

## Framework of Faculty Teaching Performance Evaluation

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

*Note: Component categories have reference code and color code.*

Item Reference Code	Component	Indicators & Reflection Questions	Sources of Data				All disciplines	Sources of evidence
			Students 25-45%	Peers 25-45%	DH 15-25%	Self 5-15%		
A1	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? 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
A2	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
A3	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
B1	Instructional design ___%	Construct a syllabus, with A&M required elements, that clearly communicates expectations and all necessary information and motivates students (see <a href="#">minimum syllabus requirements</a> )	✓	✓		✓	✓	Course guide, syllabus, feedback on syllabus, reflection on syllabus, record of revisions, course design feedback, student feedback



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		<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>						
B2	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>		✓	✓	✓	✓	<p><i>Course guide, syllabus, student learning outcomes aligned with program learning outcomes</i></p>
B3	Instructional design ___%	<p>Select appropriate content based on learning outcomes</p> <p><i>How do I align course content to student learning outcomes?</i></p>		✓	✓	✓		<p><i>Syllabus, course description, learning outcomes, program outcomes, scope of content</i></p>
B4	Instructional design	<p>Design well-paced, well-presented, and appropriately sequenced</p>		✓		✓		<p><i>Syllabus, learning outcomes, course calendar,</i></p>

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	__%	<p>instruction (see <a href="#">course workload estimator</a>)</p> <p><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></p>						<p><i>session or unit plan, activities, formative and summative assessments, course design feedback, classroom observation feedback</i></p>
B5	Instructional design __%	<p>Plan and schedule a variety of learning, assessment, and teaching activities to achieve the learning outcomes</p> <p><i>How do I approach designing my course?</i></p> <p><i>What active learning opportunities will assist students in developing competency?</i></p>		✓		✓		<p><i>Detailed course calendar, activities, course design feedback, student performance on learning outcomes, classroom observation feedback</i></p>
B6	Instructional design __%	<p>Create effective learning activities/assignments</p> <p><i>How do the things I ask students to do in the course facilitate their learning? How do I know? How do students know?</i></p>		✓	✓	✓		<p><i>Mapping of assignments to learning activities/assignments, course design feedback, student performance on learning outcomes, classroom observation feedback</i></p>

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B7	Instructional design ___%	Help students learn how to learn  <i>How do I provide feedback to students about their learning?</i> <i>What do I share with students about how to be successful in the course/discipline?</i>		✓		✓		<i>Course guide, syllabus, course design feedback, course information on how to learn effectively in the discipline, student performance on learning outcomes, classroom observation feedback</i>
C1	Instructional delivery ___%	Be well organized and prepared  <i>How do I prepare for each class session?</i> <i>How do I provide guidance for student on how to prepare?</i>	✓	✓		✓	✓	<i>Syllabus, course design feedback, student feedback, classroom observation feedback</i>
C2	Instructional delivery ___%	Communicated effectively and demonstrated enthusiasm  <i>Am I excited to interact with students about the content?</i> <i>Do I make sure they understand?</i>	✓	✓		✓		<i>Syllabus, student feedback, classroom observation feedback</i>
C3	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>



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C4	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>	✓	✓		✓		Syllabus, student feedback, classroom observation feedback
C5	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>	✓	✓		✓		Syllabus, student feedback, course design feedback, classroom observation feedback
C6	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?</i>	✓	✓		✓		Course guide, syllabus, student feedback, course design feedback, student performance on learning outcomes, classroom observation feedback

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		<p><i>How do I assess effectiveness of these opportunities?</i></p> <p><i>Why do I use groups/teams in my course?</i></p> <p><i>How do I prepare my students to work effectively in groups/teams?</i></p>						
C7	Instructional delivery ___%	<p>Use technology effectively to enhance student learning</p> <p><i>How do I use technology – and have students use technology - to enhance the student learning experience in my course(s)?</i></p>	✓	✓		✓		<p><i>Course guide, syllabus, course design feedback, student performance on learning outcomes, classroom observation feedback, student feedback</i></p>
C8	Instructional delivery ___%	<p>Make self available to help students in and outside of class (office hours, etc.)</p> <p><i>How do I use my office hours to help students learn?</i></p>	✓	✓		✓		<p><i>Syllabus - office hours, student feedback</i></p>
C9	Instructional delivery ___%	<p>Is an effective clinical/professional role model</p> <p><i>What specific things do I do to be a professional example to my students?</i></p>	✓	✓		✓		<p><i>Details of role-modeling activities implemented in a course, feedback from students regarding roll modeling, peer feedback on role modeling</i></p>
D1	Instructional Assessment	<p>Articulate a philosophy of assessment that provides a rational</p>		✓	✓	✓		<p><i>Teaching statement, teaching portfolio, student</i></p>

