

# A Made-to-Order Form for Instructional Observation (Peer Version)

INSTRUCTIONS: Using the items below, identified by and discussed with the colleague you are observing, determine the general effectiveness of the faculty member for each item. Your mark on or somewhere between the distinctions "does well" and "needs improvement" should indicate that overall assessment. These general conclusions should be discussed with the faculty member involved. You should be able to explain your assessments with specific examples of what the instructor did or did not do to cause you to so conclude.

| 1. Organization                                    | Needs Improvement | Does Well               |
|--|-------------------|-------------------------|
| = <u>Reps on time</u>                              | —                 | —                       |
| = <u>Attended goals/objectives</u>                 | —                 | —                       |
| = <u>Relevant material</u>                         | —                 | —                       |
| <u>to expose the class</u>                         | —                 | —                       |
| = <u>Memorized previous class</u>                  | —                 | —                       |
| = <u>Appears well-prepared</u>                     | —                 | —                       |
| <u>for class</u>                                   |                   | (see narrative summary) |
| <b>2. Presentation</b>                             |                   |                         |
| = <u>Accompanied various instructional support</u> | —                 | —                       |
| = <u>Speaks clearly &amp; audibly</u>              | —                 | —                       |
| = <u>Speaks slowly</u>                             | —                 | —                       |
| = <u>Communicates effectively</u>                  | —                 | —                       |
| = <u>Uses humor</u>                                | —                 | —                       |
| = <u>Uses a variety of classroom space</u>         |                   | (see narrative summary) |
| <b>3. Rapport</b>                                  |                   |                         |
| = <u>Reps to constructively to student</u>         | —                 | —                       |
| = <u>Knows uses student names</u>                  | —                 | —                       |
| = <u>Enables class to meet various</u>             | —                 | —                       |
| <u>student needs</u>                               |                   |                         |
| = <u>Speaks with confidence &amp; authority</u>    | —                 | —                       |
| = <u>Respects constructive</u>                     | —                 | —                       |
| <u>student feedback</u>                            |                   |                         |

4. Content

Needs Improvement

Does Well

- = Selects examples — — — — — ✓
- = Utilizes text material — — — — — ✓
- = Relates content topics to previous & future content — — — — — ✓ (see summary)
- = Presents up-to-date development — — — — — ✓

5. Interaction

- = Answers student questions clearly — — — — — ✓
- = Presents challenging questions — — — — — ✓
- = Respects diverse points of view — — — — — ✓
- = Presents challenging questions for stimulating discussion — — — — — ✓
- = Respects to every answer constructively — — — — — ✓

6. Active Learning

- = Clearly explain directions/procedure — — — — — ✓ (Pharmacology lab)
- = Provides practice time — — — — — ✓
- = Allows sufficient time for completion — — — — — ✓

Faculty Member: Betsy Guinond, RN, MSN  
Professor of Nursing

Peer Observer: Anita A. Kovalsky, RN, MEd

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(Peer Version)**

July 2004

Professor of  
Nursing

**ORGANIZATION**

- Begins class on time in an orderly, organized fashion
- Previews lecture/discussion content
- Clearly states the goal or objective for the period
- \*  Reviews prior class material to prepare students for the content to be covered
- Provides internal summaries and transitions
- Does not digress often from the main topic
- Summarizes and distills main points at the end of class
- Appears well-prepared for class

**PRESENTATION**

- Incorporates various instructional supports like slides, films, diagrams, etc. *Ms. Guinond demonstrates exceptional preparation. She answers student questions in a clear and concise manner.*
- Uses instructional support effectively *utilized available*
- Responds to changes in student attentiveness *technology to maximal effectiveness.*
- \*  Uses a variety of spaces in the classroom from which to present material (i.e., does not "hide" behind the podium) *would like to see Ms. Guinond well away from podium.*
- Blackboard writing is large and legible
- Speech fillers, (for example, "OK, ahm") are not distracting *Used microphone effectively.*
- Speaks audibly and clearly *Uses microphone effectively.*
- Uses gestures to enhance meaning and not to release nervous tension (repetitive gestures tend to do the latter)
- Communicates a sense of enthusiasm and excitement toward the content
- Use of humor is positive and appropriate
- Presentation style facilitates note-taking *Ms. Guinond lectures in a slow, methodical manner which is conducive to student learning.*
- Speech is neither too formal nor too casual
- Establishes and maintains eye contact with students

\* See narrative summary

- Talks to the students, not the board or windows
- Varies the pace to keep students alert
- Selects teaching methods appropriate for the content

