

Additional Evaluation Tool for Ground Faculty Teaching in the Bachelor of Science in Nursing: Pre-Licensure Program



**Classroom/Clinical Engagement Rubric (CER):
Hybrid Courses (Ground + D2L)**
(Created February 2021)

Faculty Name:

Course under Review:

Start Date of Course:

Date of GROUND classroom observation:

Date of CLINICAL observation:

Evaluation Date for D2L Portion (James):

Evaluators' Names:

Evaluators' Emails:

Introduction

This scoring tool should be used for courses that have a hybrid component. "Hybrid" refers to a course that has both a ground component (seminar, lab, clinicals) and D2L requirements. All ground courses will have a D2L portion, but not all online courses will have a ground component. For courses that are strictly online (didactic) and without any ground requirements, a different tool is used (the standard CER). The only program which uses this hybrid tool is the BSN-PL.

Purpose

Since students are learning in two modalities (face-to-face and digital), the instructor must be proficient in coordinating the different modalities as a single learning experience for the student. The purpose of this hybrid CER is to examine the effectiveness of the faculty in both modalities in an effort to have a more comprehensive and holistic evaluation of an instructor's pedagogy in ground classes and the online portion of the learning environment.

Structure

The tool is divided into two sections: Ground (highlighted in blue) and D2L portion (highlighted in green). The Program Director of the BSNPL examines the faculty's performance during a predetermined lesson in the ground classroom. The Director of Faculty Services will score the faculty's performance in the online portion of the classroom in D2L where students and faculty also have learning activities, including grading and providing regular feedback on classroom assignments. The combined score of the Ground portion of this tool and the D2L portion of this tool is used to determine the total score and, thus, the F-status of the instructor.

SECTION 1: *To be completed by the Program Director of the BSNPL.*

Instructional Effectiveness (IE)- GROUND

1. Faculty utilizes effective instructional techniques during an observation of a ground classroom lesson to ensure student learning.

a. The instructor demonstrated clarity in lesson’s objective and provided context for today’s learning by reviewing content from previous lesson(s).

Exemplary 3 pts.	Meets 2 pts.	Present but Weak 1 pt.	Absent 0 pts.
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b. The instructor effectively integrated his/her expertise/knowledge into the ground lesson.

Exemplary 3 pts.	Meets 2 pts.	Present but Weak 1 pt.	Absent 0 pts.
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c. Faculty utilizes multimedia components to increase instructional effectiveness in learning today’s objective.

Exemplary 3 pts.	Meets 2 pts.	Present but Weak 1 pt.	Absent 0 pts.
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d. Faculty uses an activity to assess each student’s learning of the lesson’s objective.

Exemplary 3 pts.	Meets 2 pts.	Present but Weak 1 pt.	Absent 0 pts.
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Active Engagement (AE)- GROUND

2. Faculty actively promotes discussion during the observed lesson to foster critical thinking by interacting with students and to challenge them with the course content.

a. Faculty is engaged in the lesson activity while using a variety of grouping activities and not just using the lecture format. Classroom learning should involve peer-to-peer interactions. Learning is active, not passive.

Exemplary 3 pts.	Meets 2 pts.	Present but Weak 1 pt.	Absent 0 pts.
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b. Throughout the observed ground lesson, the faculty member models academic language that is professional and uses presentation materials or handouts that are free of typos. During the lesson, students are exposed to frequent and proper use of academic vocabulary related to the course content.

Exemplary 3 pts.	Meets 2 pts.	Present but Weak 1 pt.	Absent 0 pts.
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c. During the observed lesson in the ground classroom, the faculty member asks open-ended questions to encourage a continuation of the discussion and to extend it (e.g., Socratic Questioning) and/or uses follow-up questions that extend into higher levels of Bloom’s Taxonomy (analysis, synthesis, evaluation and creation).

Exemplary 3 pts.	Meets 2 pts.	Present but Weak 1 pt.	Absent 0 pts.
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Community Development (CD)- GROUND

3. Faculty develops a sense of community with students through ground classroom interactions and lessons.

a. Faculty knows students by name and regularly uses their names during the observed lesson. Faculty uses a strategy to call on students so that a variety of students get to participate and to check for student understanding.

Exemplary 3 pts.	Meets 2 pts.	Present but Weak 1 pt.	Absent 0 pts.
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b. During the observed lesson on ground, the faculty encourages students to respond freely in an academic manner without judgment. The learning environment allows for risk taking without fear of ridicule for being wrong or having an alternative opinion.

Exemplary 3 pts.	Meets 2 pts.	Present but Weak 1 pt.	Absent 0 pts.
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c. Faculty builds community through thoughtfully guiding and initiating peer discussions during the observed ground lesson and its activities. Students are expected to collaborate in groups and share their learnings back to the whole group.

Exemplary 3 pts.	Meets 2 pts.	Present but Weak 1 pt.	Absent 0 pts.
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SECTION 2: To be completed by the Director of Academic Support.

