

EMPOWERING ALL STUDENTS TO SUCCESS-TEACHING EFFECTIVENESS

15% Adapted Instructional Improvement

- Instructor learns new instructional strategies which align to the college's goals.④
 - Instructor learns one new instructional strategy which aligns to the college's goals.③
 - Instructor is aware of the need to improve instructional delivery methods and is making plans to attend professional development.②
 - Instructor does not take advantage of professional development opportunities.①
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- Instructor takes a leadership role in implementing new instructional strategies such as leading professional development.④
 - Instructor attends professional development opportunities to improve instruction to better meet the needs of students.③
 - Instructor attends >90% required college meetings.
 - Instructor does not attend college-led required professional development.①
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- Instructor collaborates with colleagues on instructional strategies.④
 - Instructor considers what others are doing to improve classes and is in the process of implementing those strategies.③
 - Instructor is aware of what others are doing but is does not plan or consider implementation.②
 - Instructor does not attend collaborative meetings with colleagues to improve instruction.①
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- Instructor reviews CCOs and SLOs on regular basis to adapt instruction.④
 - Instructor uses current CCOs and SLOs to teach classes.③
 - Instructor is aware of CCOs and SLOs, but often does not cover most of them.②
 - CCOs and SLOs are not used when planning lessons.①
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- Instructor changes class materials such as syllabi, assessments used to better meet the needs of students and align to college initiatives. Examples are aligning assignments with common assessments, changing grading scales or categories of grades to allow students more opportunities for success, changing handouts and materials used during lessons.④
 - Instructor changes class materials and assessments when new textbooks are adopted.③
 - Instructor is in the process of changing necessary class materials and assessments and plans to use them in the next semester.②
 - Materials are not updated materials and assessments even when new textbooks are adopted.①
- Instructors are allowed to add additional items they believe apply to their specific courses.***

Exceeding Expectations ④ | Meeting Expectations ③ | Progressing Toward Expectations ② | Does Not Meet Expectations ①

15% Teaching Evaluation

- Instructor is well organized for the lesson presented.④
 - Instructor is organized.③
 - Instructor is on time for class, although somewhat disorganized and not adequately prepared.②
 - Instructor is not on time for class and was not prepared for the lesson.①
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- A variety of teaching methods are used throughout the lesson.④
 - Different teaching methods are occasionally used in the lessons.③
 - Instructor does not use a variety of teaching methods.②
 - .①Instructor uses one teaching method and does not attempt to engage students.
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- Students are actively engaged in the learning.④
- Students are asked if they had questions and are encouraged to ask questions.③
- Instructor answers any questions asked by students but does not encourage questions or discussion.②
- Instructor does not answer questions asked during the lesson.①

- Instructor provides feedback to students in a variety of ways.④
- Instructor gives feedback to students.③
- Instructor eventually gives feedback to students.②
- Instructor does not give feedback to students.①

- Instructor has makes changes to better meet the needs of students (use of Blackboard, ZOOM, Soft Chalk, etc.)④
- Instructor is learning new and different methods (ZOOM, Blackboard, Soft Chalk, etc.)③
- Instructor is making plans to learn new and different methods (ZOOM, Blackboard, Soft Chalk, etc.)②
- Instructor makes no effort to learn new and different methods (ZOOM, Blackboard, Soft Chalk, etc.)①

Instructors are allowed to add additional items they believe apply to their specific courses.

Exceeding Expectations ④ | Meeting Expectations ③ | Progressing Toward Expectations ② | Does Not Meet Expectations ①

15% Student Evaluation

- Instructor comes to class prepared.④
- Instructor is prepared for class most days.③
- Instructor attends class and is sometimes prepared.②
- Instructor does not always meet class and does not come prepared.①

- Instructor returns all graded work in a timely manner.④
- Instructor returns most assignments in a timely manner.③
- Instructor returns graded materials.②
- Instructor does not return graded materials.①

- Instructor is available both outside and during office hours.④
- Instructor is available during office hours.③
- Instructor is sometimes available for office hours.②
- Instructor does not maintain office hours.①

- Instructor responds to course evaluations and makes improvements. .④
- Instructor responds to course evaluations and plans to make improvements. .③
- Instructor reviews course evaluations but does not plan to make any changes.②
- Instructor does not review course evaluations.①