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	__%	for and links assessment to learning outcomes  <i>Why do I assess student learning the way I do?</i> <i>What do I know about how student learn in my discipline and how to help them be successful?</i>						<i>performance on learning outcomes</i>
D2	Instructional Assessment __%	Implement assessments (exams, etc.) that correspond to and evaluate achievement of learning outcomes  <i>Are assessments aligned to learning outcomes?</i> <i>How do I assess student learning?</i> <i>Why? How am I using both formative and summative assessment opportunities to help students learn?</i>		✓		✓	✓	<i>Course guide, syllabus, course design feedback, course assessment plan, student performance on assessments, student performance on learning outcomes</i>
D3	Instructional Assessment __%	Set and communicate clear expectations/criteria for assessment student work  <i>How do I prepare students to be successful in the course?</i>		✓		✓		<i>Syllabus, mapping of assessment activities to learning outcomes, student performance on learning outcomes</i>
D4	Instructional Assessment __%	Implement grading schemes that are fair and comprehensible		✓		✓		<i>Syllabus – articulation of grading scheme, student feedback</i>





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		<p><i>What is my philosophy of grading?</i></p> <p><i>What is the purpose of grades?</i></p>						
D5	Instructional Assessment ___%	<p>Gather formative feedback on teaching periodically</p> <p><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></p>		✓		✓		<p><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></p>
D6	Instructional Assessment ___%	<p>Gather formative feedback on learning periodically and give feedback to students</p> <p><i>How do I monitor student learning beyond use of summative assessment? (use of formative, diagnostic/preparedness assessment)</i></p>	✓	✓		✓		<p><i>Syllabus, formative assessment strategies, examples of feedback to students, specific instruction on how to learn effectively in the discipline, student feedback</i></p>
D7	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>Course guide, syllabus, instruction on how to learn effectively in the discipline, diagnostic/preparedness assessment, formative assessment, student</i></p>



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		<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>performance on learning outcomes, student feedback</i></p>
E1	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>
E2	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>
E3	Course & classroom management ___%	<p>Provide efficient student access to class materials (notes, readings, assignments, quizzes, etc.)</p> <p><i>How do I utilize resources like the library, eCampus, and other available technology to make class materials available to students?</i></p>	✓	✓		✓		<p><i>Use of eCampus or other learning management system and related tools, student feedback, peer feedback, evidence of attention to Quality Matters standards</i></p>

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E4	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>	✓	✓		✓		Syllabus, student feedback, classroom observation feedback, feedback on online course design, student performance on learning outcomes
E5	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? Do I teach for students who learn as I do as well as those who do not?</i>	✓	✓		✓	✓	Syllabus, student feedback, course design feedback, classroom observation feedback
E6	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</i>	✓	✓		✓		Syllabus, student feedback, personal reflection, Teaching philosophy statement, teaching portfolio,

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		<i>can come with difference in the learning environment?</i>						
E7	Course & classroom management ___%	Recognize and appropriately manage incivility  <i>What is my approach for managing incivility?</i>	✓	✓		✓	<i>Teaching philosophy statement, teaching portfolio, personal account of approach to managing incivility and results, student feedback on management of incivility</i>	
F1	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>Teaching philosophy statement, teaching portfolio, specific reflection on influence of information sources on evolution of teaching practice</i>	
F2	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>	



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F3	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>
F4	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?</i> <i>What is the outcome of my teaching and learning scholarship?</i>		✓	✓	✓		<i>Classroom research presentation and/or publication</i>
G1	Mentoring ___%	Mentor graduate student (# of PhD and Masters students chaired/served as committee member)  <i>How many graduate student committees am I serving on or chairing?</i>		✓	✓	✓		<i>Record of chair or committee service and outcome</i>
G2	Mentoring ___%	Demonstrate effectiveness of graduate mentoring (# graduated, retention, student publications, student awards and grants, time to completion, employment, etc.)		✓	✓	✓		<i>Record of student mentoring activities and outcome of same, student feedback on mentoring</i>

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			Students 25-45%	Peers 25-45%	DH 15-25%	Self 5-15%		
		<i>What academic success are my graduate students experiencing?</i>						
G3	Mentoring ___%	Participate in other graduate student mentoring activities  <i>How do I mentor graduate students? What are my strategies?</i>		✓	✓	✓	Record of student mentored, results of mentoring, feedback from students mentored	
G4	Mentoring ___%	Mentor undergraduate students (# of undergraduate research students mentored)  <i>How do I mentor undergraduate students? What are my strategies?</i>		✓	✓	✓	Recommendation letters completed, acceptance confirmations	
G5	Mentoring ___%	Demonstrate effectiveness of undergraduate mentoring (% go to graduate school, presentations/publications, awards, etc.)  <i>What progress are my undergraduates making toward academic career success?</i>		✓		✓	Unsolicited feedback or results of department, college, or institution query of former students	
G6	Mentoring ___%	Student/alumni comments  <i>What feedback – solicited and non-solicited – do I get on my teaching?</i>	✓				Updated CV, student feedback, award announcements or letters	

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		<i>What do I hope students say about learning in my course(s)?</i>						
H1	Recognition ___%	Teaching awards, fellowships, invited talks, etc.  <i>What recognition have I received for teaching?</i> <i>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>	

