



## FULL-TIME INSTRUCTOR EVALUATION

The Instructor Evaluation package consists of the following items:

- A. Initial Performance Planning Conference
- B. Instructional Observation Evaluation
- C. Professional Responsibility Evaluation
- D. Final Evaluation Conference
- E. Student Evaluation

The purpose of the evaluation procedure is to provide the instructor and the evaluator with an opportunity to strive toward maintaining high quality instruction at Texas Southmost College and to enhance student success, faculty development, and continued quality service to the institution and the community. The evaluation package will be used for all professional instructional personnel employed at TSC. The results of the evaluation will be used both for administrative purposes and instructional improvement.

**INSTRUCTOR:** \_\_\_\_\_

**INSTRUCTOR ID:** \_\_\_\_\_

**DIVISION:** \_\_\_\_\_

**DEPARTMENT:** \_\_\_\_\_

**CAMPUS LOCATION:**

FORT BROWN

ITECC

**SEMESTER:** \_\_\_\_\_

## **EVALUATION PACKAGE INSTRUCTIONS**

**The Evaluation Package is to be administered according to the following guidelines.**

### **ADMINISTRATION OF PACKAGE:**

1. The Evaluation Package will be used to evaluate all full-time instructors. The package consists of the following components:
  - a. Initial Performance Planning Conference
  - b. Instructional Observation Evaluation
  - c. Professional Responsibility Evaluation
  - d. Student Evaluation
  - e. Final Evaluation Conference
2. One Evaluation Package is to be completed each year.
3. All levels of instructional administration reserve the right to evaluate an instructor's performance as deemed appropriate.
4. All evaluation records become the property of TSC and will be filed in the official personnel file.

### **TIMETABLE FOR ADMINISTRATION OF THE APPRAISAL PACKAGE:**

1. Initial Performance Planning Conference: The instructor and the evaluator will meet to discuss the defined instructional, administrative, and professional responsibilities and performance expectations for the rating period. This initial conference will take place during the first 30 days of the evaluation period, which will ordinarily coincide with the beginning of the academic year.
2. Final Evaluation Conference: In addition to the completion of the components in this evaluation package, the final evaluation conference will be completed in the latter half of the Spring semester for faculty on 9-month contracts and during a Summer Session for faculty on 12-month contracts.

### **EVALUATION PROCESS:**

#### **Instructional Observation Evaluation:**

1. At least one Instructional Observation must be conducted per rating period. The evaluator may choose to conduct more than one Instructional Observation if additional observations are needed to provide a fair and objective evaluation of the instructor's performance.
2. The observation can occur during any week of the course/semester prior to the Evaluator-Instructor Final Evaluation Conference.
3. The evaluator will become aware of the course objectives through the instructor's syllabus document and/or in consultation with the instructor **before** the visit.
4. The Instructor will be notified in advance regarding Instructional Observation tentative date/s.
5. The evaluator will be present at the beginning of the class.

### **Professional Responsibility Evaluation:**

The Professional Responsibility Evaluation will be completed before the Evaluator-Instructor Final Evaluation Conference. Instructors may submit supporting documentation for Section A. Instructional Responsibilities B. Administrative Responsibilities and Section C. Professional responsibilities.

### **Student Evaluation:**

1. Students have the opportunity to assess the quality and effectiveness of faculty instruction through on-line surveys conducted each semester during the time frame designated by the College.
2. The Student Evaluation will be administered electronically through the College's Learning Management System and will be accessible to all enrolled TSC students during a time frame that may include, but is not limited to, the following schedule:
  - 16 week semester - administered during the 14<sup>th</sup>–15<sup>th</sup> weeks
  - 12 week semester - administered during the 10<sup>th</sup>–11<sup>th</sup> weeks
  - 9 week semester - administered during the 7<sup>th</sup>–8<sup>th</sup> weeks
  - 8 week semester - administered during the 7<sup>th</sup> week
  - 6 week semester - administered during the 5<sup>th</sup> week
3. To maintain fairness in the evaluation process, instructors may remind students about the Student Evaluation, but should not to discuss its contents with any class prior to administration.
4. Information Technology Services is responsible for processing the Student Evaluation forms. The evaluation summary will be provided to the instructor.

