TEXAS STATE TECHNICAL COLLEGE SYSTEM

SYSTEM OPERATING STANDARD

No.ES 1.02	**Page 1 of 37**	**Effective Date: 05/02/12**
DIVISION:	**Educational Services**	
SUBJECT:	**Faculty Evaluation**	
AUTHORITY:	**Minute Order #65-01**	
PROPOSED BY:	***Original Signed by Gail Lawrence***	
TITLE:	**Associate Vice Chancellor For Human and Organization Development**	**Date: 05/02/12**
RECOMMENDED BY:	***Original Signed by Gail Lawrence***	
TITLE:	**Associate Vice Chancellor For Human and Organization Development**	**Date: 05/02/12**
APPROVED BY:	***Original Signed by Mike Reeser***	
TITLE:	**Chancellor**	**Date: 05/02/12**

STATUS: Approved by Management Council 5/02/12

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POLICY

It is the policy of Texas State Technical College to provide faculty employees with a process for feedback as related to job performance. Processes used shall be neutral with respect to race, color, gender, religion, national origin, age and disability.

PERTINENT INFORMATION

OPERATING REQUIREMENTS

1. Faculty evaluations are to be administered in accordance with the included document titled: **Three Year Faculty Evaluation Cycle** or the process developed by each college **as** defined in the college Campus Operating Procedure.

2. Faculty performance-based increases and awards (ref. SOS HR 2.2.9) must be supported by the evaluation documentation as detailed in this SOS. Unsupported performance-based increases and awards will not be distributed.

3. Each college may establish an appeals process to address appeals of the outcome of this evaluation process.

DELEGATION OF AUTHORITY

The Board of Regents authorizes the Chancellor and the Presidents to administer this procedure as appropriate.

PERFORMANCE STANDARDS

1. Performance evaluations are administered in accordance with the published policy.

2. The evaluation process provides the faculty with feedback in order to improve the learning experience for the students of Texas State Technical College.

COLLEGE OPERATING PROCEDURE

COLLEGE		**Page 1 of**
OFFICE OF RESPONSIBILITY:		
APPROVED BY:		
TITLE:		**Date**
FORWARDED TO SYSTEM OFFICE ON		

Instructions for Completion of the THREE YEAR FACULTY EVALUATION CYCLE and Its Attendant Forms

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OVERVIEW OF FACULTY PERFORMANCE EVALUATION PROCESS

Complete evaluation of Faculty Performance is designed as a three-year process that commences when the faculty member is hired. A different portion of the evaluation is done every year, so that the evaluation process repeats every three years. The goal of the evaluation is to improve the performance of the faculty member, by encouraging proven good performance and improving instructional delivery in areas that are not as effective as they should be.

Faculty Performance Evaluation should be embraced as the most efficient method of performance diagnostics and improvement available to employees. Full participation by the faculty member is almost guaranteed to shape him or her into a better faculty member. This process will also be used to evaluate adjunct faculty as appropriate.

In addition to feedback from annual student ratings and the self /supervisor evaluation of the faculty member, there are four main forms that shape the evaluation process:

1. Classroom Document Review
2. Classroom Observation
3. Classroom Peer Evaluation
4. Professional Development Plan

This document is an explanation of where, why, when, how, and by whom these documents get completed as the evaluation process goes forward.

The evaluation calendar is based on the fiscal year, starting September 1 and ending August 31 of the next year. The Classroom Document Review form is used during the first year of the cycle, followed by the Classroom Observation form in the second year and the Classroom Peer Evaluation form in the third, after which the process repeats.

Each year as the evaluation documents are completed, the faculty member's performance is judged adequate or not by the faculty's supervisor. The results of the evaluation will be used to establish the Professional Development plan for the following year. The Professional Development Plan then becomes part of the evaluation process for the following year. The evaluation instruments are filed in Human Resources to document the process.

INSTRUCTIONS FOR COMPLETION OF SELF/SUPERVISOR-EVALUATION FORM

The Self/Supervisor-Evaluation instrument will be used for all faculty members with the rank of Instructor, Senior instructor , Master Instructor, Associate Professor and Professor. In addition, Cluster Directors will use it to evaluate Department Chairs on their instructional, departmental, and college responsibilities. The form will be completed on an annual basis, except for probationary faculty who will be evaluated ~~3~~ at the six month mark during the one year probationary period. Self-evaluation using this form can take place whenever the faculty member wishes to complete the form. It can be used to compare and contrast with the Supervisor evaluation, and can be attached to that instrument (or not) when it is filed at Human Resources, at the option of the faculty member.