- Materials used by the instructor are helpful in learning the content of the course.④
- Most materials used by the instructor are helpful in learning the content of the course.③
- Most materials used by the instructor are not helpful in learning the content of the course.②
- No materials are given to students to help learn the content of the course.①

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Exceeding Expectations ④ | Meeting Expectations ③ | Progressing Toward Expectations ② | Does Not Meet Expectations ①

ENHANCING ORGANIZATIONAL EFFECTIVENESS AND ACCOUNTABILITY

15% Scholarship

- Demonstrates superior knowledge of the subject matter and explains it superbly to students in courses taught.④
 - Possess sufficient knowledge of the subject matter and explains it well to students in courses taught.③
 - Knows most of the subject matter in courses taught and/or is making progress towards explaining it well to students.②
 - Lacks a significant amount of knowledge about the subject matter in courses taught.①
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- Maintains consistent academic standards in courses that incorporate corresponding curriculum standards above and beyond New River CTC periodic course review.④
 - Maintains consistent academic standards in courses that incorporate corresponding curriculum standards and adheres to New River CTC periodic course review.③
 - Marginally maintains consistent academic standard in courses that incorporate corresponding curriculum standards and/or progress is being made towards compliance with New River CTC periodic course review.②
 - Does not maintain consistent academic standards in courses that incorporate corresponding curriculum standards and adheres to new River CTC periodic course review.
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- Proactively reviews curriculum standards in courses taught above and beyond New River CTC periodic course review.④
 - Maintains curriculum standards in courses taught and adheres to new River CTC periodic course review.③
 - Understands curriculum standards in courses taught and/or is making progress towards maintaining standards regularly and meeting New River CTC periodic course review schedules.②
 - Is not incorporating current curriculum standards in courses taught and is not adhering to New River CTC periodic course review schedules.①
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- Provides evidence for multiple sources of continuing education and/or contemporary knowledge of scholarship including, but not limited to 3 or more graduate credits earned, earned or renewed credentials or certifications, conference attendance and participation, continuing education credits, webinars, publications, journal clubs, grant writing, and any other relevant scholarship approved by evaluators.④
 - Provides sufficient evidence of efforts in continuing education and/or contemporary knowledge of scholarship includes, but not limited to graduate credits earned, earned or renewed credentials or certification, conference attendance and participation, continuing education credits, scholarly presentations, publications, journal clubs, grant writing, any other relevant scholarship approved by evaluators.③
 - Possesses limited or insufficient evidence of efforts in continuing education and/or contemporary knowledge of scholarship including, but not limited to graduate credits earned, earned or renewed credentials or certifications, conference attendance and participation, continuing education credits, scholarly presentations, publications, journal clubs, grant writing, and other relevant scholarship approved by evaluators.②
 - Unable to provide sufficient evidence of efforts in continuing education and/or contemporary knowledge of scholarship including, but not limited to graduate credits earned, earned or renewed credentials or certifications, conference attendance and participation, continuing education credits, scholarly presentations, publications, journal clubs, grant writing, any other relevant scholarship approved by evaluators.①

Instructors are allowed to add additional items they believe apply to them individually.

Exceeding Expectations ④ | Meeting Expectations ③ | Progressing Toward Expectations ② | Does Not Meet Expectations ①

15% College Service

- Actively seeks out opportunities to serve on a variety of college-wide committees and participates significantly on said committees as a contributor to collaborative efforts that support New River CTC mission and values.④
- Serves on college-wide committees and participates regularly on said committees as required to support New River CTC mission and values.③

