

FACULTY EVALUATION TOOLS

TEACHING

THE LEARNER AND LEARNING

Examples of artifacts in include in portfolio to showcase TEACHING:

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|---|---|---|
| <input type="checkbox"/> Syllabi | <input type="checkbox"/> Participation in workshops | <input type="checkbox"/> Formal and Informal mentoring |
| <input type="checkbox"/> Examples of student work | <input type="checkbox"/> Participation in PLC | <input type="checkbox"/> Reflection/notes from office hours |
| <input type="checkbox"/> Relevant data | <input type="checkbox"/> IDEA class evaluations | <input type="checkbox"/> _____ |

LEARNING CHARACTERISTICS

The instructor understands how learners grow and develop, recognize that learning varies individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Not Demonstrated (Comment Required)	Proficient	Accomplished	Distinguished
	<input type="checkbox"/> Actively seeks out information about learner interests to engage learners in developmentally appropriate learning experiences <input type="checkbox"/> Engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker.	<i>AND...</i> <input type="checkbox"/> Incorporates the perspectives of the learner to integrate new resources and strategies for learner development. <input type="checkbox"/> Calibrates learning experiences, using an appropriate balance of support and challenge, to move learners toward their next level of development.	<i>AND...</i> <input type="checkbox"/> Uses understanding of the interconnections among different areas of development to find entry points to support learner development. <input type="checkbox"/> Regularly analyzes and reflects on learners' ability to optimize the educational experience.

COMMENTS:

DIVERSE LEARNERS

The instructor uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.

Not Demonstrated (Comment Required)	Proficient	Accomplished	Distinguished
	<ul style="list-style-type: none"> <input type="checkbox"/> Responds with support, tools, and varied learning experiences based on students' unique needs. <input type="checkbox"/> Includes multiple perspectives in the presentation and discussion of content that are inclusive and relevant to students. 	<p><i>AND...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Expands and deepens his/her understanding of learner differences and their impact on learning. <input type="checkbox"/> Responds to learning cues by pacing and adjusting instruction enhancing and access to challenging learning experiences. <input type="checkbox"/> Designs learning experiences that facilitate learners' understanding of diverse communities within and outside their own communities. 	<p><i>AND...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipates and enhances access to challenging learning experiencing by providing appropriate guidance, instruction, and resources. <input type="checkbox"/> Uses a variety of approaches to make concepts clear and provides extensions that engage learners in deepening academic content by connecting it to individual learners' interests, background knowledge, and need for real-world application. <input type="checkbox"/> Challenges each learner by adapting, scaffolding, enriching, and accelerating instruction to facilitate higher order thinking such as analysis, inquiry, and creative expression. <input type="checkbox"/> Uses strategies to build on learners' prior knowledge and experiences and promote the value of multicultural perspectives, development of cultural competence, and to build respect across communities.
COMMENTS:			

LEARNING ENVIRONMENT

The instructor actively works to create learning environment(s) that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.			
Not Demonstrated (Comment Required)	Proficient	Accomplished	Distinguished
	<ul style="list-style-type: none"> <input type="checkbox"/> Sets expectations for the learning 	<i>AND...</i>	<i>AND...</i>

	<p>environment appropriate to institutional policies and communicates expectations clearly to the learners.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulates expectations for a safe, positive learning environment including norms for behavior that include respect for others, as well as responsibilities for preparation and completion of work. <input type="checkbox"/> Responsive and supportive, seeing cultural backgrounds and differing perspectives learners bring as an asset and resources in the learning environment. 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with learners in setting expectations for a learning climate that include openness, mutual respect, support, and inquiry. <input type="checkbox"/> Guides the development of classroom norms and values related to respectful interaction, full engagement in discussions, and individual responsibility for quality work. <input type="checkbox"/> Models respectful interaction, verbally and nonverbally. 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with learners and colleagues in building a safe, positive learning climate while encouraging mutual expectations for openness, respect, support, and inquiry. <input type="checkbox"/> Promotes the development of institutional -wide norms and values related to respectful interaction, rigorous discussions, and individual and group responsibility for quality work. <input type="checkbox"/> Promotes the celebration of learning by engaging learners in showcasing their learning and interacting with community members about the quality of their work.
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COMMENTS:

CONTENT KNOWLEDGE

APPLICATION OF CONTENT

<p>The instructor brings a richness and depth of understanding to their classroom by knowing their subject beyond the content they are expected to teach and understands how to connect concepts using differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>			
<p>Not Demonstrated (Comment Required)</p>	<p>Proficient</p>	<p>Accomplished</p>	<p>Distinguished</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Helps learners see relationships across disciplines by making connections between 	<p>AND...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with colleagues in other disciplines to create 	<p>AND...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages learners in identifying real world problems, issues, or themes they can explore through

	<p>curriculum materials in a content area and related perspectives from other content areas.</p> <ul style="list-style-type: none"> ☐ Engages learners in applying content knowledge and skills in authentic contexts. ☐ Engages learners in learning and applying the critical thinking skills used in the content areas. ☐ Guides learners in gathering, organizing, and evaluating information and ideas from digital and other resources and from different perspectives. 	<p>learning experiences that engage learners in working with interdisciplinary themes while guiding the learner to apply knowledge from more than one discipline to understand a complex concept/set of concepts or to address a real-world issue.</p> <ul style="list-style-type: none"> ☐ Uses problems or questions to guide learner practice in applying the critical thinking skills and other tools in the content area while encouraging learners to understand how they can use these skills to solve problems or answer questions. ☐ Fosters learners' abilities to question and challenge assumptions embedded in source material 	<p>projects, using their acquired and expanding knowledge and skill in the content area.</p> <ul style="list-style-type: none"> ☐ Fosters learner's abilities to independently identify issues or problems of interest in or across content areas and engages them in using critical thinking skills in the content area to explore possible solutions, actions, or answers.
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COMMENTS:

PEDAGOGY/INSTRUCTION

PLANNING AND PREPARATION

The instructor plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, and pedagogy, as well as knowledge of learners and the community context.

Not Demonstrated (Comment Required)	Proficient	Accomplished	Distinguished
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	<ul style="list-style-type: none"> <input type="checkbox"/> Creates and plans learning experience and performance tasks linked to the learning objectives and makes content relevant to the learner. <input type="checkbox"/> Plans instruction using data of prior performance of the learner. 	<p><i>AND...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans a variety of resources and learning experiences that build cross-disciplinary skills and are matched to the experience, needs, and interests of learners. <input type="checkbox"/> Uses data to adjust instruction in the moment, to modify planned scaffolded, and or to provide additional supports for learners. 	<p><i>AND...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates technology in a variety of innovative ways in planning learning experiences for learners. <input type="checkbox"/> Collaborates with colleagues using summative data to evaluate instruction and to inform planning at a programmatic level.
<p>COMMENTS:</p>			

INSTRUCTIONAL DELIVERY

<p>The instructor understands and uses a variety of instructional strategies and makes learning accessible to all learners while encouraging learners to develop deep understanding of content areas, making connections across disciplines, and applies content knowledge in meaningful ways.</p>			
<p>Not Demonstrated (Comment Required)</p>	<p>Proficient</p>	<p>Accomplished</p>	<p>Distinguished</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Directs students' learning experiences through instructional strategies linked to learning objectives. <input type="checkbox"/> As appropriate to the learning objectives, the instructor prepares learners to use specific discipline- related processes and language. 	<p><i>AND...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The instructor varies her/his role in the instructional process, acting as instructor, facilitator, coach, and learner in response to the content and purposes of instruction <input type="checkbox"/> The instructor engages learners in using learning skills (e.g., critical and 	<p><i>AND...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The instructor engages learners in collaborative work to generate, synthesize, and communicate information useful to a specific audience. <input type="checkbox"/> The instructor engages learners in connecting application of concepts from more than one content area to real world problems, community needs, and/or service learning.

	<ul style="list-style-type: none"> ☐ The instructor poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting 	<p>creative thinking skills, study skills, managing goals and time) and technology tools to access, interpret and apply knowledge that promotes learners' understanding of the learning objective(s)</p> <ul style="list-style-type: none"> ☐ The instructor models higher order questioning skills related to content areas (e.g., generating hypotheses, taking multiple perspectives, using metacognitive processes) and engages learners in activities that develop these skills 	
<p>COMMENTS:</p>			

ASSESSMENT

<p>The instructor understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the instructor's and learner's decision making.</p>			
Not Demonstrated (Comment Required)	Proficient	Accomplished	Distinguished
	<ul style="list-style-type: none"> ☐ The instructor uses, designs, or adapts a variety of classroom formative assessments, matching the method with the type of learning objective ☐ The instructor engages each learner in examining samples of 	<p>AND...</p> <ul style="list-style-type: none"> ☐ The instructor participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data 	<p>AND...</p> <ul style="list-style-type: none"> ☐ The instructor uses formative classroom assessments to maximize the development of knowledge, critical thinking, and problem-solving skills embedded in learning objectives. ☐ The instructor works with others to minimize bias in assessment practices to ensure that all learners

	<p>quality work on the type of assignment being given. S/he provides learners with criteria for the assignment to guide performance</p> <p><input type="checkbox"/> The instructor makes digital and/or other records of learner performance so that s/he can monitor each learner's progress.</p>	<p><input type="checkbox"/> The instructor prepares learners for the content and cognitive demands of assessment formats by engaging them in identifying and applying strategies to address those demands.</p>	<p>have a variety of opportunities to demonstrate their learning.</p>
<p>COMMENTS:</p>			

ADVISING

Examples of artifacts to include in the portfolio to showcase ADVISING:

- Advising documents, you have created
- Participation in workshops
- Formal and Informal mentoring
- Examples of student progress
- Advising syllabi
- _____
- Relevant data to advisees' program completion
- Record of departmental influence on advising at the departmental or university wide.
- _____

<p>Advisors build strong relationships with the advisee, shares accurate information regarding curriculum, policies and procedures, and engages students in shared activities through the advising process to support students' academic, professional, and personal growth.</p>			
<p>Not Demonstrated (Comment Required)</p>	<p>Proficient</p>	<p>Accomplished</p>	<p>Distinguished</p>
	<p><input type="checkbox"/> The advisor knows and shares the curriculum, graduation requirements and university academic</p>	<p>AND... <input type="checkbox"/> The advisor helps advisee(s) divine and develop realistic goals while discussing the</p>	<p>AND... <input type="checkbox"/> The advisor assists the advisee in planning programs of study, both short-term and long-term, that are consistent with your abilities and</p>

	<p>policies clearly and effectively with advisees.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The advisor discusses specific university and departmental requirements, procedures, and deadlines. 	<p>connection between academic preparedness and career opportunities.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The advisor refers students to appropriate services, departments, and other individuals on campus based on the students' needs. 	<p>interests, such as course load, academic background, program demands, and employment or personal commitments.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The advisor creates a culture of mentorship around advising where advisees feel safe and trust in the assumption of responsibility for their own decision making around their own academic program and path to completion. <input type="checkbox"/> The advisor has influence on departmental and institutional advising protocols.
<p>COMMENTS:</p>			

SCHOLARLY/CREATIVE ACTIVITY

Examples of artifacts to include in the portfolio to showcase SCHOLARLY/CREATIVE ACTIVITY:

- Publication/Presentation of original research results (reference)
- Engaging students in scholarly or Creative activity (reference)
- Seeking or securing extramural Funding to support scholarly/creative activity (submission or acceptance)
- Participation in professional Societies (attendance and proceedings)
- Participating in a juried exhibition or concert (program)
- _____
- _____

Faculty participating in research or creative endeavors, especially when working with undergraduate or graduate students, will advance the mission of the University in ways that are valued and uplifted.

I: Engaging in Scholarship/Creative Activity

Not Demonstrated (Comment Required)	Proficient	Accomplished	Distinguished
	<ul style="list-style-type: none"> <input type="checkbox"/> The faculty member engages, insofar as possible based on their workload, in authentic activities to advance knowledge in their discipline. <input type="checkbox"/> The faculty member is familiar with current trends of inquiry in their discipline. <input type="checkbox"/> The faculty member collects data or reviews literature with the intent to create a product <input type="checkbox"/> The faculty member is preparing to present data/perform at the local level. <p style="text-align: center;">The faculty member maintains membership in a disciplinary professional society.</p>	<p><i>AND...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The faculty member has established collaborative activities on campus <input type="checkbox"/> The faculty member supervises clinical or internship experiences. <input type="checkbox"/> The faculty member mentors undergraduates in authentic scholarly or creative activities. <input type="checkbox"/> The faculty member has submitted outcomes of original work for dissemination locally or regionally. <input type="checkbox"/> The faculty member has attended a professional meeting locally or regionally. <input type="checkbox"/> The faculty member has served as primary or secondary author on a published manuscript or presentation. <input type="checkbox"/> The faculty member participates in disciplinary professional development workshops related to scholarship and creative output. 	<p><i>AND...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The faculty member has established collaborative activities related to scholarly or creative activity with colleagues at other institutions. <input type="checkbox"/> The faculty member co-authors manuscripts or presentations with undergraduate or graduate students. <input type="checkbox"/> The faculty member has published one or more manuscripts that are peer reviewed during the evaluation period. <input type="checkbox"/> The faculty member facilitates workshops or symposia at professional meetings of regional or national scope. <input type="checkbox"/> The faculty member has applied for extramural funding to support their scholarly and creative work.

		<input type="checkbox"/> The faculty member has identified potential sources of extramural funding to facilitate creative and scholarly output.	
COMMENTS:			

SERVICE

<p>The faculty member contributes to the good of the university, their chosen profession, and community through a series of planned, observable, and measurable activities that apply the member’s professional knowledge skills, attitudes, and actions.</p>			
Not Demonstrated (Comment Required)	Proficient	Accomplished	Distinguished
	<input type="checkbox"/> Faculty member works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals, and objectives, through service and participation in any of the following: College-wide task forces Faculty and staff search committees Advisory groups Student groups Faculty advisor Professionally related community activities on behalf of the college	<p><i>AND...</i></p> <input type="checkbox"/> Faculty member has sustained substantial participation on a university committee or participation on several committees with smaller levels of commitment.	<p><i>AND...</i></p> <input type="checkbox"/> Faculty member has participated in high impact service as deemed appropriate by the discipline in which the faculty serves. The service has meaningful effect(s) on change on individuals, group(s), and/or entity.
	<input type="checkbox"/> Faculty member has engaged in professional service such as an officer in a professional society, editorial board, evaluation of manuscripts...	<input type="checkbox"/> Faculty member has been involved in professional or community service requiring an extended period and a high level of commitment.	<input type="checkbox"/> Faculty member has engaged in service deemed innovative in that it contributes to the advancement of, creation of, and implementation toward solutions of discipline specific critical issues.
	<input type="checkbox"/> Faculty member seeks ways to contribute to the good of the university by engaging in civic or		

	Organizing, supporting, or helping to plan/execute special events or college outreach	volunteer service beyond the boundaries of the University.	<input type="checkbox"/> Faculty member has made a significant contribution toward professional or community service.
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COMMENTS: