

FORM A: Faculty Performance Review

Faculty Name _____

E Indicates the Instructor's performance EXCELS in this area

A Indicates the Instructor's performance is ACCEPTABLE in this area

Supervisor Name _____

N Indicates the Instructor NEEDS assistance with performance in this area

****For all items marked E or N the reviewer should provide evidence/justification/explanation.**

<u>Instruction</u>	<u>Examples of Learning-Driven Evidence</u>	<u>Self</u>	<u>Student</u>	<u>Supervisor</u>	<u>COMMENTS</u>
Develops a plan for delivery that is organized and coherent.	Syllabus, Orientation, first day class handouts, class calendars, assignment lists, etc.		Q1		
Demonstrates knowledge of content area and appropriate adult learning styles.	Power points, study guides, outlines, reviews, videos, etc.		Q2		
Creates and selects varied and appropriate evaluation methodologies such as exams, quizzes, projects, etc.	Rubrics, exams, quizzes all aligned with course outcomes.		Q3		
Uses a variety of instructional activities.	Peer instruction, group work, projects, pair and share, presentations, etc.		Q4		
Communicates learning outcomes, assignments, course requirements	Syllabus, use of My NWACC Connection, plagiarism forms, etc.		Q5		
Makes content comprehensible to students and encourages students to think critically	Learning goals, test questions, Rubrics, sequence of assignments, samples of activities, etc.		Q6, 7		
Creates a climate that promotes rapport, high expectation, reflection, safety, diverse perspectives and fairness	Class norms/rules established, class routine, classroom observations, student feedback, etc.		Q8, 9, 10, 11		
Manages class time effectively	Attendance, coverage of material, class calendar, tests, assignments, etc.		Q12		

Monitors and evaluates student learning with a variety of feedback throughout the course	Rubrics, exams, quizzes, self and peer observations, etc.		Q13		
Communicates with students as needed	E-mails, discussion boards, announcements, face-to-face time		Q14		
Meets class regularly as scheduled and on time	Time and Attendance forms, coverage for absences, student feedback.		Q15		
Available to students outside of class time	Availability addressed in syllabus.		Q16		
Meets scheduled responsibilities and informs others when absent	Student and administrative feedback, posts and keeps office hours				
Completes administrative requirements on time	Meets deadlines for grades, assessments, etc.				
Actively engages in program level and college-wide assessment process through alignment of course outcomes, institutional outcomes and submission of assessment reports.	Syllabus, assessment forms, workshops, committees, etc.				
Actively engages in developing program curriculum, standards, and policies, including participating in textbook selection as appropriate	Committees, etc.				

<u>Service to College</u>	<u>Examples of Learning-Driven Evidence</u>	<u>Self</u>	<u>Student</u>	<u>Supervisor</u>	<u>COMMENTS</u>
Engages as requested in the college student advising process					
Posts and keeps office hours that facilitate interaction with the college community	Office hours posted and communicated as requested by administration				
Builds and promotes professional relationships with colleagues and learners	Committee participation, minutes, professional development, conferences, workshops, student organizations, professional organizations		Q17		
Serves on college committees, advisory boards, faculty senate, student organizations, faculty mentor, or as ECE liaison as requested					
Attends local, regional, state or national meetings where required or necessary for the discipline					
Attends commencement or other ceremonies appropriate to the faculty member's discipline or program					
Attends departmental, divisional, college-wide, and faculty business meetings and forums where appropriate or as required					

<u>Professional Development</u>	<u>Examples of Learning-Driven Evidence</u>	<u>Self</u>	<u>Student</u>	<u>Supervisor</u>	<u>COMMENTS</u>
Evaluates performance through collaboration with others	faculty evaluation process, peer observations, mentoring, informal discussions, professional development				
Remains current in academic or program discipline	professional development, conferences, current professional licensure, certification or CPE where appropriate, academic course work, scholarship, publications				
Remains current in technological or pedagogical advances that promote student learning	professional development, conferences, certification or CPE where appropriate, academic course work, scholarship, publications				

Annual Performance Review Notes:

NOTED STRENGTHS:

NOTED OPPORTUNITIES:

AREAS OF FOCUS FOR NEXT YEAR:

Signature Faculty _____ Date _____ Supervisor's Signature _____ Date _____