- Only marginally seeks opportunities to contribute to college-wide collaborative efforts that support New River CTC mission and values.②
 - Does NOT serve on any committee and does NOT seek opportunities to contribute to college-wide collaborative efforts.①
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- Consistently and voluntarily supports current college-wide initiatives through service, collaboration with colleagues, staff and administrators as part of special projects to support these initiatives either within the college or out in the community.④
 - Sometimes supports college-wide initiatives through service, collaboration with others and as part of special projects as required either within the community or out in the community.③
 - Peripherally supports current college-wide initiatives with infrequent involvement in collaborative efforts only when directed to do so.②
 - Does NOT support current college-wide initiatives and does NOT follow through with collaborative efforts when directed to do so.①
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- Regular involvement in teaching-related committees, engagement with peers on teaching (e.g., teaching related presentations or workshops).④
 - Participates in department-level curriculum decisions.③
 - No evidence of keeping up with reports on effective teaching.②
 - No interaction with broader community about teaching, including involvement with teaching related committees.①
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- Occasional (or more) local or external presentations or publications to share practices or results of teaching.④
 - Some involvement in teaching-related committees, or engagement with peers on teaching (e.g., teaching-related presentations or workshops).③
 - Practices and results of teaching are not shared with others.②
 - Actions have negative impact on teaching culture in department or institution.①

Instructors are allowed to add additional items they believe apply to them individually.

Exceeding Expectations ④ | Meeting Expectations ③ | Progressing Toward Expectations ② | Does Not Meet Expectations ①

15% Academic Dean Evaluation

- Is extraordinarily flexible and adaptable in meeting department/discipline/campus needs.④
 - Participates actively in department/discipline/campus meetings and contributes innovatively.③
 - Inconsistently completes responsibilities, assignments and/or administrative items effectively and on time but progress is being made to improve.②
 - Does NOT complete responsibilities, assignments, and administrative items effectively and on time.①
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- Shows respect for others by participating actively in department/discipline/campus meetings and contributes innovatively.④
 - Shows respect for others by maintaining a professional rapport with colleagues, staff, and administrators.③
 - Inconsistently shows respect for others by maintaining a professional rapport with colleagues, staff, and administrators but progress is being made.②
 - Does NOT consistently show respect for others and does NOT maintain a professional rapport with colleagues, staff, and administrators.①
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- Actively creates opportunities to collaborate with colleagues either within one's discipline or cross discipline on special projects and/or college initiatives.④
 - Regularly participates in opportunities to collaborate with colleagues either within one's discipline or cross discipline on special projects and/or college initiatives.③
 - Occasionally participates in opportunities to collaborate with colleagues either within one's discipline or cross discipline on special projects and/or college initiatives.②
 - Does NOT participate in opportunities to collaborate with colleagues.①

- Adheres to current college policies and follows current discipline/department/college procedures with guidance.④
- Usually adheres to current college policies and follows current discipline/department/college procedures with guidance.③
- Inconsistently adheres to current discipline/department/college procedures but progress is being made.②
- Repeatedly does NOT adhere to current discipline/department/college procedures.①

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Exceeding Expectations ④ | Meeting Expectations ③ | Progressing Toward Expectations ② | Does Not Meet Expectations ①

ENGAGING IN COMMUNITY

Time spent in service without financial compensation actively engaged in community connected events--includes secular and/or religious involvement.

10% Community Activities

- Exceptional contributes (20+ hours a year) to the profession or the community related to professional expertise.④
- Significant service contributions (10-19 hours a year) to the profession or the community related to professional expertise.③
- Some service (0-9 hours a year) to the profession or the community related to the professional expertise.②
- No involvement in community service related to the professional expertise.①

- Exceptional contributions (20+ hours a year) to the profession or the community NOT related to professional expertise.④
- Significant service contributions (10-19 hours a year) to the profession or the community NOT related to professional expertise.③
- Some service (0-9 hours per year) to the profession or community NOT related to the professional expertise.②
- No involvement in community service NOT related to the professional expertise①.

- Exceptional involvement (20+ hours a year) to the religious services related to the professional expertise (i.e. summer school).④
- Significant involvement (10-19 hours year) to the religious services related to the professional expertise.③
- Some service (0-9 hours a year) to the religious services related to the professional expertise.②
- Involvement community service related or NOT related to the professional expertise but with an income (exceeding the expenses).①
- Involvement to religious services NOT related to the professional expertise.①

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Exceeding Expectations ④ | Meeting Expectations ③ | Progressing Toward Expectations ② | Does Not Meet Expectations ①

Conference Comments and Remarks

I have completed a conference that discussed the overall performance results with the named faculty member.

I have completed a conference that discussed the overall performance results with my Dean/Director. My signature does not necessarily signify agreement with the results.

Dean/Program Director Signature

Date

Faculty Signature

Date