Responsiveness (R)- D2L

4. Faculty is responsive and provides quality responses to student inquiries in the D2L classroom.

a. The instructor responded to all of my emails within 48 hours. Use end of course student survey question #3 for the last 6-month period (Strongly agree and agree 90% or more = 3 pts, SA and A 85%-89% = 2 pts, SA and A 80%-84% = 1 pt, SA and A less than 80% = 0 pts).

Exemplary 3 pts.	Meets 2 pts.	Present but Weak	Absent 0 pts.
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		1 pt.	
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- b. The instructor graded my work within 7 days of the due date. Use end of course student survey question #15 for the last 6-month period (Strongly agree and agree 90% or more = 3 pts, SA and A 85%-89% = 2 pts, SA and A 80%-84% = 1 pt, SA and A less than 80% = 0 pts).

Exemplary 3 pts.	Meets 2 pts.	Present but Weak 1 pt.	Absent 0 pts.
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- c. The instructor logged into their D2L classroom(s) within the past 7 days in order to check on student issues, activities and performances. (Always= 3 pts, Usually= 2 pts, Occasionally= 1 pt, Rarely or Never= 0 pts)

Exemplary 3 pts.	Meets 2 pts.	Present but Weak 1 pt.	Absent 0 pts.
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Quality Feedback (QF)- D2L

5. Faculty demonstrates quality grading as demonstrated by regular and substantive feedback on assignments.

- a. My instructor used the video and/or audio features in D2L to provide assignment feedback. Use end of course student survey question #13 for the last 6-month period (Strongly agree and agree 90% or more = 3 pts, SA and A 85%-89% = 2 pts, SA and A 80%-84% = 1 pt, SA and A less than 80% = 0 pts).

Exemplary 3 pts.	Meets 2 pts.	Present but Weak 1 pt.	Absent 0 pts.
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- b. Where applicable, the instructor used the rubrics to grade the assignments. Use end of course student survey question #8 for the last 6-month period (Strongly agree and agree 90% or more = 3 pts, SA and A 85% -89% = 2 pts, SA and A 80%-84% = 1 pt, SA and A less than 80% = 0 pts).

Exemplary 3 pts.	Meets 2 pts.	Present but Weak 1 pt.	Absent 0 pts.
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- c. Faculty demonstrates thoughtful and fair grading as evidenced by an appropriate distribution of scores across the population of students in the course.

Exemplary 3 pts.	Meets 2 pts.	Present but Weak 1 pt.	Absent 0 pts.
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Classroom Compliance (CC)- D2L

6. Faculty adheres to all expectations related to classroom preparation and participation with regards to university policies. Points are deducted from the total score based on the number of reminders within the last 2 months (0 reminders = 0 pts, 1-5 reminders = -1 point, 6-10 reminders = -2 points, 11 or more reminders = -3 pts).

Initial Login/ Welcome before Day 1	No Login for 7 Days	Late Grading	Final Grade posted Late	No Discussion Board presence per Module
# Reminders = 0 Points Deducted = 0	# Reminders = 0 Points Deducted = 0	# Reminders = 0 Points Deducted = 0	# Reminders = 0 Points Deducted = 0	# Reminders = 0 Points Deducted = 0

7. Faculty receives substantive narrative feedback from students in the End-of-Course Student Survey, based on the following scale* for the previous six months: Virtually All = 3 bonus pts; Most = 2 bonus pts; Some = 1 pt; Few/None = 0 pts.

Virtually All +3 pts.	Most +2 pts.	Some +1 pt.	Few or None 0 pts.
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*Due to variable class sizes, this is an objective observation that a reasonable person would make based on the overall feedback from students.

SUMMARY SCORE

Instructional Effectiveness (IE)	out of 12pts
Active Engagement (AE)	out of 9 pts
Community Development (CD)	out of 9 pts
Responsiveness (R)	out of 9 pts
Quality Feedback (QF)	out of 9 pts
Compliance Deductions (-)	- 0 pts
Compliance Bonuses (+)	+ 0 pts
Total Score = /48	

Summary Pattern

Current CER Score (Date) = _____
 Previous CER Score (Date) = _____
 Previous CER Score (Date) = _____
 Previous CER Score (Date) = _____

Evaluation Rank

Below Standard (F1) 28 pts or less	Average (F2) 29-38 pts	Superior (F3) 39-48 pts
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F1 Instructors are evaluated every month and coached for specific deficiencies. These faculty receive a lower amount of students until they can demonstrate an F2/F3 status.

F2 Instructors are evaluated twice per year and are permitted to have the maximum allowable course load.

F3 Instructors are monitored twice per year, are permitted to have the maximum allowable course load, and receive the first faculty assignments available.

Note- Faculty rankings are not permanent and can change based on subsequent check-ups.

Evaluator Comments: (Program Director Name - Name of Campus)

Strengths:
Concerns:
Recommendations:
CER Rating: