

PARKLAND COLLEGE
Faculty Performance Evaluation
Procedures Manual

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I. Statement of Philosophy

For faculty performance evaluation at Parkland College

It is essential to ensure a consistently high quality of instruction with a supportive, growth-oriented environment for both students and faculty at Parkland College. Because of this need, it is the responsibility of the College not only to provide evaluation of faculty members, but also to provide faculty with systematic and systemic support for improvement of instruction, counseling, and provision of library services through professional development.

All performance evaluations incorporate Parkland's values of honesty, integrity, fairness, responsibility, multiculturalism, and trust. This formative process transfers ownership for improvement to the faculty members being evaluated and provides the faculty member the opportunity to reflect on his/her teaching and other roles in the college and community.

II. Purposes for Evaluation of Faculty Performance

The purposes of evaluation are to:

1. Promote excellence in the teaching/learning process.
2. Provide a basis for professional growth and development.
3. Recognize service to department, college, and community.

III. Evaluation Procedures

1. Evaluation documents and materials prepared and gathered in this process shall be confidential and limited to the Department Chair, Director, or his/her designee, the faculty member being evaluated, the Division Dean, the Vice President for Academic Services, and the President.
2. The evaluation process shall be conducted at regular intervals for all faculty, and the evaluation procedures will follow those described in this document. Evaluations must be completed in the academic year they were begun.

The following apply to full-time faculty:

- a. This evaluation plan is:
 1. Used to confirm tenurable performance by non-tenured, full-time faculty.
 2. Used to provide ongoing feedback for continued professional development of tenured faculty.
 3. Not used in any Reduction in Force (RIF) issue.
- b. New full-time faculty will administer mid-semester student evaluations and participate in the mentoring program during their first semester at the College.
- c. Evaluations for full-time faculty are normally required during the first, third, and fifth semesters and then during the sixth and ninth years and every fourth year thereafter.
- d. Evaluation for non-tenured faculty shall occur each fall semester.

The following apply to part-time faculty:

- a. New part-time faculty will administer mid-semester student evaluations.
- b. Evaluations for part-time faculty shall normally be completed one semester out of six. Evaluation must occur every four years.
- c. Evaluation for new part-time faculty shall occur in the first semester and may occur in any of the following semesters.

3. Faculty being reviewed will discuss three sets of activities:
 - a. A professional development plan submitted by the faculty member outlining goals for the academic year of the evaluation.
 - b. Activities related to professional and classroom performance since the last evaluation. This should include a statement of teaching philosophy.
 - c. Activities related to service to the department, college, and community.

4. The evaluation shall include the following components and be conducted by a person trained in evaluation who is agreeable to the faculty member and the Department Chair or Director.
 - a. A pre-evaluation conference to review the process, agreed upon elements being evaluated, and construct a timeline.
 1. At this time the faculty member's written statement of philosophy will be reviewed. This statement will serve as a guide in evaluating performance.
 2. Faculty member will provide evaluator with a current professional development plan.
 3. Faculty member will provide a review of student evaluations since the last evaluation or since the beginning of teaching if no prior evaluation exists.
 4. Faculty member will provide supporting materials agreed upon during this meeting before the classroom observation.
 - b. Classroom Performance observation(s) by the Department chair, Director, or a designee.

If either the faculty or the evaluator does not believe that the evaluator has the expertise to evaluate content, performance, or to suggest improvements, the faculty member and Department Chair will choose an outside evaluator mutually agreeable to both parties. The outside evaluator puts such comments in writing. The College evaluator is still responsible for the policy, procedures, and report of the professional activities portions of the evaluation.
 - c. A post-observation conference
 1. Discuss the classroom observation.
 2. Review of faculty self-generated materials used in the classroom.
 3. Discuss adherence to policies and procedures germane to instruction.
 - d. Other activities as agreed upon by the Department chair, Director, and/or the Vice President for Academic Services with the faculty member.
 - e. Faculty member is given a written report of the evaluation to read, discuss, and sign. The faculty member's signature acknowledges receipt of a copy of the evaluation, and attests that the evaluation and process were discussed. The faculty member has the right to submit his/her own documentation regarding the evaluation and/or schedule another meeting with the Department Chair or Director.

4. Consideration of one or more of the following optional professional growth components is encouraged. These activities may be suggested by the Department Chair or Director, the evaluator, or the faculty member being evaluated, but they must be mutually acceptable before they become part of an improvement plan:
 - a. Planning and participating in professional development activities.
 - b. Participating in a mentor program.
 - c. Videotaping classroom performance and evaluating it.
 - d. Using the Center for Excellence in Teaching and Learning's services.
 - e. Other components as agreed upon by the faculty member and the Department Chair or Director.
5. The student evaluation forms will be administered each semester to every class a faculty member is teaching.
6. All evaluators will be trained in evaluation processes and procedures.
7. The student evaluation forms will contain four major parts:
 - a. Approximately twenty questions asked of all students across the College that concern general instructional areas of faculty performance.
 - b. Up to 15 questions common to all courses in a department or to those with a common prefix in a given department. These are intended to address the various discipline or laboratory/clinical issues of instruction. The Department Chair is responsible for the generation and systematic review of these questions with appropriate faculty members of the department.
 - c. Up to 5 questions are available for each individual faculty member to ask his/her students on special issues such as specific assigned readings or some new aspect of the course. These items are for the individual faculty member's use, and they are not considered in the performance evaluation.
 - d. Two or more general essay questions designed to elicit comments on the quality of teaching and the faculty member's strengths and weaknesses.

APPENDIX A

Terms and Definitions

These concepts and definitions provide a common ground for all evaluation activities.

TEACHING AND LEARNING

Learning has taken place when there is a specifiable, measurable, persistent change in the student's behavior, beliefs, or attitudes.

Instruction takes place when a set of experiences provided for the student induces learning. (Instruction has not occurred unless learning has occurred.)

Elements of Teaching:

Content Expertise: That body of skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced training, education, or experience and for which she or he is formally recognized by the College.

Communications: Those human interactive skills and characteristics which:

- a. provide for clear communication of information, concepts, attitudes, and philosophy
- b. create a supportive learning environment
- c. promote students' active involvement in their learning
- d. indicate responsiveness to student learning needs

Methods, Materials, And Assessment: Those skills and competencies required to:

- a. design effective learning experiences
- b. choose methods and strategies necessary to sequence and present those learning experiences effectively
- c. design valid measures to confirm that learning has occurred

Evaluation by the Department Chair or designee will be based on the following sources of Information:

- a. faculty's self-generated materials for classroom/student use
- b. classroom performance
- c. student ratings and general observation of the faculty's participation in out-of-class responsibilities
- d. adherence to policies and procedures germane to instruction

APPENDIX B

Philosophy of Teaching Instructions

A philosophy of teaching is your view of how you pursue learning, knowledge or wisdom with your students in your discipline. A philosophy contains statements about the values by which you teach and statements about your methods of questioning or inquiry. Your philosophy statement should convey how you conceptualize your beliefs about the teaching-learning process.

Since your philosophy is a personal statement, there is no "right way" to do it. However, most philosophies of teaching contain some common elements. This document presents three ways one might wish to organize a philosophy statement in order to stimulate you to design your own model or organizing scheme.

Note that each model helps you examine or take apart both your beliefs and methods and then tell how they interact to produce learning. The "taking apart" seems much easier than the "putting together" because the "putting together" is best seen and experienced, not written about. You may find that starting to write is difficult and requires much thought and that once you start to write, stopping is equally difficult. Such is the nature of creative thinking about meaningful work.

