



Introduction to the NTC Faculty Evaluation Process

BASIC GUIDELINES

- Faculty assessment and evaluation is intended to provide a two-way communications process between instructors and their supervisors to ultimately improve instruction and learning.
- The faculty assessment and evaluation process should be a communication tool for formative and summative purposes between administration and the instructor.
- Formalized, written learner evaluations will be used throughout the assessment and evaluation process.
- No faculty member will be formally assessed or evaluated by a fellow instructor.
- Instructors may be observed by another instructor for the purpose of collegial feedback if requested by that instructor.
- Academic affairs administrators will perform faculty assessments/observations.
- Observations will be conducted in a classroom/lab environment, concentrating on the performance of teaching and classroom management skills.
- Counselors, librarians and any other non-instructional MSCF members will be evaluated using a separate assessment document. In any event, any assessment and evaluation document/process used is intended to improve the employee's performance.
- The faculty evaluation program at NTC will include the following components:
 1. observations by academic affairs administrators
 2. conference between faculty and their supervisor to review self-assessments, professional development plans, observation information and program/learner academic achievement results
 3. review of Course Surveys

PROCEDURE

Probationary Instructors

1. The academic affairs administrators will conduct a minimum of one (1) classroom observation each semester for probationary instructors each year of their probationary status (first three (3) years of employment for full-time instructors).
2. All observations will be scheduled with the instructor prior to the observation. All observation materials will be available on the campus for pre-observation review by the faculty member.
3. Whenever possible, a face-to-face conference will be held between the instructor and the administrator within two (2) weeks after the observation to identify strengths and areas that might be improved.
4. Course Surveys must be administered in each course taught by the probationary instructor each semester of the probationary period. Actual feedback from the surveys and summative data will become part of the instructor's assessment and evaluation process and will be reviewed by the academic affairs administrator assigned to assess the instructor.
5. Faculty will do a self-assessment prior to each administrative observation.
6. Faculty and their dean will write a professional development plan during the first visit and will review progress on the plan during the second visit of each academic year.
7. Evaluation may include a portfolio agreed upon by both the faculty member and the academic affairs administrator. (See attached guidelines)

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Adjunct Instructors

1. Course Surveys must be administered in each course taught by the adjunct instructor by midterm of each semester that they are hired to teach.
2. Data from the assessments will be used to determine if the adjunct faculty will be re-hired for subsequent semesters.

Non-Probationary Instructors

1. Non-probationary instructors will be assessed on a three (3) year rotating cycle.
2. Academic affairs administrators will conduct a minimum of one (1) classroom observation for non-probationary instructors during the year that they are being assessed. If warranted by the first observation and/or the Course Surveys, more than one observation per year could be conducted. If warranted by the Course Surveys, observations could be conducted during non-assessment years as well.
3. All observations will be scheduled with the instructor prior to the observation. All observation materials will be available on the campus.
4. Course Surveys must be administered in one course taught by the non-probationary instructor each semester. Actual feedback from the surveys and summative data will become part of the instructor's assessment and evaluation process and will be reviewed by the academic affairs administrator assigned to assess the instructor.
5. Faculty will do a self-assessment prior to the administrative observation.
6. Faculty will write a professional development plan and update their progress each year. Faculty and their dean will review the plan and progress toward goals at the three (3) year review.
7. Copies of the professional development plan, self-assessment, and signed observation summary will be kept in the official HR file.
8. Evaluation may include a portfolio agreed upon by both the faculty member and the academic affairs administrator. (See attached guidelines)

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Northwest Technical College
Faculty Evaluation

Form with fields for Instructor Name, Class, Evaluator, Date, and Comments.

5 =strongly agree 4= describes instructor most of the time 3= some improvement needed
2= much improvement needed 1 = strongly disagree NA/NK = not applicable/no knowledge

A. Learner Assessment of Instruction (used upon completion of learner interview or survey)

Lecture Component:

- a. Course syllabi are provided and clearly explained.
b. Content is consistent with course goals within the syllabus.
c. Instructor provided and explained the grading system.
d. Instructor comes to class well organized and prepared.
e. Thorough and current knowledge of the subject is displayed by the instructor.
f. Instructor is sensitive to learners' ability to hear and see instruction.
g. Examples and/or illustrations are used by the instructor to help clarify concepts.
h. Instructor presents content in a variety of ways.
i. The instructor was willing and available for help.
j. Concern for learning and welfare is shown by the instructor.
k. Outside resources are conveyed to learners by the instructor.
l. The instructor encourages learners to share their knowledge and expertise.
m. Class meets regularly as scheduled.
n. Assignments and tests are relevant to the course content.
o. Feedback is provided regarding tests and assignments in a timely manner.

Lab Component:

- p. Instructor and learners follow safety guidelines and principles.
q. Lab time spent efficiently.
r. Strong connection between lecture and lab.
s. Sufficient time allocated for completing lab assignments.
t. Labs are well prepared and organized.

Summary of learner statements about instructional management.

Three horizontal lines for writing a summary.

B. Classroom Observation of Instruction

- a. Lesson objectives were made clear to the learners.
b. The instructor's presentation was well organized.

Use of :

- 1. Anticipatory set
2. Motivation
3. Reinforcement
4. Transfer
5. Retention
6. Active participation
7. Closure



- ___ c. The instructor communicated the subject matter to the learners.
- ___ d. The instructor selected an example of the concept or principle that are easily demonstrated or understood and related it to previous learning.
- ___ e. Performed the steps of the demonstration in logical order.
- ___ f. Used a pleasant feeling tone.
- ___ g. Monitored learning and adjusted instruction.
- ___ h. Utilized guided practice.
- ___ i. Summarized key points of the lecture/demonstration throughout the class
- ___ j. The instructor defined terms or gave background information when necessary.
- ___ k. The instructor involved the learners in learning by, simulation, role playing, or other classroom activity that result in higher retention.
- ___ l. The instructor uses questions to assess learning.
- ___ m. The instructor was receptive to the expression of learner views/responses.
- ___ n. The instructor answered questions clearly and positively.
- ___ o. A summary (verbal or written) of key lesson points was provided by the instructor at the end of the class session.

C. Professional Performance (Self Evaluation)**

- ___ a. Attends staff meetings.
- ___ b. Participates in campus or college task forces or committees.
- ___ c. Participates in in-service activities sponsored by the college.
- ___ d. Participates in professional activities (state, regional, or national events/conferences) to remain current in profession.
- ___ e. Conducts/attends regular program advisory committee meetings.
- ___ f. Is available for learner advising and help.
- ___ g. Works to improve curriculum.
- ___ h. Meets deadlines.
- ___ i. Manages budget effectively.
- ___ j. Collaborates with program related business and industry representatives and promotes program.
- ___ k. Maintains accurate records
- ___ l. Participates in yearly assessment of learner academic achievement

**Faculty are to bring copies of their self-evaluation questionnaire (attached) and are encouraged to bring pertinent program review and learner academic achievement documents, either as stand alones or in a portfolio, to the conference as documentation for discussion.

SCORES: ___ Section A Total Points / Categories Used ___ = ___ Average
 ___ Section B Total Points / Categories Used ___ = ___ Average
 ___ Section C Total Points / Categories Used ___ = ___ Average

STRENGTHS:

IMPROVEMENTS:

INSTRUCTOR COMMENTS:

Signature of Evaluator _____
Date

Signature of Instructor * _____
Date

* Instructor's signature indicates that he/she is aware that this form will be placed in their personnel file. The signature is not an endorsement or an indication that he/she agrees with the evaluator.

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SELF EVALUATION

The goal of this assessment tool is to help you review your past and present accomplishments and to suggest possible areas of professional growth that you might choose to pursue. Answering these questions will enable you to discuss your performance with your dean during your Faculty Evaluation Conference. This tool focuses on three areas: curriculum/instruction, professional development, and professional service. It is suggested that put your professional development goals in writing before your conference. A chart has been provided at the end of the document.

Curriculum/Instruction

Have you taken part in any curriculum development/planning, review or discussions this past year? Have you had to implement a new curriculum for your program? If so, explain.

When you change curriculum, what do you base your curriculum decisions on:

- classroom experience
- current research
- peer collaboration
- advisory committee
- other: _____
- educational theory
- industry validation
- MNSCU /College requirements

How do you know if your learners are learning? (*You may attach examples*)

- Meeting daily lesson outcomes?
- Meeting course outcomes?
- Meeting program outcomes?

Briefly reflect on your role as an instructor.

- What do you feel is your major role as an instructor?
- How do you help learners to find success and personal gratification in their learning?
- Do you believe that you are (or can) making a significant impact in the lives of your learners? Explain.

What kinds of opportunities do you provide to learners so that they may demonstrate their potential as future professionals? (industry internships/clinicals, industry-level labs, simulations, etc.)

What percentage of your classroom instruction is lecture? _____

What percentage of your classroom/lab instruction is learner activities/participation? _____ List examples of the activities.

Describe how you get learners to build on the knowledge/ life-experiences they already possess?

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Describe your most effective teaching methods and what you've done to improve them this year.

Give examples of ways that you used feedback from learners, test results or other assessments to change your curriculum or instruction during the last year.

How do you maximize learning for:

- Learners who seem to not want to learn
- Learners with learning disabilities
- Learners who come with strong foundational knowledge in their major

Professional Development

List the professional/trades journal(s) you subscribe to and regularly read:

List all seminars, courses, and conferences you have participated in:

Describe how you improved your knowledge in your professional discipline this past year?

- _____ Would you still be considered an "expert in your field"?
- _____ Do you continue to follow the issues and trends affecting your field?
- _____ Have brought this knowledge into your classroom?
- _____ Can you take advanced knowledge and make it accessible to learners?
- _____ Can you show learners how the material will apply to their lives and their careers?

In what areas might you need more development to improve your effectiveness as a teacher?

- _____ working with adult learners
- _____ using the varied viewpoints of learners to increase learning
- _____ cultivating active, independent learners
- _____ improving social and public relations skills
- _____ increasing knowledge of subject matter
- _____ improving the organization of subject matter for daily lessons
- _____ improving skills in instruction
- _____ improving written communication skills
- _____ refining verbal presentation skills
- _____ developing listening skills
- _____ writing and using learning outcomes
- _____ developing effective assessments and tests
- _____ developing learning "teams" for course activities

Others:

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Professional Service

List the college committees that you participate in. Is this participation valuable to you as an educator? To the college?

List the organizations of which you are a member.

Describe your connections to industry and list any benefits the connections have brought to your learners, program or the college.

Briefly describe your workload this past year:

- a. _____ How many classes did you teach?
- b. _____ How many learners did you have?
- c. _____ How many, if any, labs did you teach?
- d. _____ How many, if any, clinicals or internships did you supervise?

Describe how you balance your workload and your professional service. List any issues and suggestions for improving the situation.

Please list your personal and professional goals for Year_____

Goal	Measurable Outcome	Projected Achievement Date	Resources Needed to Accomplish

PART C - Optional Materials for Consideration for Performance Review Meeting

Please consider preparing a portfolio or a written statement of your professional accomplishments as a faculty member. These materials will aid in the discussion of your accomplishments with your supervisor and are optional.

FACULTY PORTFOLIO

PORTFOLIO GUIDELINES

In the event you choose to use a faculty portfolio as part of your evaluation, it is suggested that the faculty member select a minimum of five (5) categories from the list below.

- Previous Learner Evaluation Results
- Previous Supervisor Evaluation Results
- Self assessment/Professional Development
 - Professional Development Plan
- Evidence of Professional Growth
- Evidence of Faculty Content Knowledge Growth
 - Passing Certification Tests
- Evidence of innovative practices
 - Service learning (i.e. desktop learners prepare newsletter for social service agency)
 - Course activities, methods, curriculum innovations, etc.
- Artifacts that are evidence of Learner Learning
 - State Board Results (i.e. dramatic improvement in learner scores)
 - Learner Competition Results
 - Service learning (i.e. documented feedback from service learning sponsors)
 - Achievement of program outcomes
- Special awards or recognition
 - State
 - Regional
 - National
- Service to College
 - Committee Assignments
 - Learner Activities
 - Business/Industry collaborations
- Community Service
- Publications, presentations, grant development, book reviews
- Other (toot your own horn)

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