### **Final Appraisal Conference:**

1. A copy of the completed evaluation instrument will be given to the instructor before the Evaluator-Instructor Final Evaluation Conference is scheduled.
2. The deadline for the completion of all evaluation instruments is at least one week prior to the end of the course/semester.
3. The evaluator will initiate the conference.
4. Following the Evaluator-Instructor Final Evaluation Conference, the evaluator will provide the instructor with a copy of the complete Evaluation package. The complete Evaluation package must be sent to the instructor by the end of the designated semester.

## A. INITIAL PERFORMANCE PLANNING CONFERENCE

*At this session, the instructor and evaluator will discuss the performance and professional development expectations (at least one for each category below; additional expectations may be inserted as necessary) to be achieved during this review period. The evaluator may assign performance objectives to the instructor, at his or her discretion, in order to address the needs of the division and/or Texas Southmost College. All objectives should conform to the SMART goal-setting criteria; that is, they should be Specific, Measurable, Achievable, Relevant, and Time-bound.*

### **INSTRUCTIONAL RESPONSIBILITIES**

Performance Expectations:

### **ADMINISTRATIVE RESPONSIBILITIES**

Performance Expectations:

### **PROFESSIONAL RESPONSIBILITIES**

Performance Expectations:

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

## **EXAMPLES OF INSTRUCTOR RESPONSIBILITIES**

### **A. INSTRUCTIONAL RESPONSIBILITIES**

1. Meets classes as scheduled
2. Completes assigned responsibilities
3. Assists in preparation of syllabi, student/teacher documents, objectives
4. Maintains office hours as scheduled
5. Designs lesson assignments to meet course objectives.
6. Keeps teaching materials/presentations updated.
7. Assesses Student Learning Outcomes Assessment Plans (SOAPs).

### **B. ADMINISTRATIVE RESPONSIBILITIES**

8. Maintains accurate attendance and grade records on a timely basis
9. Meets deadlines (registrar, department, division, etc.)
10. Attend divisional, departmental, and committees meeting as assigned
11. Reports Student Learning Outcomes Assessment Plans in Compliance Assist

### **C. PROFESSIONAL RESPONSIBILITIES**

12. Maintains collegial and productive relations with students, colleagues, staff and administration
13. Contributes to growth of colleagues and profession by sharing ideas, techniques, materials, etc.
14. Contributes to achieving the Mission, Vision, Goals, and Values of TSC.
15. Keeps abreast of developments in subject and in instructional techniques.
16. Participates in professional development activities (i.e. maintains membership/participates in professional organizations; earns course credit/pursues advanced degree; participates in workshops, seminars, institutes; etc.)
17. Performs special services for the campus and/or community (i.e. develops new courses/programs; originates instructional techniques/materials of value to students/colleagues; sponsors clubs/other student organizations; serves as officer/committee member in campus/district activities; conducts research/publishes articles/books; participates in community organizations or programs; etc.)

## B. INSTRUCTIONAL OBSERVATION EVALUATION

Rate the instructor on each item. Three (3) is expected instructional performance by the instructor. Decreasing numbers (2 to 1) indicate less effective performance, with one (1) representing the lowest or unsatisfactory performance. Any rating less than three (3) requires supporting comments. A rating of four (4) requires supporting comments.

Unsatisfactory	Improvement Needed	Satisfactory	Exceptional	Not Observed
(1)	(2)	(3)	(4)	(N/A)

### A. CLASS STRUCTURE

- \_\_\_\_\_ 1. Reviews previous class period's course content
- \_\_\_\_\_ 2. Gives an overview of day's course content
- \_\_\_\_\_ 3. Devotes sufficient time to delivery of course content conducive to student learning, questions, etc.
- \_\_\_\_\_ 4. Summarizes course content covered
- \_\_\_\_\_ 5. Directs student preparation for next class

### B. METHODS

- \_\_\_\_\_ 6. Provides well-designed materials
- \_\_\_\_\_ 7. Employs engaging learning activities in lecture and/or non-lecture format (i.e. small group discussion, student-led activities)
- \_\_\_\_\_ 8. Invites class discussion
- \_\_\_\_\_ 9. Uses innovative learning technology in the delivery of instruction
- \_\_\_\_\_ 10. Employs other tools/instructional aids: (i.e. technology, computer, video, overheads)
- \_\_\_\_\_ 11. Delivers well-planned lecture

