

## Annex (1):Peer evaluation checklist

### Key of Evaluation

- Ineffective= 0
- Poorly effective= 1
- Effective= 2
- Very effective= 3
- Not observed= --

### A. Clarity and Organization

Items	Ineffective	Poorly Effective	Effective	Very Effective	Not observed
Clearly states purpose/ objectives of the lesson.					
Presented overview of lesson.					
Relates lesson to previously covered material.					
Presents material in a logical sequence.					
Paces lesson appropriately.					
Summarizes major points of lesson.					

### B. Effective Communication

Items	Ineffective	Poorly Effective	Effective	Very Effective	Not observed
Projects voice, with intonation :easily heard.					
Varied explanations for complex and difficult material, using examples to clarify points.					
Defines unfamiliar terms, concepts and principles.					
Uses humor.					

### C. Interaction with Students

Items	Ineffective	Poorly Effective	Effective	Very Effective	Not observed
Maintains student attention.					
Responds to nonverbal cues of confusion, boredom, and curiosity.					
Encourages student questions or discussion.					
Asks questions to monitor student progress.					
Listens to students questions and comments.					
Gives satisfactory answers to student questions.					

### D. Instructional Materials and Environment

Items	Ineffective	Poorly Effective	Effective	Very Effective	Not observed
Prepares students for lesson with appropriate assigned reading.					
Present appropriate amount of material at appropriate level complexity: material up-to-date.					
Presents helpful audiovisual materials to support lesson organization and major points.					
Presents helpful written materials (syllabus and objectives, handouts) to reinforce key points .					
Environment was conducive to learning (organization, ventilation...etc).					

### E. Content Knowledge and Relevance

Items	Ineffective	Poorly Effective	Effective	Very Effective	Not observed
Material is relevant to educational objectives of the course.					
Demonstrates command of subject matter :information up-to-date.					

### F. OVERALL NARRATIVE SUMMARY

1. What were the instructor major strengths as demonstrated in this observation ?

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2. What suggestions do you have for improving the instructors skills?

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Name of observer:

Name of observed staff member:

Signature:

Signature:

## Annex (2): Faculty /teaching staff self evaluation template

This sheet aims to document and evaluate the academic performance of all faculties in the Nursing program based on objective specific standards, the total score for the sheet is 100 marks. Weights of different sections were given after referring back to the Faculty vision, Faculty and program missions and priorities. The section of participations in improving teaching and learning was given the highest weight (50%) for its importance at the current time. Flexibility was considered to highlight the individual merits and strength areas at different sections, for this distinction a 20% out of the total score was left for the staff member to allot on the sections she is distinctive in, taking into account that this percent should not be given on just one section of the sheet.

After being filled by the staff member, The sheet should be submitted to the quality assurance unit with the portfolio of the faculty staff member containing all the necessary documents to justify the evaluation.

<b>Basic information of the faculty staff member</b>	
<b>Full name:</b>	<b>Department:</b>
<b>Position/ Qualification</b>	

1- Participations in development of teaching and learning (50 marks/100 in the rate of 5 marks per achievement)		
Achievement	Evidence and documents for verification	Score
Use the recent researches at the field in developing the course/ courses.		
Use new teaching strategies.		
Use diverse assessment tools for student evaluation.		
Use recent technology in teaching and learning.		
Design of the curriculum map and matrix.		
Design e. courses.		
Use specification table in preparation of the exam paper.		
Submitting periodic reports on application of academic advising procedures and regulations.		
Application of curricular student activities.		
Participation in extracurricular student activities.		

2- Workshops and seminars Attendance and participation in workshops in the area of improving teaching, administrative and/or personal skills. A minimum of 2 workshops per academic year (10 marks in the rate of 5 marks per workshop)				
Workshop title	Place	Date	Documents	Score

3- Participation in research activities			
A minimum of 2 participations per academic year (10 marks in the rate of 5 marks per activity)			
Activity	Date	Documents	Score
Participation in organization of scientific seminars			
Attendance of scientific seminars			
Scientific researches.			
Articles or essay.			
Books.			
Supervision and/or discussion of thesis and scientific papers or researches.			
Participation in committees and or board of scientific journals.			
Participation in forums.			

4- Participation in community service activities			
A minimum of 2 activities per academic year (10 marks in the rate of 5 marks per activity)			
Activity	Date	Documents	Score

Evaluation criteria	Total score	Percent
Participations in development of teaching and learning.		
Workshops and seminars.		
Participation in research activities.		
Participation in community service activities.		
Sum.		

Name of the Faculty :  
Signature:

Program coordinator:  
Signature:

**Annex (3): Program coordinator checklist for performance evaluation.**

Name of the evaluated faculty member : .....

Academic Year : .....

Position : .....

Years of experience in the program: .....

Results and remarks from the previous evaluation:  
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**Key of Evaluation**

- 1.Unsatisfactory
- 2.Satisfactory but needs improvement in specific area (s)
- 3.Satisfactory
- N/O not observed

**A. Professionalism:**

- 1. Commitment to teaching duties and schedules NO    3     2     1
- 2. Commitment to office hours. NO    3     2     1
- 3. Contribution in improvement of program and courses. NO    3     2     1
- 4. Respects rules and regulations. NO    3     2     1
- 5. Adherence to department and college decisions. NO    3     2     1

**B. University and community service:**

- 1. Endures her responsibilities and finish them at time without complain NO    3     2     1
- 2. Participates in development activities of the college/  
University NO    3     2     1
- 3. Participates in extra curriculum student activities of the college/  
university. NO    3     2     1

**C. Behavior and collaboration:**

- 1. Highly committed with no dissents. NO    3     2     1
- 2. Cooperative with her colleague and other administrative staff. NO    3     2     1
- 3. Cooperative with the head of the dept. and the institution. NO    3     2     1
- 4. Accepts Criticism. NO    3     2     1

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**D. Strengths and weak areas:**

Strengths:

- 1.....
- 2.....
- 3.....

Weakness:

- 1.....
- 2.....
- 3.....

**E. Recommendations for improvement:**

- 1.....
- 2.....
- 3.....

Program coordinator

Signature: