

# Appendix A

## Formative Evaluation Policy

### I. Faculty Observation Program

- A. All faculty members being evaluated must be observed during the year of their evaluation.
  - 1. Each of the three members selected by an evaluatee for his or her peer review committee must separately observe at least one class session prior to the PRC evaluation. If agreed upon, there may be more observers and more sessions (or classes) observed.
  - 2. If the faculty member wishes to have a team-taught course observed, the other member of the team may not be the sole observer.
  - 3. The faculty member and the observer(s) will meet prior to the observation to discuss expectations and protocol.
  - 4. The observer(s) will not participate in the class, but will only observe.
  - 5. The faculty member and the observer(s) will meet after the observation to discuss what was observed.
  - 6. The appropriate form (appendix A-1) will be filled out and forwarded to the peer review committee
  
- B. Workshops will be offered to help observers understand the process.

### II. Self-Evaluation

- A. Teaching
  - 1. Philosophy of teaching (see appendix A-2 for prompts)
  - 2. Self-rating of teaching form (appendix A-3)
  - 3. Self-critique of teaching, including videotape of class, if desired
  - 4. Self-analysis of feedback to students (appendix A-4)
  
- B. Advising
  - 1. Self-assessment of academic advising form (appendix A-5)

### III. Meeting with Peer Review Committee

Following the completion of the summative review, the faculty member will meet with the five members of the peer review committee. The faculty member may ask the peer review committee to review any aspects of his or her self-evaluation that the faculty member would like guidance about. At this time, the peer review committee will make any suggestions for improvement based on both the summative *and* the formative evaluation. The goal of this meeting should be to guide the faculty member's development and improvement.

### IV. Faculty Development

- A. The academic vice president's office has resources available for assistance in faculty development.
- B. The faculty development committee is a source for information on faculty development.
- C. The library is a source for information on faculty development.

# Appendix A-1

## CLASSROOM OBSERVATION CHECKLIST

INSTRUCTOR BEING OBSERVED: \_\_\_\_\_

OBSERVER: \_\_\_\_\_

CLASS OBSERVED (TITLE/NUMBER) \_\_\_\_\_

### A PRE-OBSERVATION

CONFERENCE WAS HELD:                    \_\_\_\_\_ YES    \_\_\_\_\_ NO    \_\_\_\_\_ DATE

### AN OBERVATION

WAS CONDUCTED:                    \_\_\_\_\_ YES    \_\_\_\_\_ NO    \_\_\_\_\_ DATE

### A POST-OBSERVATION

CONFERENCE WAS HELD:                    \_\_\_\_\_ YES    \_\_\_\_\_ NO    \_\_\_\_\_ DATE

## Appendix A-2

### TWENTY-EIGHT THOUGHTS ABOUT A TEACHING PHILOSOPHY

In the event you haven't written a teaching philosophy in awhile, here are some prompts that you may or may not use as springboards toward writing one. Feel free to use, change, or modify as you see fit.

1. *How* do you teach?
2. *Why* do you teach?
3. What attracts [has attracted] you to teaching?
4. What are your current teaching goals? How have they changed over time?
5. What are your current educational values and beliefs? How have they changed over time?
6. What are your current favored methods and tools? How have they changed over time?
7. What are your current teaching passions or ideals? How have they changed over time?
8. What teaching maxims do you hold dear?
9. What teaching pedagogies/theories work for you? How have they changed over time?
10. What kind of teacher *are* you, really?
11. What is your style or approach? How have they changed over time?
12. What are your educational beliefs and practices? How have they changed over time?
13. How do you create an effective learning environment?
14. Have you remained passionate, energized, and informed? Can you explain?
15. Are you familiar with other teaching theories? Are any of them useful to you?
16. Does technology play a part in your teaching?
17. How do assessment and accountability factor into your teaching?
18. How do you know your students learned what you taught them?
19. What exactly *is* teaching and learning to you?
20. What do you think your students get out of your courses?
21. What is your vision?
22. How have you made an impact?
23. Do you have a mission? Has that mission changed over time?
24. How have you learned to build rapport with your students?
25. What are your thoughts about cultural pluralism?
26. What are your thoughts about learning styles?
27. What are your thoughts about gender equality?
28. Why do you teach instead of being a real estate agent, or an engineer, or a painter, or an actor, or any number of other careers that pay better?

## Appendix A-3

### SELF-RATING OF TEACHING (to be used for formative purposes only)

Use the following rating scale to describe the instructor's assessment of student work:

**1=Hardly Ever      2=Occasionally      3=Sometimes      4=Frequently      5=Almost Always**

- A. I found ways to help students answer their own questions.  
 1    2    3    4    5
- B. I made it clear how each topic fit into the course.  
 1    2    3    4    5
- C. I explained the reasons for criticisms of students' academic performance.  
 1    2    3    4    5
- D. I encouraged students to use multiple resources (e.g. data banks, library holdings, tutors, outside experts) to improve understanding.  
 1    2    3    4    5
- E. I explained course material clearly and concisely.  
 1    2    3    4    5
- F. I related course material to real life situations, when appropriate.  
 1    2    3    4    5
- G. I inspired students to set and achieve goals which challenged them.  
 1    2    3    4    5
- H. I provided timely and frequent feedback on student work to help students improve.  
 1    2    3    4    5
- I. I asked students to help each other understand ideas or concepts, when appropriate.  
 1    2    3    4    5
- J. I gave projects, tests, or assignments that required original or creative thinking.  
 1    2    3    4    5
- K. I encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.).  
 1    2    3    4    5

**Rate the following item using the following scale:**

**1 = Definitely False    2 = More False Than True    3 = In Between    4 = More True Than False    5 = Definitely True**

- L. I used a variety of methods – not only tests – to evaluate student progress on course objectives.  
 1    2    3    4    5

## Appendix A-4

### SELF-RATING FORM FOR ASSESSMENT OF STUDENT WORK

Use the following rating scale to describe your own assessment of your students' work:

**1=Hardly Ever    2=Occasionally    3=Sometimes    4=Frequently    5=Almost Always**

- A. My written/oral feedback centers on the quality of ideas.  
      
1    2    3    4    5
- B. My written/oral feedback is argument centered or otherwise provocative (that is, designed to encourage my student to think critically).  
      
1    2    3    4    5
- C. My written/oral feedback indicates to my student some level of mastery of the knowledge, skills, and dispositions pertinent to the subject area.  
      
1    2    3    4    5
- D. My written/oral feedback indicates the extent to which my student fulfilled the assignment.  
      
1    2    3    4    5
- E. My written/oral feedback indicates specifically and concretely what is "strong/successful" about my student's work.  
      
1    2    3    4    5
- F. My written/oral feedback indicates specifically and concretely what is "weak/unsuccessful" about my student's work.  
      
1    2    3    4    5
- G. My written/oral feedback indicates what my student needs to do to improve his/her work.  
      
1    2    3    4    5
- H. My written/oral feedback consists of MORE THAN a simple grade, or a simple grade accompanied only by nonspecific feedback (e.g., "good work," "needs more," etc.)  
      
1    2    3    4    5
- I. A grading template accompanies my major assignments.  
      
1    2    3    4    5

## Appendix A-5

### SELF-ASSESSMENT OF ACADEMIC ADVISING

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	<i>Definitely False</i>	<i>More False Than True</i>	<i>In Between</i>	<i>More True Than False</i>	<i>Definitely True</i>
1. I am approachable, personable, and easy to communicate with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I treat my advisees with courtesy and respect, as individuals with unique goals and needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I arrange for office hours that are accessible or provide alternative hours by appointment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I understand my advisees' goals, plans, and concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I am well-informed about the College's academic requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I regularly evaluate my advisees' academic performance and progress toward their degrees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I provide adequate time to discuss my advisees' progress toward their goals, their ability to meet those goals, and strategies for improving their academic performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I am helpful in suggesting appropriate courses to take when my advisees have choices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I permit my advisees to make their own decisions after limitations, alternatives, and consequences are pointed out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I know where to get additional information or assistance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments: