume design in many different mediums, including film, TV, music videos, and theatre. Students had been learning about the theatrical design process, so the goal of this lecture was to give them specific examples and applications from Erin's work as a costume designer.

Structure of the Lesson


	Confusing		Awkward		Coherent		Effective		 Outstanding
	Ideas were impeded by significant confusion that was left unresolved or frequent or severe digressions that were obviously counterproductive.		Ideas were hindered by recurring moments of minor confusion, a moment of major confusion that eventually passed, or digressions that were clearly off topic.		Key ideas were clear and easy to follow.		Key ideas <i>and</i> many nuances were clear and easy to follow.		Key ideas <i>and</i> many nuances were very clear and revealed in ways that deftly anticipated or addressed students' questions and interests.

Possible factors to consider: Order of presentation, logical flow, clarity/quality of transitions/examples, etc.

Comments/Rationale:

Erin had relevant examples and pulled from history as well as pop culture. She had a plethora of visual examples, clearly laid out PowerPoint slides, and spoke clearly and confidently. She even managed to encourage them to think about other ways clothing communicate in the real world, including age, gender, culture, counter-culture, and psychology. She ended the class with an engaging activity where the students could analyze costume design in a popular song's music video.

Style of Delivery

	Lifeless		Low		Clear		Dynamic		 Captivating
	Very low on energy, conveying the impression the instructor may be bored, severely fatigued or distracted, or indifferent to the audience.		Inconsistent or slightly low on energy, conveying the impression the instructor may be tired, distracted, ill, or unsure how to make the material interesting.		Alert and polished, but not necessarily enthusiastic; clear delivery but lacking in personality.		Obviously enthusiastic or engaged by the subject, conveying sufficient personality and interest to keep students alert and attentive.		Obviously passionate or fascinated by the subject, exuding personality and interest so effectively that students are visibly captivated or highly engaged.

Possible factors to consider: Volume and tone of voice; pace of delivery; integration of discussion questions, problems, etc.; use of eye contact, gestures, strategic movement around the classroom, etc.; use of narrative, humor, suspense, etc.

Comments/Rationale:

Erin was very animated and personable from start to finish. She began with a clear and articulate introduction that welcomed all students and held their attention for the entire class. Several students even came down from their seats at the end to thank her for her presentation and tell her "this was awesome," which is very uncommon in my experience!

				✓
Some aspects of demeanor raise serious concerns about credibility and awareness of professional norms.	Some aspects of demeanor may weaken credibility or invite classroom management issues.	Demeanor is acceptable and does not detract or distract.	Demeanor conveys a positive sense of professionalism, suggesting a serious commitment to serving students well.	Demeanor is of role model caliber and seems to have elevated the professionalism displayed by students.

Possible factors to consider: Punctuality, tone of delivery, familiarity with students, methods of classroom management, attire (if relevant to course/departmental standards), etc.

Comments/Rationale:

Erin was early to ensure that her presentation was ready to go before class was scheduled to start. She checked in with me several times before the invited lecture to make sure she had all the information she needed to teach the class effectively, in the allotted time, while also give me room for announcements/assignments if necessary. She is such a pro and it showed throughout her presentation.

Use of Appropriate Instructional Tools (audio/visual aids, chalkboard, handouts, etc.)

Specify tool(s) used: Videos, images, PowerPoint

<input type="checkbox"/> Disruptive	<input type="checkbox"/> Awkward	<input type="checkbox"/> Neutral	<input type="checkbox"/> Effective	<input checked="" type="checkbox"/> Outstanding
Creates substantial delays, distractions, or confusion, either because the tool was used awkwardly or because a seemingly essential tool was excluded (e.g. extensive description of a special painting technique, but no visual illustration).	Creates minor delays, distractions, or confusion, either because the tool was used awkwardly or because a potentially helpful tool was excluded (e.g. comments about the importance of specific geographic factors, but no map).	Coherent and unobtrusive, but adds little value or may seem gimmicky.	Noticeably enhances the lesson.	Greatly enhances the lesson <i>and</i> the level of student engagement.

Possible factors to consider: Value added, clarity of format, skillfulness of integration, distractions/delays, etc.

Comments/Rationale:

So many of Erin's examples provided rich, current examples that were very compelling. For example, Erin had access to costume design renderings and images from the Broadway musical Aladdin. With coaching, she was able to help the students understand the goals/style of the original Disney cartoon and the goals/style of the Broadway musical were different, and yet they still needed to align for the same plot. She got them thinking about the demands of costume in film verses in theatre. She also pulled images from fashion shows, real life, and her own design work. It was wonderful how she made the presentation feel personal and professional at the same time.

				<input checked="" type="checkbox"/>
Students participate very rarely or never. Class seems apathetic or tense, as if participation is unwelcome.	Students participate very rarely or never. Class seems timid or hesitant, as if unsure whether or when participation is welcome.	Students participate sporadically, but class is attentive. There is no indication students feel unwelcome or unable to participate. At least 10% participated.	Students obviously feel comfortable participating and trust their comments are valued. Over 33% participated or at least 20% participated repeatedly.	Students obviously feel excited to participate and trust their comments can shape the lesson. Over 66% participated or at least 40% participated repeatedly.

Possible factors to consider: Participation levels, eye contact, posture, facial expressions, distractions, etc.

Comments/Rationale:

As mentioned, I rarely have students come to continue the conversation with guest lecturers (or even myself). Several students came to thank Erin after she finished her lecture. Many asked questions, gave examples when prompted, and seemed interested in what she had to say from beginning to end.

Attentiveness to Students' Active Learning

<input type="checkbox"/> Rote	<input type="checkbox"/> Passive	<input type="checkbox"/> Basic	<input type="checkbox"/> Engaging	<input checked="" type="checkbox"/> Masterful
Presents lesson with very few or no efforts to assess and adapt to students' level of comprehension or engagement.	Presents lesson with few or generic efforts to assess and adapt to students' level of comprehension or engagement (e.g. "Got it?", "Any questions?", "Get working", etc.). Seems aware of students' non-verbal feedback, but does not require or build on their active engagement.	Presents lesson in ways that encourage students to think about its meaning or importance. Responds to students' verbal and non-verbal feedback by adjusting delivery, but not necessarily by adapting pedagogy. Student contributions have at least some effect on the lesson.	Presents lesson in ways that require students to actively explore the material in greater depth. Responds to students' verbal and non-verbal feedback by adapting pedagogy in ways that are generally successful. Student contributions enrich the lesson.	Presents lesson in ways that require students to actively explore the material in greater depth and practice applying it. Clearly attentive to students' verbal and non-verbal feedback, and adapts pedagogy in ways that are impressively effective. Student contributions consistently enrich the lesson.

Possible factors to consider: Use of lecture, discussion questions, in-class assignments, group activities, student presentations, story-telling, previously-assigned work, participation strategies, etc.

Comments/Rationale:

I particularly loved how Erin thought of an assignment to help wrap up the class. The assignment gave students an opportunity to watch and analyze something from their world (a Lady GaGa music video) and apply her lesson to the design.

Cumulative Impressions

1. Based on what you observed, what are the instructor's top strengths?

Erin is energetic and engaging and clearly passionate about her work. She is confident, well spoken, and commands the room. Speaking in such a large lecture hall to non-majors is not an easy job and Erin did it masterfully.

2. Based on what you observed, what are the instructor's top opportunities for improvement?

I really have nothing too constructive. The nature of the class (and engagement of the students) made us run out of time towards the end, so the presentation got a bit rushed. Erin had to skip over a few ideas, but I would have preferred this option to skipping the engaging, critical thinking exercise at the end of class. This is to be expected in a classroom that is not your own and when you are only coming in for 1 lecture and won't have time to adjust in future lectures.