When the supervisor completes the form each year, he or she will have access to student rating data and one of the "Classroom" instruments. The supervisor should remember that a poor student evaluation does not necessarily indicate a poor faculty member, nor does a good evaluation always indicate a good faculty member. The student rating data and "Classroom" instrument are merely additional avenues of feedback regarding an faculty member's performance. The supervisor should exercise his or her best judgment therefore, and factor in all known elements when evaluating each area of performance. He or she should remember that data gathered from several ratings taken at different times and from differing perspectives are more likely to reflect the true situation regarding an faculty member's performance.

The supervisor should assign one and only one rating in each of the sixteen items by circling the rating.

EXPLANATION OF RATINGS

The evaluation items and their performance criteria are listed on pages 2-9 of this manual. General guidelines regarding the ratings are as follows.

Expected Performance

The Expected Performance rating carries with it one or more criteria that define what is expected from a faculty member in that area. A rating of Expected Performance indicates the faculty member has met all the criteria (requirements) for that item. The faculty member must demonstrate the achievement of all criteria listed within the Expected Performance rating to obtain the rating of Expected Performance.

Exceptional Performance

A rating of Exceptional Performance indicates the faculty member has gone beyond the scope of the expected and has made additional accomplishments in service to students, the college, or the community. All of the criteria for Expected Performance must be met before a faculty member is eligible to receive an Exceptional Performance Rating. If an evaluator is granting an Exceptional Performance rating, the specific criteria that define the rating must be listed in the comment section. Undocumented Exceptional Performance will cause the rating to revert to Expected Performance rating. Some possible Exceptional Performance criteria are listed as guidelines for some of the evaluation items, but these are not meant to be all-inclusive.

Needs Improvement

When any of the criteria in the Expected Performance Rating are not met, the Needs Improvement Rating must be given. Likewise, if any of the criteria or situations within the Needs Improvement area have occurred, the evaluator must rate the faculty member as Needs Improvement for that item. A rating of Needs Improvement indicates there are deficiencies in the usual and expected work of the faculty member. The deficiencies must be specific and documentable. They must also be correctable through prescriptive activities that will be formulated in a Professional Development Plan by the individual faculty member, the Department Chair, the Development Officer and Dean of Instruction. The Development Plan includes time frames for completion and evaluation of activities.

Texas State
Technical College

C O N F I D E N T I A L

SELF/SUPERVISOR
PERFORMANCE EVALUATION FORM

Instructions: This evaluation form will be used for probationary faculty performance evaluations (to be completed at six months) and for the annual performance evaluation of the other faculty members. The original will be placed in the faculty member's file in Human resources.
A formal performance evaluation must be completed for each faculty at least annually.

The supervisor should circle one rating in each performance area listed; do not overlap ratings. It is believed that the performance evaluation areas included on this form pertain to the vast majority of faculty. However, should one area not pertain, indicate the reasons in the comment section and circle the "Not Applicable" rating. This factor should not be included when determining the overall performance rating.

Faculty member's Name _____ Today's Date _____

Evaluator's Name _____

Type of Evaluation 6 Month _____ Annual _____

Last Evaluation 6 Month _____ Annual _____ Completed On _____

Completed By _____
(Name) (Title)

I have been given the opportunity to review the performance appraisal (up to 48 hours). I have discussed this evaluation with my supervisor. I have received a copy of this appraisal.

_____ _____
Faculty member's Signature **Date**

_____ _____
Supervisor's Signature **Date**

ITEM 1

USES CURRENT SYLLABUS FOR EACH ASSIGNED COURSE TAUGHT

EXPECTED PERFORMANCE

- Faculty member uses an up-to-date syllabus approved by the Department Chair.
- Faculty member develops and/or updates syllabi for assigned courses annually.
- Faculty member maintains assigned syllabi in the Department Office.

EXCEPTIONAL PERFORMANCE

Examples of activities appropriate to this item are:

- Faculty member validates course content annually.
- Faculty member develops or revises a course based on the results of task surveys and/or the DACUM process as directed by Department Chair.

NEEDS IMPROVEMENT

For Example:

- Faculty member fails to meet one or more of the expected performance criteria.
- Faculty member uses an out-of-date or unapproved syllabus even though an up-to-date one is available.
- Faculty member omits objectives in the syllabus without permission of the Department Chair.

Performance Rating			
	0 Needs Improvement	1 Expected	2 Exceptional
Comments:			

ITEM 2

INFORMS STUDENTS OF COURSE REQUIREMENTS AND/OR CHANGES

EXPECTED PERFORMANCE

- The following information is communicated, in writing, to students : course objectives, text and material lists, evaluation methods, due dates for projects.
- Project descriptions and evaluation methods are conveyed, in writing, to the students when the projects are assigned.
- Changes in course requirements are conveyed, in writing, to students.

EXCEPTIONAL PERFORMANCE

An example of activities appropriate to this item is:

- Faculty member has gone beyond the scope of the expected in informing students of course requirements. This performance must be documented.
- The following information is communicated, in writing, to students within the first five days of class: course objectives, text and material lists, evaluation methods, and due dates for projects.

NEEDS IMPROVEMENT

- Faculty member fails to meet one or more of the expected performance criteria.
- Faculty member makes a change in grade policy after students have started recording major grades.
- Faculty member fails to follow written grading policy when assigning course grades

Performance Rating						
	0	Needs Improvement	1	Expected	2	Exceptional
Comments:						

ITEM 3

DELIVERS INSTRUCTION IN A MANNER CONSISTENT WITH EFFECTIVE TEACHING PRINCIPLES

EXPECTED PERFORMANCE

- Faculty member presents instruction organized in a logical sequence in accordance with the identified course objectives.
- Faculty member clearly defines new terminology, concepts, and principles.
- Faculty member explains abstract ideas and theories by using relevant examples and illustrations.
- Faculty member identifies and summarizes major points.
- Faculty member involves students in discussions or other active learning strategies relevant to identified course objectives.

EXCEPTIONAL PERFORMANCE

An example of activities appropriate to this item is:

- Faculty member employs a variety of teaching methods that accommodate individual differences to appropriately meet course objectives.

NEEDS IMPROVEMENT

For example:

- Faculty member fails to meet one or more of the expected performance criteria.
- Faculty member presents topics in no particular order; new topics don't build on topics previously mastered.
- Faculty member fails to get abstract ideas and theories across to students.

Performance Rating						
	0	Needs Improvement	1	Expected	2	Exceptional
Comments:						

ITEM 4

DEVELOPS AND PREPARES INSTRUCTIONAL MATERIALS TO ASSIST STUDENT LEARNING

EXPECTED PERFORMANCE

- Faculty member prepares, upgrades or revises instructional materials as necessary to assist student learning.
- Faculty member prepares, upgrades or revises instructional materials at the request of the Department Chair in the time frame specified.

EXCEPTIONAL PERFORMANCE

An example of activities appropriate to this item is:

- Faculty member implements innovative learning materials for an assigned course.

NEEDS IMPROVEMENT

For example:

- Faculty member fails to meet one or more of the expected performance criteria.
- Faculty member uses illegible or out-of-date instructional materials.

Performance Rating						
	0	Needs Improvement	1	Expected	2	Exceptional
Comments:						

ITEM 5

USES EVALUATION METHODS RELATED TO COURSE OBJECTIVES AND APPROPRIATE FOR COURSE CONTENT

EXPECTED PERFORMANCE

- Faculty member uses examination items and projects that measure the attainment of course objectives.
- The Faculty member develops and uses tests and examinations that evaluate students' mastery of course objectives.
- The Faculty member develops and uses projects that evaluate students' mastery of course objectives.

EXCEPTIONAL PERFORMANCE

Examples of activities appropriate to this item are:

- Faculty member performs statistical/item analysis on test/examination items and projects during this evaluation period.
- Faculty member develops or revises examination items or projects based on item analysis and current course objectives.

NEEDS IMPROVEMENT

- Faculty member fails to meet one or more of the expected performance criteria.
- Faculty member uses examination items and projects unrelated to the course objectives.
- Faculty member uses examination items and projects to evaluate students' mastery of material not yet presented in class or through homework.

Performance Rating						
	0	Needs Improvement	1	Expected	2	Exceptional
Comments:						

ITEM 6

EVALUATES STUDENT PROGRESS ON A CONTINUING BASIS

EXPECTED PERFORMANCE

- Faculty member conducts tests, examinations and projects as described in the course syllabus.
- Faculty member evaluates and returns projects, tests, and evaluations to students at a reasonable, set time.
- Faculty member informs students of their progress whenever students complete a course objective.
- Faculty member critiques student work (test, examinations, and projects) and suggests ways to improve.
- Faculty member maintains appropriate, up-to-date course records(includes grades and participation records)

EXCEPTIONAL PERFORMANCE

An example of activities appropriate to this item is:

- Faculty member has gone beyond the scope of the expected in evaluating student progress on a continuing basis.

NEEDS IMPROVEMENT

For example:

- Faculty member fails to meet one or more of the expected performance criteria.
- Faculty member fails to grade and return tests, examinations, homework and projects in a timely manner.
- Faculty member fails to keep students adequately informed of their progress in the course.

Performance Rating						
	0	Needs Improvement	1	Expected	2	Exceptional
Comments:						

ITEM 7

ASSISTS STUDENTS WHO NEED ADDITIONAL INSTRUCTION TO MEET THE REQUIREMENTS OF THE COURSE

EXPECTED PERFORMANCE

- Faculty member re-explains and reteaches course items as appropriate.
- Faculty member recommends tutorial or remediation materials as appropriate.
- Faculty member recommends study skill methods as appropriate.

EXCEPTIONAL PERFORMANCE

An example of activities appropriate to this item is:

- Faculty member volunteers extra time (beyond class/lab or office hours) to assist students who need additional instruction to meet the requirements of the course.
- To accommodate different learning styles, the faculty member prepares alternate presentations.

NEEDS IMPROVEMENT

- Faculty member fails to meet one or more of the expected performance criteria.
- Faculty member is frequently unavailable during office hours or for special appointments to help students when requested.
- Faculty member discourages students from seeking tutorials or remediation materials.

Performance Rating						
	0	Needs Improvement	1	Expected	2	Exceptional
Comments:						

ITEM 8

COMMUNICATES AND DEMONSTRATES KNOWLEDGE OF RULES AND PROCEDURES FOR SAFETY

EXPECTED PERFORMANCE

- Faculty member keeps students from using unsafe equipment in classroom, shop or lab.
- Faculty member avoids exposing students to undue or needless hazards or dangerous situations.
- Faculty member provides students with instruction concerning safe operation of equipment.
- Faculty member requires students to demonstrate safe operation of equipment.
- Faculty member never leaves students unsupervised in a class or lab.
- Faculty member reports, in writing, unsafe equipment or hazardous situations to the Department Chair or Safety Office.
- Faculty member models safety procedures in classroom, shop and lab.

EXCEPTIONAL PERFORMANCE

Examples of activities appropriate to this item are:

- Faculty member develops safety materials for a course during the evaluation period.
- Faculty member improves facilities or equipment to increase safety for students.

NEEDS IMPROVEMENT

For example:

- Faculty member fails to meet one or more of the expected performance criteria.

Performance Rating						
	0	Needs Improvement	1	Expected	2	Exceptional
Comments:						

ITEM 9

EXHIBITS PROFESSIONAL BEHAVIOR TOWARDS STUDENTS

EXPECTED PERFORMANCE

- Faculty member relates to all students impartially and considers different viewpoints when resolving conflict.
- Faculty member refrains from talking about or criticizing students in the presence of other students.

EXCEPTIONAL PERFORMANCE

An example of activities appropriate to this item is:

- Faculty member has gone beyond the scope of the expected in exhibiting professional behavior toward students.

NEEDS IMPROVEMENT

For example:

- Faculty member fails to meet one or more of the expected performance criteria.
- Faculty member uses obscene, vulgar, or otherwise objectionable language in the presence of students.

Performance Rating						
	0	Needs Improvement	1	Expected	2	Exceptional
Comments:						

ITEM 10 MEETS SCHEDULED CLASSES AND MAINTAINS OFFICE HOURS

EXPECTED PERFORMANCE

- Faculty member meets assigned classes and labs promptly at the scheduled times.
- Faculty member attempts to avoid cancellation of classes by making advance arrangements on occasions when faculty member is unable to meet scheduled classes.
- Faculty member notifies the Department Chair when unforeseen events make it impossible to meet classes.
- Faculty member notifies the Department Chair in the event of the faculty member's absence.
- Faculty member is in the office during the required weekly office hours to assist students unless excused by the Department Chair.

EXCEPTIONAL PERFORMANCE

An example of activities appropriate to this item is:

- Faculty member devotes time beyond scheduled class/lab/office hours to provide students additional instruction.
- Faculty member competently covers classes for other faculty members who are out on leave.

NEEDS IMPROVEMENT

For example:

- Faculty member fails to meet one or more of the expected performance criteria.
- Faculty member is late to class more than three times per term.
- Faculty member fails to hold class more than 10% of the time without approval of the Department Chair.

Performance Rating						
	0	Needs Improvement	1	Expected	2	Exceptional
Comments:						

ITEM 11

SUBMITS COURSE REPORTS AND DOCUMENTS ON OR BEFORE DUE DATES

EXPECTED PERFORMANCE

- Faculty member submits book requests, course participation (validation) forms, student evaluations, or other similar documents on or before the due dates.

EXCEPTIONAL PERFORMANCE

An example of activities appropriate to this item is:

- Faculty member suggests revisions, deletions, or additions to the required report and indicates how the change will improve student tracking, decision-making, etc.

NEEDS IMPROVEMENT

For example:

- Faculty member fails to meet one or more of the expected performance criteria.
- Faculty member consistently fails to submit requested reports and documents by the due dates.

Performance Rating						
	0	Needs Improvement	1	Expected	2	Exceptional
Comments:						

ITEM 12 PARTICIPATES IN DEPARTMENT AND CLUSTER MEETINGS

EXPECTED PERFORMANCE

- Faculty member attends all meetings as required by the Department Chair.
- Faculty member actively participates in meetings by taking part in discussions, making suggestions, etc. as appropriate.

EXCEPTIONAL PERFORMANCE

An example of activities appropriate to this item is:

- Faculty member devises and submits, in writing, innovative solutions to problems discussed during meetings.

NEEDS IMPROVEMENT

For example:

- Faculty member fails to meet one or more of the expected performance criteria.
- Faculty member consistently fails to attend or actively participate in required meetings.

Performance Rating						
	0	Needs Improvement	1	Expected	2	Exceptional
Comments:						

ITEM 13

FULFILLS DEPARTMENT AND COLLEGE DUTIES AND RESPONSIBILITIES

EXPECTED PERFORMANCE

- Faculty member performs department and college duties as assigned by the Department Chair or by Campus Administration. Examples of such duties are:

Articulation	**Campus Standing or Ad Hoc**
Recruitment	**Committees**
Department Lockup	**Faculty Senate Office**
Department Safety Officer	**Student Organization Advisor**
Building Monitor	**Equipment Maintenance**
Certification of Graduates	**Student Worker Supervisor**
Registration of Students	**Book and material Lists Maintenance**
Advisory or SICC Committee Duties	**Placement Activities**
Inventory Control	**Co-op Activities**

(In the comment section, list the duties /responsibilities assigned during this evaluation period.)

EXCEPTIONAL PERFORMANCE

An example of activities appropriate to this item is:

- Faculty member submits a valid plan, in writing, to improve a process or procedure to the appropriate administrator

NEEDS IMPROVEMENT

For example:

- Faculty member fails to meet one or more of the expected performance criteria
- Faculty member fails to fulfill the duties or responsibilities assigned by the Department Chair or Campus Administration

Performance Rating						
	0	Needs Improvement	1	Expected	2	Exceptional
Comments:						

ITEM 14 EXHIBITS PROFESSIONAL BEHAVIOR TOWARDS COLLEAGUES

EXPECTED PERFORMANCE

- Faculty member listens openly to different viewpoints of colleagues when resolving conflict.
- Faculty member refrains from criticizing other faculty members in the presence of students.
- Faculty member works harmoniously and effectively with colleagues for the benefit of the Department and the College.

EXCEPTIONAL PERFORMANCE

An example of activities appropriate to this item is:

- Faculty member facilitates initiatives to improve cooperation and productivity on campus.

NEEDS IMPROVEMENT

For example:

- Faculty member fails to meet one or more of the expected performance criteria.
- Faculty member uses obscene, vulgar, or otherwise objectionable language in the presence of colleagues.
- Faculty member is non-cooperative and non-productive in relationships with colleagues to the detriment of the Department and the College.

Performance Rating						
	0	Needs Improvement	1	Expected	2	Exceptional
Comments:						

ITEM 15 PROGRESS BEING MADE IN PROFESSIONAL DEVELOPMENT PLAN

EXPECTED PERFORMANCE

- Faculty member completes the minimum development activities identified in his/her previous year's Professional Development Plan on or before the agreed upon date.

NEEDS IMPROVEMENT

- Faculty member fails to complete the minimum development activities identified in his/her previous year's Professional Development Plan on or before the agreed upon date. (Document the activities not completed on time in the Comments section. If there are mitigating circumstances, these should be documented as well.)

Performance Rating							
-1	**No Progress**	**0**	**Needs Improvement**	**2**	**Expected**	**4**	**Exceptional**
Comments:							

ITEM 16

DESCRIBE OTHER PARTICIPATORY ACTIVITIES THAT ARE NOT INCLUDED IN THE EVALUATION

EXCEPTIONAL PERFORMANCE

Examples of activities appropriate to this item are:

- Grant Writing
- Classroom Research
- Publications in reviewed journals or books
- Presentations to clubs or organizations that promote the college
- Presentations to groups in the field

Performance Rating			
0	**2**	**3**	**4**
Description/Comments:			

Further Comments, Areas of Strength, Areas Needing Improvement

ITEM 17

FACULTY OVERALL EVALUATION

Sum points from items 1 – 16 and enter points below.

Exceptional	**≥ 30 points and no "needs improvement" items**
Expected	**< 30 points**
Below expectation	**2 or more "needs improvement" items**

Total points _____

INSTRUCTIONS FOR COMPLETION OF THE CLASSROOM DOCUMENT REVIEW FORM

The Document Review instrument will be used for all faculty members. In addition, it will be used to evaluate Department Chairs on their instructional materials and documentation. The form will be completed once every three years as part of the Faculty Evaluation Cycle.

Each of the six items rated on the instrument corresponds to an item on the Self/Supervisor Evaluation Form, and can be referred to when completing that document. The faculty member and supervisor must agree that a particular course the faculty member is teaching will be the focus of the evaluation. In addition, the faculty member being evaluated shall be notified in advance of the pending evaluation visit. The advance notice shall indicate the window of time during which the evaluation will be conducted, typically the window will be two weeks. In general, the supervisor should meet with the faculty member, and they should complete the form together, with reference to the one course being evaluated. The faculty member is responsible for demonstrating to his/her supervisor that all of the criteria for each of the items are being met. Since all the documents used in a course may not be available at the same time, the supervisor may need to meet with the faculty member more than once. A date blank is left on the form beside each item for recording the date that the particular document was evaluated. The supervisor records whether the faculty member is in compliance for each criterion by circling the appropriate response: Yes or No.

After the evaluation is complete for each item, the supervisor makes any necessary comments that might supplement the evaluation or benefit the faculty member. The faculty member is given up to 48 hours (two working days) to review and comment. Both parties sign the front page in the appropriate signature block, and the original is forwarded to Human Resources.

Texas State
Technical College

C O N F I D E N T I A L

CLASSROOM DOCUMENT REVIEW FORM
FOR
Faculty

Instructions: This checklist will assist in completion of the Self/Supervisor Evaluation of Faculty form. Item numbers on this checklist correspond to item numbers in the Self/Supervisor Evaluation of Faculty. The original will be placed in the faculty member's file in Human resources.

Faculty member's Name _____ Today's Date _____

Evaluator's Name _____

Course Number and Section _____

I have been given the opportunity to review the performance appraisal (up to 48 hours). I have discussed this evaluation with my supervisor. I have received a copy of this appraisal.

_____ _____
Faculty member's Signature **Date**

_____ _____
Supervisor's Signature **Date**

ITEM 1 Syllabus Review Date: _____	Is syllabus: 1. Up to date? 2. Approved by Department Chair?	 Yes No NA Yes No NA
ITEM 2 Course Requirements Review Date: _____	Do written course requirements include: 1. Course objectives 2. Text, tools, and materials list? 3. Project due dates? 4. Grading and participation policies?	 Yes No NA Yes No NA Yes No NA Yes No NA
ITEM 3 Instructional Materials Review Date: _____	Does presentation of the course incorporate: 1. Lesson plans? 2. Handouts? 3. Presentation media? 4. Computer based instruction? 5. Internet based materials?	 Yes No NA Yes No NA Yes No NA Yes No NA Yes No NA
ITEM 4 Evaluation Methods Review Date: _____	Do tests and exams: 1. Measure mastery of course objectives? 2. Show students where improvements are needed? 3. Do course projects measure mastery of course objectives?	 Yes No NA Yes No NA Yes No NA
ITEM 5 Evaluation Schedule Review Date: _____	Does the faculty member: 1. Conduct tests, exams and projects as described in the syllabus? 2. Evaluate and return projects, tests, and exams within a reasonable, set time? 3. Inform students of their progress as objectives are completed?	 Yes No NA Yes No NA Yes No NA
ITEM 6 Student Safety Review Date: _____	Does the faculty member: 1. Report in writing any unsafe equipment or hazardous situations to the Program Chair? 2. Present safety materials relevant to the course?	 Yes No NA Yes No NA

Comments, Areas of Strength, Areas Needing Improvement, Prescribed Activities to Facilitate Improvement

INSTRUCTIONS FOR COMPLETION OF THE CLASSROOM OBSERVATION FORM

The Classroom Observation instrument will be used for all faculty members. In addition, it will be used to evaluate Department Chairs on their instructional delivery and effectiveness. The form will be completed once every three years as part of the Faculty Evaluation Cycle.

Each of the five items rated on the instrument corresponds to an item on the Self/Supervisor Evaluation Form, and can be referred to when completing that document. The faculty member and supervisor must agree that a particular course the faculty member is teaching will be the focus of the evaluation. They should then agree on a date when the observation will take place. The observation should not take place when the period is being used to give a major exam. In general, the supervisor should sit in on the class, or the faculty member should arrange to have the class videotaped and the videotape presented to the supervisor. Then the faculty member and supervisor should meet and complete the form together. The faculty member should bring to the meeting any supporting documentation (lesson plans, handouts, etc.) that the supervisor might need in order to complete the evaluation. The supervisor records whether the faculty member is in compliance for each criterion by circling the appropriate response: Yes or No.

After the evaluation is complete for each item, the supervisor makes any necessary comments that might supplement the evaluation or benefit the faculty member. The faculty member is given up to 48 hours (two working days) to review and comment. Both parties sign the front page in the appropriate signature block, and the original is forwarded to Human Resources.

Texas State
Technical College

C O N F I D E N T I A L

CLASSROOM OBSERVATION FORM
FOR
Faculty

Instructions:

This checklist will assist in completion of the Self/Supervisor Evaluation of Faculty. Item numbers on this checklist correspond to item numbers in the Self/Supervisor Evaluation of Faculty. This completed form will be forwarded to Human Resources and placed in the evaluated faculty member's personnel file.