### RAPPORT

- Praises students for contributions that deserve commendation
- Solicits student feedback
- Requires student thought and participation
- Responds constructively to student opinions
- Knows and uses student names
- Does not deprecate student ignorance or misunderstanding
- Responds to students as individuals
- Treats class members equitably
- Listens carefully to student comments and questions
- Tailors the course to help many kinds of students
- Recognizes when students do not understand
- Encourages mutual respect among students
- Credibility and control
- Responds to distractions effectively yet constructively
- Demonstrates content-competence
- Responds confidently to student inquiries for additional information
- Uses authority in classroom to create an environment conducive to learning
- Speaks about course content with confidence and authority
- Is able to admit error and/or insufficient knowledge
- Respects constructive criticism

### CONTENT

- Includes illustrations
- Selects examples relevant to student experiences and course content
- Integrates text material into class presentations

*Mr. Gherard's strength in her rapport with the class. Treats students with respect and dignity.*

- \* Relates current course content to what's gone before and will come after
- Relates current course content to students' general education
- Makes course content relevant with references to "real world" applications
- Presents views other than own when appropriate
- Seeks to apply theory to problem-solving
- Explicitly states relationships among various topics and facts/theory
- Explains difficult terms, concepts, or problems in more than one way
- Presents background of ideas and concepts
- Presents pertinent facts and concepts from related fields
- Presents up-to-date developments in the field
- Relates assignments to course content
- Clearly organizes assignments
- Carefully explains assignments

### INTERACTION

- Encourages student questions, involvement, and debate
- Answers student questions clearly and directly
- Uses rhetorical questions to gain student attention
- Gives students enough time to respond to questions
- Refrains from answering own questions
- Responds to wrong answers constructively
- Allows ample time for questions
- Encourages students to respond to each other's questions
- Encourages students to answer difficult questions by providing cues and encouragement
- Allows relevant student discussion to proceed uninterrupted
- Presents challenging questions to stimulate discussion
- Respects diverse points of view

## ACTIVE LEARNING (LABS, PE ACTIVITIES, ETC.)

- Clearly explains directions or procedures
- Clearly explains the goal of the activity
- Has readily available materials and equipment necessary to complete the activity
- Allows opportunity for individual expression
- Provides practice time
- Gives prompt attention to individual problems
- Provides individuals constructive verbal feedback
- Careful safety supervision is obvious
- Allows sufficient time for completion
- Provides enough demonstrations
- Demonstrations are clearly visible to all students
- If the discovery method is employed, schedules time for discussion of results
- Required skills are not beyond reasonable expectations for the course and/or students
- Provides opportunities for dialogue about the activity with peers and/or the instructor
- Allocates sufficient clean-up time within the class session

**October 18, 2004**

**Peer Review of Betsy Guimond, Professor of Nursing  
Submitted by Anita Kovalsky, Professor of Nursing**

The following is a Peer Review as requested by Professor Betsy Guimond for her Tenure Portfolio. I have structured the review as requested by the Made-to-Order Form for Instructional Observation (Peer Version):

- Organization
- Presentation Style
- Rapport (Personal Qualities)
- Content
- Interaction
- Active Learning

Ms. Guimond was the lead teacher for the Pharmacology in Nursing course, NUR 1141C, a 5 credit nursing course taught during the Summer Term of 2004. She had taught this course for four previous semesters. I was a member of this team-taught course during the Summer Term, and gave input to Ms. Guimond as she planned the course throughout the prior Spring Term.

This Pharmacology course involves a didactical theoretical component, a laboratory component, and an online component, which includes seminar and dosage calculation information. Ms. Guimond single-handedly set up the new course content within Web CT, and not only oriented me to the entire process (an area with which I was not familiar), but also proceeded to engage a group of nursing students, many of whom were unwilling participants in this online format, to effectively participate and effectively learn from this mode of teaching.

Additionally, throughout the Summer semester, Ms. Guimond taught weekly dosage calculation tutoring sessions, which were above and beyond her calculated workload, and which were optional for the students enrolled in the Pharmacology course.

It is important to note this course was taught over the newly compressed Summer schedule, and that students were also enrolled in the Adult Health I Nursing course, NUR 2211C, an 8 credit medical-surgical nursing course, which involved not only a theory component, but also a laboratory and clinical component as well. Therefore, these students were taking quite a heavy credit load, and this was always a primary consideration of Ms. Guimond, as she guided the students through the Pharmacology course.

I subsequently observed Ms. Guimond's classroom presentation on several occasions during the Summer Term of 2004.

### **Organization**

I observed many of Ms. Guimond's lectures, although I will only cite one here. The content area which I observed was a three hour lecture on a very complex and diverse mix of cardiovascular drugs: antihypertensives and diuretics, and drugs used for heart failure. Her lecture utilized two different power point presentations, which students could download from her web site in one of three formats, in accordance with which lecture outline method worked best for them.

In the first presentation on antihypertensive drugs, Ms. Guimond utilized a chart schematic to describe the renin/angiotensin/aldosterone homeostatic mechanism within the body. This was a preface for the students so that they could then understand the pharmacological mechanism of the Angiotensin-Converting Enzyme Inhibitors, a group of antihypertensive drugs. Ms. Guimond explained the schematic in detail to the students in a very organized fashion. She noted to the students that they would need to go back and review this information on their own several times, in order to understand this complex process. She was well-prepared to present this complex information, as she consistently is with any information that she presents in pharmacology.

### **Suggested Area for Improvement:**

Prior to the start of the lecture content, be sure to review material previously covered, and note how it relates to material which will be covered that day. This is not always relevant with the pharmacology content, as in this case, the content previously covered was an unrelated group of drugs, antidiabetic drugs. However, I would suggest it would be advisable to discuss the drug groups that *will* be covered in this class, in this case the antihypertensives, summarize the key concepts at the end of class, and identify the objectives for the next class, noting how this next class, (which was to cover another group of cardiovascular drugs, the antianginals), would build on the current class information.

### **Presentation Style**

Ms. Guimond's presentation style is one that conveys a strong sense of connecting with the material presented, and an enthusiasm for the content, while also acknowledging the complexity of the material in regard to student learning. Therefore, she makes students feel at ease in the class, and they are very open about asking for clarification or answering questions that Ms. Guimond may ask them.

Ms. Guimond speaks very slowly and clearly, and student feedback has overwhelmingly noted that her presentation style is easy to follow. Her use of humor is appropriate, as well as very subtle. I personally remember some her more memorable references to various drugs, particularly one in regard to laxatives, and one about antipsychotics. The humor was useful in helping students to recall a particular fact about the drug.

### **Suggested Area of Improvement:**

It would be advisable if Ms. Guimond walked around the classroom to a greater extent. The room in which she lectured is a very large lecture hall, and the lighting is very dim. The podium tends to swallow up someone who is as small in stature as Ms. Guimond.



### **Rapport (Personal Qualities)**

The rapport which Ms. Guimond develops with her students is one of her strongest assets, only secondary to the depth and breath of knowledge that she brings to the Pharmacology class. Because she has taught this course several times since coming to Valencia, it is apparent that she has a fervent commitment to the course,

Ms. Guimond treats students with respect at all times, and there is evidence of equitable treatment of all students in the class. She is a wonderful role model for the nursing students. Ms. Guimond frequently relates stories of her practice as an ARNP, in order to elucidate the information, by giving real-life examples to the students.

### **Content**

As previously mentioned, Ms. Guimond's vast and current theoretical knowledge of the pharmacology course content is very evident in her teaching. Also noted under the "Rapport" section was her ability to give students examples from her ARNP clinical practice, and previous experience as a nurse. For example, when presenting the antiviral drugs used in the treatment of HIV/AIDS, she researched additional information above and beyond what was in the textbook, and presented that to the students.

I also observed Ms. Guimond in her dosage calculation tutoring sessions with students. She taught the concept of Dimensional Analysis to myself, as well as to the students. She illustrated and solved various dosage problems on the blackboard, and later, I suggested that she might want to have students come to the board to work on problems. She did then incorporate this suggestion into these sessions. I must say that thanks to Ms. Guimond, I feel very comfortable in teaching anyone this method of dosage calculation.

### **Suggested Area for Improvement:**

As noted previously, I would suggest that Ms. Guimond review material previously covered, prior to the start of the lecture content, note how it relates to material which will be covered that day, and finally, identify the objectives for the next class.

### **Interaction**

It has been previously noted how Ms. Guimond sets the tone for the class session, responds to student questions, and allows the students to freely ask questions without fear of embarrassment or intimidation.

### **Active Learning**

The Active component of Ms. Guimond's teaching is apparent in the laboratory component of the pharmacology course, as well as the internet Web CT component.

In the Nursing Arts Lab, Ms. Guimond always set the tone for what would be covered, content as broad as oral administration of medications, to preparing intramuscular injections (drawing them up in a syringe from an ampule or vial), to mapping administration sites on the patients, and subsequently administering the injection. It is evident that teaching this course many times has allowed her to perfect the lab component of the course, so that students feel at ease with what could be perceived as difficult psychomotor skills.

### **Summary of Peer Review**

I feel that Ms. Guimond takes teaching the art of nursing very seriously. She prepares well, and has frequently told me about what she learned from her mentor, Professor Pat Woodbery. It is apparent that Ms. Guimond strives to be the best instructor she can be; a competent, caring professional who truly attends to the learning needs of her students.

Respectfully submitted,

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