### C. TEACHER-STUDENT INTERACTION

- \_\_\_\_\_ 12. Solicits student input
- \_\_\_\_\_ 13. Involves a variety of students
- \_\_\_\_\_ 14. Tailor's instruction to accommodate individual student learning needs
- \_\_\_\_\_ 15. Promotes development of essential skills that foster employability

### D. CONTENT

- \_\_\_\_\_ 15. Demonstrates knowledge of course and subject taught
- \_\_\_\_\_ 16. Appears well organized
- \_\_\_\_\_ 17. Explains concepts clearly
- \_\_\_\_\_ 18. Relates concepts to students' experience
- \_\_\_\_\_ 19. Selects learning experiences appropriate to the level of learning

## **Class Structure:**

Class structure promotes student learning outcomes and learning expectations. A well-structured class often begins with a brief review of concepts from the previous class period. In addition, students benefit from a brief overview of the major concepts of each new class. A summary of the main points covered allows students the opportunity to review their notes, readings, course handouts, and the like for thoroughness before the end of class. Students must be told or directed to what is expected of them for class.

## **Methods:**

Instructors use a variety of effective teaching methods; clear communication is the basis of all of them. Providing handouts is an aid to clear communication, as is writing legibly on the board. Although well-planned and appropriately delivered time-efficient lectures are known tools for effective instruction, other non-lecture learning activities may be, at times, more effective and essential in most college classrooms. These said activities offer an alternative methodology for non-verbal learners to learn. Innovative teaching strategies specific to the class size and discipline taught are highly recommended. Class discussion is also a valuable tool because it allows students to actively participate in those said discussions and may encourage more substantive participation.

Class discussion can be difficult, but is an essential part of the learning process. Socratic questioning techniques can stimulate much discussion; however, these questions need to be carefully phrased. Simple "yes or "no" questions are not likely to stimulate discussion. Another part of the discussion approach has to do with handling student responses. An instructor should allow students sufficient time to answer any questions posited in class and should then offer verbal reinforcement when appropriate. Students may be more likely to participate in group-discussions if they perceive value in sharing their ideas.

The use of technology is reflected in most effective instructional methodologies. Implementation of web-based resources in the classroom is particularly valuable in most college classes when it contributes to overall efficacy. The use of technology simply for technology's sake may not be the most effective methodology. However, the enhancement of instruction through technology can enliven the classroom and create visual interest in course content. Using electronic resources, videos, audio-visual materials, and the like can offer experiences and information to students in ways that lecture and handouts may not.

## **Teacher-Student Interaction:**

Faculty members at TSC often teach wide ranging numbers of students per semester. Establishing a close relationship with each student may not be possible. However, creating solid teacher-student interaction is a method for faculty to evaluate effective learning and class contributions. Calling students by name as early as possible in the semester and making eye contact can help hesitant students engage more productively in the learning process. Validation of student ideas, suggestions, and discussion may help students realize that they have a more active role in the learning process.

When appropriate, faculty members should involve students in class discussions and other activities to ensure an equal opportunity to contribute. In addition, faculty members should promote a welcoming learning environment since it is integral in effective instructional practices.

## **Content:**

The success of the classroom experience hinges on content. Content needs to connect to course learning outcomes learning objectives associated with most essential skills required for a competitive job market. These objectives include, but are not limited to, critical thinking skills, communication skills, empirical skills, quantitative skills, teamwork, social responsibility, and personal responsibility. Instruction should then demonstrate mastery of the subject taught, course learning outcomes, and said learning objectives. Organizational skills impart a professionalism that students most often grow to both appreciate and respect. Communication of knowledge and effective explanations of and delivery of the above said criteria is imperative. As a result, students are more likely to connect real-world knowledge with their learning experiences in college.

## **DEFINITIONS OF CLASSROOM OBSERVATION CHECKLIST RATINGS**

### **Improvement needed:**

A rating of “Improvement needed” signals that the faculty member has not demonstrated effectiveness in the area observed. Organization and administration of lecture content may not clearly explain the concepts taught. This rating implies that with some effort, the faculty member could greatly improve his or her effectiveness in the area noted.

### **Satisfactory:**

A rating of “Satisfactory” indicates that the faculty member has adequately addressed the area being observed. There may be emerging elements of class discussion and non-lecture activities. The instructor may begin to relate concepts to student life experiences. A “Satisfactory” rating indicates that the instructor has satisfied, to a degree of proficiency, the important minimum expectations; however, he or she has not demonstrated exceptional facility in this area.

### **Exceptional:**

A rating of “Exceptional” reveals that the faculty member being observed has demonstrated exceptional facility in the area observed. He or she conducted an effective classroom discussion, involving various members of the class. He or she may have used effective and innovative technology that caught class attention and interest. The faculty member may be exceptionally organized or has a uniquely effective way of explaining complex topics. An “Exceptional” rating indicates that the instructor is especially effective in his or her engagement of students’ intellectual curiosity.

### **Not Observed:**

A rating of “Not Observed” indicates one of two things: first it may indicate that the observation area on the checklist does not apply to the course being taught. This rating may also indicate that the area addressed on the checklist did not occur in the class being observed when it could have or should have been present. Whether the former or the latter is the case, the Classroom Observer must explain in the “Comments” portion of the checklist why the “Not Observed” rating was assigned and if it should have been observed.



## INSTRUCTIONAL OBSERVATION EVALUATION (CONTINUED)

Evaluator's Comments:

Instructor's comments (optional):

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

## C. PROFESSIONAL RESPONSIBILITY EVALUATION

*Rate the instructor on each item. Three (3) is expected professional performance by the instructor. Decreasing numbers (2 to 1) indicate less effective performance, with one (1) representing the lowest or unsatisfactory performance. Any rating less than three (3) requires supporting comments. A rating of four (4) requires supporting comments.*

Unsatisfactory (1)	Improvement Needed (2)	Satisfactory (3)	Exceptional (4)	Not Observed (N/A)
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### E. INSTRUCTIONAL RESPONSIBILITIES

- \_\_\_\_\_ 1. Meets classes as scheduled
- \_\_\_\_\_ 2. Completes assigned responsibilities
- \_\_\_\_\_ 3. Assists in preparation of syllabi, student/teacher documents, objectives
- \_\_\_\_\_ 4. Maintains office hours as scheduled
- \_\_\_\_\_ 5. Designs lesson assignments to meet course objectives.
- \_\_\_\_\_ 6. Keeps teaching materials/presentations updated.
- \_\_\_\_\_ 7. Assesses Student Learning Outcomes Assessment Plans (SOAPs).

### F. ADMINISTRATIVE RESPONSIBILITIES

- \_\_\_\_\_ 8. Maintains accurate attendance and grade records
- \_\_\_\_\_ 9. Meets deadlines (registrar, department, division, etc.)
- \_\_\_\_\_ 10. Attend divisional, departmental, and committees meeting as assigned
- \_\_\_\_\_ 11. Reports Student Learning Outcomes Assessment Plans (SOAPs) in Compliance Assist

### G. PROFESSIONAL RESPONSIBILITIES

- \_\_\_\_\_ 11. Maintains collegial and productive relations with students, colleagues, staff and administration
- \_\_\_\_\_ 12. Contributes to the growth of colleagues and profession by sharing ideas, techniques, materials, etc.
- \_\_\_\_\_ 13. Contributes to achieving the Mission, Vision, Goals, and Values of TSC.
- \_\_\_\_\_ 14. Keeps abreast of developments in the subject knowledge and in instructional techniques.
- \_\_\_\_\_ 15. Participates in professional development activities  
(i.e. maintains membership/participates in professional organizations; earns course credit/pursues advanced degree; participates in workshops, seminars, institutes; etc.)
- \_\_\_\_\_ 16. Performs special services for the campus and/or community  
(i.e. develops new courses/programs; originates instructional techniques/materials of value to students/colleagues; sponsors clubs/other student organizations; serves as officer/committee member in campus/district activities; conducts research/publishes articles/books; participates in community organizations or programs; etc.)

Evaluator's Comments:

Instructor's comments (optional):

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

## A. FINAL EVALUATION CONFERENCE

Evaluator's Comments:

Instructor's comments (optional):

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_