Faculty member's Name _____ Today's Date _____

Evaluator's Name _____

Course Number and Section _____ Date Observed _____

Method of Observation Video Tape _____ Classroom Visit ____

I have been given the opportunity to review the performance appraisal (up to 48 hours). I have discussed this evaluation with my supervisor. I have received a copy of this appraisal.

_____ _____
Faculty member's Signature **Date**

_____ _____
Supervisor's Signature **Date**

ITEM 1 Instructional Delivery	1.	States objectives at the beginning of class.	Yes No NA
	2.	Shows evidence of advance planning.	Yes No NA
	3.	Relates lesson topic to previous learning.	Yes No NA
	4.	Teaches to stated lesson objectives.	Yes No NA
	5.	Clearly defines new terminology, concepts, and principles.	Yes No NA
	6.	Uses relevant examples and illustrations for explanations of abstract ideas and theories.	Yes No NA
	7.	Uses a variety of teaching methods supporting different learning styles.	Yes No NA
	8.	Involves students in discussion related to stated objectives.	Yes No NA
	9.	Involves students in other active learning strategies related to stated objectives.	Yes No NA
	10.	Identifies and summarizes key points of the lesson.	Yes No NA
	11.	Presents instruction in a logical, organized sequence.	Yes No NA
			Yes No NA
ITEM 2 Instructional Materials	1.	Lesson plan gives facts, information, and examples for each objective.	Yes No NA
	2.	Classroom aids illustrate objectives.	Yes No NA
	3.	Innovative learning materials used to illustrate objectives.	Yes No NA
	4.	Visual handouts are readable.	Yes No NA
ITEM 3 Assists Students	1.	Re-explains and reteaches as needed.	Yes No NA
	2.	Recommends tutorial or remediation materials as needed.	Yes No NA
	3.	Recommends study skill methods as needed.	Yes No NA
ITEM 4 Student Safety	1.	Keeps a student from using unsafe equipment or exposure to dangerous situations.	Yes No NA
	2.	Instructs students concerning safe operation of equipment.	Yes No NA
	3.	Models safety in class, shop, or lab.	Yes No NA
ITEM 5 Professional Behavior Towards Students	4.	Respects student opinions and suggestions	Yes No NA
	5.	Does not criticize students in front of other students.	Yes No NA

Comments, Areas of Strength, Areas Needing Improvement, Prescribed Activities to Facilitate Improvement

INSTRUCTIONS FOR COMPLETION OF THE CLASSROOM PEER EVALUATION FORM

The Classroom Peer Evaluation instrument will be used for all faculty members. It is used in conjunction with the Peer Evaluation Verification form, and will be completed once every three years as part of the Faculty Evaluation Cycle.

Unlike the other evaluation documents in the Faculty Evaluation Cycle, the Classroom Peer Evaluation instrument is confidential to the faculty member and the evaluator. It does not go into the full and part time record of the faculty member at Human Resources; instead, the Peer Evaluation Verification form is completed after the evaluation, and that is filed at Human Resources. Also, the evaluator is chosen from a pool of trained peer evaluators and should not be the faculty member's supervisor.

In a pre-observation, meeting the faculty member and evaluator must agree that a particular course the faculty member is teaching will be the focus of the evaluation. They should then agree on a window of time when the observation will take place. The observation should not take place when the period is being used to give a major exam.

At the appointed time the evaluator sits in and observes the faculty member, making note of the items on the evaluation instrument and recording whether the faculty member is in compliance for each criterion by circling the appropriate response: Yes or No.

Then the faculty member and evaluator should meet and go through the form together. The faculty member should bring to the meeting any supporting documentation (lesson plans, handouts, etc.) that the evaluator might need in order to complete the evaluation.

After the evaluation is complete for each item, the evaluator makes any necessary comments that might supplement the evaluation or benefit the faculty member and the original instrument is handed over to the faculty member evaluated. The Peer Evaluation Verification form is completed and signed, and the original of this form is forwarded to Human Resources

Texas State
Technical College

CLASSROOM PEER EVALUATION VERIFICATION FORM FOR Faculty

Instructions:

This Classroom Peer Evaluation Verification Form is intended solely to document that a classroom peer evaluation was completed as part of the Three Year Faculty Evaluation Cycle activities. The evaluating peer shall initiate a Peer Evaluation Form documenting the completion of a peer evaluation. This completed form will be forwarded to Human resources and placed in the evaluated faculty member's personnel file. The corresponding Classroom Peer Evaluation Form is RETURNED TO THE FACULTY MEMBER AND IS NOT FORWARDED TO HUMAN RESOURCES.

Faculty member's Name _____ Today's Date _____

Evaluator's Name _____ Pre-observation Date _____

Course Number and Section _____ Date Observed _____

Post-Observation Meeting Date _____

I have been given the opportunity to review the performance appraisal (up to 48 hours). I have discussed this evaluation with my evaluator. I have received the original appraisal.

_____ _____
Faculty member's Signature **Date**

_____ _____
Evaluator's Signature **Date**

CLASSROOM PEER EVALUATION FORM

Instructions: This Classroom Peer Evaluation Form allows you to evaluate the faculty member's teaching behavior and practices in the classroom for the purpose of giving feedback and improving teaching. This form is RETURNED TO THE FACULTY MEMBER, not submitted to Human Resources. Detailed instructions for completing this form will be found in the "Instructions for Completion of the Three Year Faculty Evaluation Cycle and Its Attendant Forms" booklet.

Faculty member's Name _____ Evaluator's Name _____

Course Number and Section _____ Date Observed _____

Shows Evidence of Advance Planning	1. Has current course syllabus on hand.	Yes No NA
	2. Has a lesson plan available.	Yes No NA
	3. Has a handout available.	Yes No NA
Classroom Environment	1. Teaching materials, aids and equipment are available prior to start of the class.	Yes No NA
	2. Proper safety precautions are clearly displayed.	Yes No NA
Instructional Delivery	1. Begins and ends session as scheduled.	Yes No NA
	2. Defines lesson objectives at start of class.	Yes No NA
	3. Defines new terms, concepts and principles.	Yes No NA
	4. Presents clear, relevant explanations.	Yes No NA
	5. Gives clear, relevant examples.	Yes No NA
	6. Instructional visual aids are related to class objectives.	Yes No NA
	7. Visual handouts are readable.	Yes No NA
	8. Presents material in a logical sequence.	Yes No NA
	9. Involves students as appropriate for class objectives	Yes No NA
	10. Holds the attention of the students.	Yes No NA
	11. Allows time for summary at conclusion of class.	Yes No NA
Professional Conduct	1. Respects student opinions and suggestions.	Yes No NA
	2. Welcomes students' questions with a positive manner.	Yes No NA

Comments, Areas of Strength, Areas Needing Improvement, Activities to Facilitate Improvement

INSTRUCTIONS FOR COMPLETION OF THE PROFESSIONAL DEVELOPMENT PLAN FORM

The Professional Development Plan instrument will be used for all faculty members. In addition, Administration will use it to formulate Development plans for Department Chairs/Program Chairs. The Professional Development Plan form should be referenced to a specific Self/Supervisor Evaluation by the evaluation date.

Each item in the Self/Supervisor Evaluation that was rated "Needs Improvement" should be addressed in the Professional Development Plan. The faculty member, supervisor and/or the Development Officer should all meet to complete this form. For each performance needing improvement, a developmental action should be indicated that all three agree will improve performance to the "Expected" level. Any assistance that will be required in order to accomplish the activity, along with the source of that assistance, should be indicated. Next the indicator that will be used to prove successful completion of the activity (observation of improved performance, documents being produced, etc.) should be listed, along with the target date for completion of the remedial activity. Some time after the target completion date (but before the next Self/Supervisor Evaluation takes place), the three parties should reconvene to examine the progress. Each activity should be marked as either complete or incomplete, and comments made on the "Evaluation of Progress" side of the form as appropriate. If a faculty member has not managed to complete an activity, the reasons for this should be listed. The faculty member should supply his or her own comments as appropriate as well.

A completed Professional Development Plan form is forwarded to Human Resources to be attached to the referenced Self/Supervisor Evaluation.

PROFESSIONAL DEVELOPMENT PLAN/ FACULTY RANKING ADVANCEMENT PLAN

Instructions: The Professional Development Plan form will be completed to address all items rated "Needs Improvement" in the Self/Supervisor Evaluation. The completed form is submitted to Human Resources for attachment to the referenced Self/Supervisor Evaluation. Detailed instructions for completing this form will be found in the "Instructions for Completion of the Three Year Faculty Evaluation Cycle and Its Attendant Forms" booklet.

Faculty member's Name _____ Evaluator's Name _____ Referenced Evaluation Date _____

Performance Goal	Activity to Accomplish Goals	Assistance Needed/from Whom	Evidence of Completion	Target Completion Date	Completed Yes / No

Faculty member's Signature _____ **Date** _____ **Dean of Instruction Signature** _____ **Date** _____

Supervisor's Signature _____ **Date** _____

Professional Development Officer's Signature _____ **Date** _____

EVALUATION OF PROGRESS IN PROFESSIONAL DEVELOPMENT PLAN

General comments on the faculty member's progress to date on the plan for improvement detailed on the reverse side.

Faculty member's Comments.

*My signature indicates I have read and discussed this Progress Sheet with my supervisor. I have received a copy of this Progress Sheet.

***Faculty member's Signature** **Date**

Supervisor's Signature **Date**

Professional Development Officer's Signature **Date**