

# Framework of Faculty Teaching Performance Evaluation

Annotated to include teaching portfolio reflection questions and sources of evidence options



Note: Component categories are color coded.

Component	Indicators & Reflection Questions	Sources of Data				All disciplines	Sources of evidence
		Students 25-45%	Peers 25-45%	DH 15-25%	Self 5-15%		
Content expertise ___%	Demonstrate sufficient disciplinary knowledge and skills  <i>How does my approach to the content teach learning not only what to learn but how and why to learn it?</i> <i>How do I help students learn how to learn in the discipline?</i>		✓		✓	✓	CV, course guide, student learning outcomes, scope of course content, course design feedback, classroom observation feedback
Content expertise ___%	Bring relevant and current research, especially one's own, to support the contents of the course  <i>How do I make the course current and dynamic?</i>		✓		✓		Specific examples of research included in course content, course design feedback, classroom observation feedback, student feedback
Content expertise ___%	Relate relevant current issues to course content  <i>How do I demonstrate the relevance of the course content to the real world?</i>	✓	✓	✓	✓		Specific examples of current events included in course content, classroom observation feedback, student feedback
Instructional design ___%	Construct a syllabus, with A&M required elements, that clearly communicates expectations and all necessary information and motivates	✓	✓		✓	✓	Course guide, syllabus, feedback on syllabus, reflection on syllabus, record of revisions, course



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	<p>students (see <a href="#">minimum syllabus requirements</a>)</p> <p><i>What do I want students to know and be able to do with what they know upon completion of the course?</i></p> <p><i>What is my role – instructor, facilitator, mentor, etc.?</i></p> <p><i>What do I know about student goals and interests?</i></p>						<i>design feedback, student feedback</i>
Instructional design __%	<p>Develop course objectives and learning outcomes that align with program outcomes</p> <p><i>How do the learning outcomes for my course(s) align to program/institution outcomes?</i></p> <p><i>Where does my course “fit” in the degree plan? How do prior courses inform it? How does it prepare students for subsequent courses?</i></p>		✓	✓	✓	✓	<i>Course guide, syllabus, student learning outcomes aligned with program learning outcomes</i>
Instructional design __%	<p>Select appropriate content based on learning outcomes</p>		✓	✓	✓		<i>Syllabus, course description, learning outcomes, program</i>



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	<i>How do I align course content to student learning outcomes?</i>						<i>outcomes, scope of content</i>
Instructional design __%	Design well-paced, well-presented, and appropriately sequenced instruction (see <a href="#">course workload estimator</a> )  <i>Is course progression clear? Is workload balanced through the semester? Does the course include both formative (low-stakes, for improvement) and summative (high-stakes, for evaluation) assessments?</i>		✓		✓		<i>Syllabus, learning outcomes, course calendar, session or unit plan, activities, formative and summative assessments, course design feedback, classroom observation feedback</i>
Instructional design __%	Plan and schedule a variety of learning, assessment, and teaching activities to achieve the learning outcomes  <i>How do I approach designing my course? What active learning opportunities will assist students in developing competency?</i>		✓		✓		<i>Detailed course calendar, activities, course design feedback, student performance on learning outcomes, classroom observation feedback</i>
Instructional design	Create effective learning activities/assignments		✓	✓	✓		<i>Mapping of assignments to learning</i>



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___%	How do the things I ask students to do in the course facilitate their learning? How do I know? How do students know?						activities/assignments, course design feedback, student performance on learning outcomes, classroom observation feedback
Instructional design ___%	Help students learn how to learn How do I provide feedback to students about their learning? What do I share with students about how to be successful in the course/discipline?		✓		✓		Course guide, syllabus, course design feedback, course information on how to learn effectively in the discipline, student performance on learning outcomes, classroom observation feedback
Instructional delivery ___%	Be well organized and prepared How do I prepare for each class session? How do I provide guidance for student on how to prepare?	✓	✓		✓	✓	Syllabus, course design feedback, student feedback, classroom observation feedback
Instructional delivery ___%	Communicated effectively and demonstrated enthusiasm Am I excited to interact with students about the content? Do I make sure they understand?	✓	✓		✓		Syllabus, student feedback, classroom observation feedback



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Instructional delivery __%	Respect students and care about their learning  <i>Do I watch for indications of understanding?</i> <i>Do I invite questions?</i>	✓	✓		✓		<i>Syllabus, clear course policies, advice on learning in the discipline, statement on diversity and inclusion, classroom observation feedback</i>
Instructional delivery __%	Respond effectively to student questions and provide timely feedback on student work  <i>Do I repeat questions to make sure all students hear them before responding?</i> <i>Do I tell students what I think they are asking before answering to make sure I understand?</i> <i>Do I answer their question completely?</i>	✓	✓		✓		<i>Syllabus, student feedback, classroom observation feedback</i>
Instructional delivery __%	Engage students and facilitate discussion in class  <i>How do I let students know participation is expected?</i> <i>What active learning strategies am I using to engage and motivate students?</i>	✓	✓		✓		<i>Syllabus, student feedback, course design feedback, classroom observation feedback</i>



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Instructional delivery ___%	Effectively use active and cooperative learning techniques (including group work and teams)  <i>What active and cooperative learning opportunities do I utilize in my course? How do I assess effectiveness of these opportunities? Why do I use groups/teams in my course? How do I prepare my students to work effectively in groups/teams?</i>	✓	✓		✓		Course guide, syllabus, student feedback, course design feedback, student performance on learning outcomes, classroom observation feedback
Instructional delivery ___%	Use technology effectively to enhance student learning  <i>How do I use technology – and have students use technology - to enhance the student learning experience in my course(s)?</i>	✓	✓		✓		Course guide, syllabus, course design feedback, student performance on learning outcomes, classroom observation feedback, student feedback
Instructional delivery ___%	Make self available to help students in and outside of class (office hours, etc.)  <i>How do I use my office hours to help student learn?</i>	✓	✓		✓		Syllabus - office hours, student feedback
Instructional delivery	Is an effective clinical/professional role model	✓	✓		✓		Details of role-modeling activities implemented in



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___%	<i>What specific things do I do to be a professional example to my students?</i>						<i>a course, feedback from students regarding roll modeling, peer feedback on role modeling</i>
Instructional Assessment ___%	<p>Articulate a philosophy of assessment that provides a rational for and links assessment to learning outcomes</p> <p><i>Why do I assess student learning the way I do?</i></p> <p><i>What do I know about how student learn in my discipline and how to help them be successful?</i></p>		✓	✓	✓		<i>Teaching statement, teaching portfolio, student performance on learning outcomes</i>
Instructional Assessment ___%	<p>Implement assessments (exams, etc.) that correspond to and evaluate achievement of learning outcomes</p> <p><i>Are assessments aligned to learning outcomes?</i></p> <p><i>How do I assess student learning?</i></p> <p><i>Why? How am I using both formative and summative assessment opportunities to help students learn?</i></p>		✓		✓	✓	<i>Course guide, syllabus, course design feedback, course assessment plan, student performance on assessments, student performance on learning outcomes</i>
Instructional Assessment ___%	<p>Set and communicate clear expectations/criteria for assessment student work</p>		✓		✓		<i>Syllabus, mapping of assessment activities to learning outcomes,</i>



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	<i>How do I prepare students to be successful in the course?</i>						<i>student performance on learning outcomes</i>
Instructional Assessment ___%	Implement grading schemes that are fair and comprehensible  <i>What is my philosophy of grading? What is the purpose of grades?</i>		✓		✓		<i>Syllabus – articulation of grading scheme, student feedback</i>
Instructional Assessment ___%	Gather formative feedback on teaching periodically  <i>How (Classroom Assessment Techniques, TAMU Early Feedback, etc.) do I gather information about the student learning experience and make appropriate adjustments to the course?</i>		✓		✓		<i>Examples of debriefing formative feedback (Classroom Assessment Techniques, TAMU PICA Early Feedback, etc.) with students and/or altering course practices in response to formative feedback</i>
Instructional Assessment ___%	Gather formative feedback on learning periodically and give feedback to students  <i>How do I monitor student learning beyond use of summative assessment? (use of formative, diagnostic/preparedness assessment)</i>	✓	✓		✓		<i>Syllabus, formative assessment strategies, examples of feedback to students, specific instruction on how to learn effectively in the discipline, student feedback</i>





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Instructional Assessment ___%	<p>Assist students in developing ability to self-regulate and self-assess their own behavior and learning</p> <p><i>How do I guide students toward success in the discipline?</i></p> <p><i>How do I give students feedback on their learning?</i></p> <p><i>How do I employ formative assessment to help students monitor their own learning?</i></p>	✓			✓		<p><i>Course guide, syllabus, instruction on how to learn effectively in the discipline, diagnostic/preparedness assessment, formative assessment, student performance on learning outcomes, student feedback</i></p>
Course & classroom management ___%	<p>Provide sufficient information about course management and logistics in the syllabus</p> <p><i>How do I communicate to students how the course works and why?</i></p> <p><i>How do I engage students in the course and classroom?</i></p>	✓	✓	✓	✓	✓	<p><i>Syllabus, clear instructions and rationale for course and classroom logistics, student feedback</i></p>
Course & classroom management ___%	<p>Effectively manage course and classroom logistics</p> <p><i>How do I attend to and involve all learners in my course?</i></p>	✓	✓		✓		<p><i>Syllabus, use of eCampus or other tool, use of library resources, student feedback</i></p>



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Course & classroom management ___%	Provide efficient student access to class materials (notes, readings, assignments, quizzes, etc.)  <i>How do I utilize resources like the library, eCampus, and other available technology to make class materials available to students?</i>	✓	✓		✓		<i>Use of eCampus or other learning management system and related tools, student feedback, peer feedback, evidence of attention to Quality Matters standards</i>
Course & classroom management ___%	Effectively use on-line course management systems and communication tools to facilitate student learning (contact <a href="#">Instructional Technology Services</a> for eCampus assistance and support)  <i>How am I using eCampus (or other Learning Management System) to enhance student learning?</i>	✓	✓		✓		<i>Syllabus, student feedback, classroom observation feedback, feedback on online course design, student performance on learning outcomes</i>
Course & classroom management ___%	Create learning environment that welcome, challenge, and support all students  <i>Is my approach to instruction able to address the needs of a diverse population of students?</i>	✓	✓		✓	✓	<i>Syllabus, student feedback, course design feedback, classroom observation feedback</i>



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	<i>Do I teach for students who learn as I do as well as those who do not?</i>						
Course & classroom management __%	Be aware of and practice effective teaching strategies that help acknowledge issues that emanate from differences among students, including differences in opinion  <i>How do I acknowledge differences? How do I manage the tension that can come with difference in the learning environment?</i>	✓	✓		✓		<i>Syllabus, student feedback, personal reflection</i>
Course & classroom management __%	Recognize and appropriately manage incivility  <i>What is my approach for managing incivility?</i>	✓	✓		✓		<i>Personal account of approach to managing incivility and results, student feedback on management of incivility</i>
Scholarly teaching and SoTL __%	Practice “scholarly teaching” – the process of reflection, experimentation, and evaluation to improve one’s teaching and enhance student learning  <i>What literature on learning and teaching has influenced or supports my teaching practice?</i>		✓		✓		<i>Reflection on influence of information sources on evolution of teaching practice</i>



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Scholarly teaching and SoTL ___%	Collaborate with other faculty members for mutual improvement of teaching  <i>What questions do I and my peers have about teaching and learning? How do I collaborate with other faculty in the area of learning and teaching?</i>		✓		✓		<i>Participation in peer review, team teaching, mentoring in teaching</i>
Scholarly teaching and SoTL ___%	Participate in/lead professional development activities in teaching (workshops, conferences, etc.)  <i>What presentations have I made about learning and teaching?</i>		✓		✓		<i>Presentations or facilitated session on teaching</i>
Scholarly teaching and SoTL ___%	Engage in scholarship of teaching and learning (research, presentations, publications, etc.)  <i>What questions about teaching and learning questions have I formulated for study? What is the outcome of my teaching and learning scholarship?</i>		✓	✓	✓		<i>Classroom research presentation and/or publication</i>
Mentoring ___%	Mentor graduate student (# of PhD and Masters students chaired/served as committee member)		✓	✓	✓		<i>Record of chair or committee service and outcome</i>



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		Students 25-45%	Peers 25-45%	DH 15-25%	Self 5-15%		
	<i>How many graduate student committees am I serving on or chairing?</i>						
Mentoring __%	Demonstrate effectiveness of graduate mentoring (# graduated, retention, student publications, student awards and grants, time to completion, employment, etc.)  <i>What academic success are my graduate students experiencing?</i>		✓	✓	✓		<i>Record of student mentoring activities and outcome of same, student feedback on mentoring</i>
Mentoring __%	Participate in other graduate student mentoring activities  <i>How do I mentor graduate students? What are my strategies?</i>		✓	✓	✓		<i>Record of student mentored, results of mentoring, feedback from students mentored</i>
Mentoring __%	Mentor undergraduate students (# of undergraduate research students mentored)  <i>How do I mentor undergraduate students? What are my strategies?</i>		✓	✓	✓		<i>Recommendation letters completed, acceptance confirmations</i>
Mentoring __%	Demonstrate effectiveness of undergraduate mentoring (% go to graduate school,		✓		✓		<i>Unsolicited feedback or results of department,</i>



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	presentations/publications, awards, etc.)  <i>What progress are my undergraduates making toward academic career success?</i>						<i>college, or institution query of former students</i>
Mentoring __%	Student/alumni comments  <i>What feedback – solicited and non-solicited – do I get on my teaching? What do I hope students say about learning in my course(s)?</i>	✓					<i>Updated CV, student feedback, award announcements or letters</i>
Recognition __%	Teaching awards, fellowships, invited talks, etc.  <i>What recognition have I received for teaching? Where have I been asked to present on teaching?</i>			✓	✓		<i>CV, recognition received for teaching, presentations on teaching, workshops facilitated on teaching, publications on teaching</i>