How will you know if your philosophy is what you preach, what you practice or both? Your syllabus and course outline should be one place where an observer can see your philosophy in action. What actually goes on in the classroom is another way to measure the fit. Your evaluation system will tell the observer much about your values and beliefs. What you do with your professional time, travel, commitments, and learning activities give the observer other clues as to whether philosophy and practice match. Student evaluations and honest discussions with peers can further reveal the consistency and effectiveness of your philosophy in your daily teaching.

MODEL I

A. WHAT ARE YOUR ASSUMPTIONS ABOUT STUDENTS?

Are students basically good/evil, active/passive, or complete/developing beings? How do you move them as individuals and as a group? What are the underlying characteristics they all possess no matter what their proficiencies? What are the important differences among them that you need to know to bring about change in them? These are some of the questions you might try to ask and answer.

B. WHAT ARE YOUR ASSUMPTIONS ABOUT TEACHING?

What is your role, their role, and the place of content with how it fits into the learning process? What is your obligation to enlarging the students' ability to apply the content, to see how it is connected to other disciplines, and to see these basic courses as a part of an education?

C. WHAT ARE YOUR ASSUMPTIONS ABOUT LEARNING?

What are the most successful methods for helping your students to learn your discipline? What is the place of evaluation, writing, speaking, and discussion? What are the organizing principles you use to help your students learn?

D. WHAT ARE YOUR ASSUMPTIONS ABOUT THE TEACHING-LEARNING PROCESS?

How do you put your assumptions to work in the classroom? What expectations about discipline (both mental and behavioral) do you set? How do you measure success for students as people, for students as content learners, and for you as a teacher? What are the things you do which drive instruction and which motivate students? How does your philosophy come together? How can you see that your philosophy works? What do you do when it fails to work?

MODEL II

A. WHAT DO YOU BELIEVE ABOUT TEACHING CONTENT?

How do you present theories, principles, and facts? How do you arrange content organizationally so that it makes sense to the learner? How do you decide what to teach and when to teach it?

B. WHAT DO YOU BELIEVE ABOUT DELIVERING THE CONTENT?

What level and kinds of interaction are appropriate for your discipline? What is the nature of your communication style? What sort of learning environment do you attempt to create? How do you deal with setting the emotional climate for learning and altering it if necessary? What is the place of questioning, giving and receiving feedback, introducing novel material, and pacing the course with the students' ability to learn in mind? How do you deliver content, information, directions, and assignments?

C. WHAT DO YOU BELIEVE ABOUT THE DESIGNING OF SKILLS?

What experiences, methods, strategies, or activities do you believe bring about learning? What do you believe about the design of valid ways to measure and confirm learning?

D. HOW DO YOUR BELIEFS ABOUT CONTENT, DELIVERY, AND DESIGN COME TOGETHER IN THE TEACHING-LEARNING PROCESS?

How do these parts come together? How can one see that these parts work?

MODEL III

A. WHAT IS YOUR VIEW OF YOUR ROLE?

Are you a director, questioner, organizer, motivator, and/or challenger? How much help and intervention do you give? How do you deal with developmental differences? How do you work with individuals in a group context? Are you content or process driven? What are your responsibilities and how do they dovetail with the student's responsibilities?

B. WHAT IS YOUR VIEW OF THE STUDENT'S ROLE?

What creates a good, efficient learner? What qualities and behaviors does a student need to succeed in your discipline? Statements addressing study skills, time management, and a variety of basic skill abilities as well as affective or emotional characteristics may be discussed. WHAT IS YOUR VIEW OF HOW THE METHODS OF THE COURSE DIRECT THE TEACHING-LEARNING PROCESS?

What are your methods and why do you use them? How do they help create learning by connecting you and the student to the content? How do they provide practice, feedback, and quantitative and/or qualitative assessment?

C. WHAT IS YOUR VIEW OF THE KIND AND ORGANIZATION OF CONTENT IN THE TEACHING-LEARNING PROCESS?

What is important to teach? How do you organize it to maximize meaningfulness and retention? How does content balance or compare to other driving factors in your instructional design? How do you make decisions concerning what content to include and when to include it?

Asking for help and feedback, and discussing and examining other teachers' philosophies would be appropriate actions to help make this process enjoyable and meaningful. Center for Excellence staff is ready to help you in a confidential manner. And don't forget the Writing Lab staff as potential helpers.

APPENDIX C

Faculty Evaluation Checklist

During a faculty member's evaluation semester, the Department Chair or Director will follow these instructions and forms and observe at least one class. At the request of either the faculty member or the Department Chair or Director, additional class observations, either announced or unannounced, will be completed. Any forms completed in relation to class observations will remain in department files.

___1. Pre-evaluation activities

___a. Pre-evaluation conference to agree on activities and process

___b. Faculty submits documents:

___ Professional Development Plan (Form A)

___ Teaching Philosophy Statement (Form B)

___ Professional Activity Summary (Form C)

___ Pre-Class Observation Form (Form D) or may provide the information to the Department Chair or Director orally.

___2. Classroom Performance

Department Chair attends class and completes Class Observation Forms (Forms E, F, G)

___3. Post-observation

Faculty and Department Chair discuss:

___a. The class observed (Form H)

___b. The written instructional class materials submitted

___c. The relationship between the teacher's philosophy, classroom performance, and self-generated materials

___d. The faculty's professional development plan

___e. The faculty's student evaluations.

___f. Adherence to germane policies and procedures of the department and College.

___g. Professional activities since the last evaluation

___h. Other components as agreed upon

___4. The evaluator and faculty member will complete and/or sign the appropriate documents after all evaluation activities are completed (Form I)

FORM A

PROFESSIONAL DEVELOPMENT PLAN

Either faculty member or Department Chair or Director may initiate activities, but both must sign the plan to indicate it is agreeable to both.

1. Goals:

2. Activities to meet goals and ways to measure progress:

3. How success will be defined and measured:

4. Other comments:

Department Chair

Printed Name

Signature

Date

Faculty Member

Printed Name

Signature

Date

FORM B

TEACHING PHILOSOPHY STATEMENT

Faculty Name: _____

Date: _____

Department: _____

Write and submit your teaching philosophy statement no later than one week prior to the first class observation. You will not need to rewrite your statement during subsequent semesters of full evaluation unless you so choose. Appendix B may help you as will the Writing laboratory or Center for Excellence in Teaching and Learning staff.

TEACHING PHILOSOPHY STATEMENT

FORM E - Page 1

REVIEW OF CLASS/COURSE MATERIALS

(Completed verbally or in writing by Department Chair or Director)

Faculty Name: _____

Date: _____

Course prefix / number / section: _____

SYLLABUS AND COURSE OUTLINE: Are objectives, methods, procedures, office hours, etc. included? Are homework, class activities, and other expectations of students clear? Is the basis for evaluating student work, including determination of a final grade, clear?

Suggestions:

EXAMS AND QUIZZES: Are instructions and items clear? Related to content and objectives? Testing a variety of cognitive levels?

Suggestions:

PAPERS AND OTHER HOMEWORK ASSIGNMENTS: Are instructions clear? Are assignments related to objectives? Is the level of difficulty of the assignments increasing as the course proceeds?

Suggestions:

Has diverse gender, race, and culture materials been included when relevant?

Suggestions:

FORM E - Page 2

REVIEW OF CLASS/COURSE MATERIALS

(Completed verbally or in writing by Department Chair or Director)

OVERHEADS AND HANDOUTS: Given the use or lack of textbooks, is the amount of required and optional materials assigned appropriate? Are materials clear? Related to objectives?

Suggestions:

INSTRUCTIONAL METHODS: Are they varied? Challenging to students? Asking students to collaborate when possible?

Suggestions:

GRADING: Are a variety of kinds of evaluation experiences included which encourage writing, reading, and speaking?

Suggestions:

ACCOUNTABILITY: Do materials fit department course outline and Catalog description?

Suggestions:

FORM F

CLASS OBSERVATION NOTES

Department Chair or designee will complete one OR both Forms E and F during or shortly after class observation. Faculty may do likewise.

Faculty Name: _____

Date: _____

Course prefix / number / section: _____

CONTENT/SKILLS/ACTIVITIES:

METHODS OF DELIVERY:

STUDENT RESPONSES, ACTIVITIES, ASSESSMENT:

FORM G

CLASS OBSERVATION RATING SHEET

Faculty Name: _____

Date: _____

Course prefix / number / section: _____

Ratings: **SA** = strongly agree **D** = disagree
 A = agree **SD** = strongly disagree
 N = neutral **NO** = no opportunity to observe

CONTENT/SKILLS/ACTIVITIES:

- ___ 1. Faculty demonstrated mastery of content/skills.
- ___ 2. Faculty's presentations and explanations were clear.
- ___ 3. Instructional activities were meaningfully organized.
- ___ 4. Instruction challenged students to think critically on various cognitive levels.
- ___ 5. Students understood the purpose of class activities.
- ___ 6. Faculty used observable measures to assess student understanding.
- ___ 7. Faculty provided closure on class activities.
- ___ 8. Students understood relationship of content/skills/ activities to previous and upcoming classes (context).
- ___ 9. Diverse gender, race, culture material/information was included when relevant.

Comments:

METHODS OF DELIVERY:

- ___ 1. Level of difficulty/challenge was appropriate for most students.
- ___ 2. Examples/applications helped students learn content/skills.
- ___ 3. Faculty encouraged students to ask and answer questions.
- ___ 4. Faculty asked students questions at a variety of cognitive levels.
- ___ 5. Faculty gave timely and appropriate feedback.
- ___ 6. Faculty demonstrated awareness of how well students understood one content area or activity before moving to another.
- ___ 7. Faculty was aware of subtexts of students' responses (students' tone of voice, body language, attentiveness).
- ___ 8. Pace and language were at a level most students could understand.

Comments:

STUDENT RESPONSES, ACTIVITIES, ASSESSMENT:

- ___ 1. Students were actively involved in listening, questioning, note-taking, practicing, and/or reviewing.
- ___ 2. Students demonstrated favorable attitudes toward the class and the faculty member.
- ___ 3. Students demonstrated understanding of what was expected of them during this class and for the next class.
- ___ 4. Students participated in assessing their learning.
- ___ 5. Faculty treated students as individuals.
- ___ 6. Most students spent most of class time on task.

Comments:

FORM H

POST-CLASSROOM OBSERVATION SUMMARY (Optional)

Department Chair and faculty may each complete this form separately and compare notes during the post-evaluation conference.

Faculty Name: _____ **Course Prefix/Number/Section:** _____

Date / Time / Location: _____ / _____ / _____
Date Time Location

STRENGTHS:

AREA FOR CHANGE/IMPROVEMENT:

METHODS TO IMPLEMENT CHANGE/IMPROVEMENT:

IMPLICATIONS FOR DEVELOPMENT PLAN:

FACULTY EVALUATION SUMMARY REPORT

This summary will be completed by the Department Chair, Director or designee, with copies for the faculty member, department files, and Vice President for Academic Services.

Faculty Name: _____

Academic Year: _____

Class Observed Course Prefix/Number/Section:_____ **Date of Observation:** _____

(See Appendix A for terms and definitions. Comment on strengths and areas for improvement.)

STRENGTHS:

Content expertise:

Communications:

Methods, materials, assessment:

AREAS FOR CHANGE/IMPROVEMENT:

Content expertise:

Communications:

Methods, materials, assessment:

FACULTY EVALUATION SUMMARY REPORT

Professional Development Plan:

Identification of appropriate goals

Identification of activities to meet goals and ways to measure progress

Additions/deletions/suggestions to the plan:

Service to Department, College, and Community:

Professional Contributions:

Honors and Distinctions:

Recommendations for Future Activities/Actions:

