

## Framework of Faculty Teaching Performance Evaluation

Annotated to include teaching statement 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 students 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>		✓		✓	✓	<i>CV, student learning outcomes, scope of course content, course design feedback, classroom observation feedback</i>
A2	Content expertise _%	Bring relevant and current research, especially one's own, to support the content of the course  <i>How do I make the course current and dynamic?</i>		✓		✓		<i>Specific examples of research included in course content, course design feedback, classroom observation feedback, student feedback</i>
A3	Content expertise _%	Relate relevant current issues to course content  <i>How do I emphasize the relevance of the course content to the real world?</i>	✓	✓	✓	✓		<i>Specific examples of current events included in course content, classroom observation feedback, student feedback</i>
<b>Teaching Impact Question: How am I applying and extending my content expertise to enrich the learner experience?</b>								
B1	Instructional design _%	Construct a syllabus, with A&M required elements, that clearly communicates expectations and all necessary information and	✓	✓		✓	✓	<i>Syllabus, feedback on syllabus, reflection on syllabus, record of revisions, course design</i>



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		<p>motivates 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>How do I conceptualize my role – instructor, facilitator, mentor, etc.?</i></p> <p><i>What do I know about student goals and interests?</i></p>						<i>feedback, student feedback</i>
B2	Instructional design ___%	<p>Develop course objectives (instructor plan for course including scope of content, guidelines for defining mastery, etc.) and learning outcomes (specific knowledge and skills students will acquire as a result of the course) 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>Syllabus, student learning outcomes aligned with program learning outcomes</i>



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B3	Instructional design _%	Select appropriate content based on learning outcomes  <i>How do I align course content to student learning outcomes?</i>		✓	✓	✓		<i>Syllabus, course description, learning outcomes, program outcomes, scope of content</i>
B4	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 learning and improvement) and summative (high-stakes, OF learning) assessments?</i>		✓		✓		<i>Syllabus, learning outcomes, course calendar, session or unit plan, activities, formative and summative assessments, course design feedback, classroom observation feedback</i>
B5	Instructional design _%	Plan and schedule a variety of learning, assessment, and teaching activities to engage learners and achieve the learning outcomes  <i>How do I approach designing my course?</i> <i>How do I select active learning opportunities to assist students in developing disciplinary competency?</i>		✓		✓		<i>Detailed course calendar, activities, course design feedback, student performance on learning outcomes, classroom observation feedback</i>



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B6	Instructional design ___%	<p>Create learning activities/assignments/assessments that provide practice with feedback and regular information on student progress.</p> <p><i>How do the things I ask students to do in the course facilitate their learning? How do I know that the things I ask students to do are enhancing their learning? How do students know that the things I ask students to do are facilitating their learning?</i></p>		✓	✓	✓		<i>Mapping of assignments to learning activities/assignments, course design feedback, student performance on learning outcomes, classroom observation feedback</i>
B7	Instructional design ___%	<p>Help students learn how to learn</p> <p><i>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?</i></p>		✓		✓		<i>Syllabus, course design feedback, course information on how to learn in the discipline, student performance on learning outcomes, classroom observation feedback</i>
<b>Teaching Impact Question: In what ways do I design my course to engage learners and facilitate learning?</b>								
C1	Instructional delivery ___%	<p>Be well organized and prepared</p> <p><i>How do I prepare for each class session?</i></p>	✓	✓		✓	✓	<i>Syllabus, course design feedback, student feedback, classroom observation feedback</i>



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		<p><i>How do I provide guidance for students on how to prepare for each class session?</i></p> <p><i>How do I stay on schedule?</i></p> <p><i>Do I provide timely feedback?</i></p>						
C2	Instructional delivery _%	<p>Communicate in ways that meet students where they are in the discipline and demonstrate enthusiasm</p> <p><i>Am I excited to interact with students about the content?</i></p> <p><i>How do I know that students are successfully acquiring necessary knowledge and skills in each class session?</i></p>	✓	✓		✓		Syllabus, student feedback, classroom observation feedback
C3	Instructional delivery _%	<p>Respect students and care about their learning</p> <p><i>Do I watch for indications of understanding?</i></p> <p><i>Do I invite questions?</i></p> <p><i>Do I return assignments and assessments promptly?</i></p> <p><i>Do I provide feedback on assignments and assessments to guide learning?</i></p>	✓	✓		✓		Syllabus, clear course policies, advice on learning in the discipline, statement on diversity and inclusion, classroom observation feedback



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C4	Instructional delivery _%	<p>Respond thoughtfully and thoroughly to student questions and provide timely feedback on student work</p> <p><i>Do I repeat questions to make sure all students hear them before responding?</i></p> <p><i>Do I clarify with students what I think they are asking before answering to make sure I understand?</i></p> <p><i>Do I answer student question completely?</i></p> <p><i>Do I ask if the student's question is resolved?</i></p>	✓	✓		✓	<i>Syllabus, student feedback, classroom observation feedback</i>	
C5	Instructional delivery _%	<p>Engage students and facilitate discussion in class</p> <p><i>How do I let students know participation is expected?</i></p> <p><i>How do I show students that participation contributes to their learning?</i></p> <p><i>What active learning strategies am I using to engage and motivate students?</i></p>	✓	✓		✓	<i>Syllabus, student feedback, course design feedback, classroom observation feedback</i>	



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C6	Instructional delivery _%	<p>Use active and cooperative learning techniques (including group work and teams) to promote meaningful student engagement with content</p> <p><i>What active and cooperative learning opportunities do I utilize in my course?</i></p> <p><i>How do I assess the learning impact 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 productively in groups/teams?</i></p>	✓	✓		✓		<i>Syllabus, student feedback, course design feedback, student performance on learning outcomes, classroom observation feedback</i>
C7	Instructional delivery _%	<p>Use technology 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>	✓	✓		✓		<i>Syllabus, course design feedback, student performance on learning outcomes, classroom observation feedback, student feedback</i>
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>	✓	✓		✓		<i>Syllabus - office hours, student feedback</i>



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		<p><i>How do I encourage students to attend office hours?</i></p> <p><i>How do I convey to students the value-added of attending office hours?</i></p>						
C9	Instructional delivery _%	<p>Acts as a 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>
<b>Teaching Impact Question: How do my approaches for instructional delivery facilitate student learning?</b>								
D1	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>		✓	✓	✓		<p><i>Teaching statement, teaching portfolio, student performance on learning outcomes</i></p>
D2	Instructional Assessment _%	<p>Implement assessments (exams, etc.) that correspond to and evaluate achievement of learning outcomes</p>		✓		✓	✓	<p><i>Syllabus, course design feedback, course assessment plan, student performance on assessments, student</i></p>





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		<p><i>Are assessments aligned to learning outcomes?</i></p> <p><i>How do I assess student learning?</i></p> <p><i>Why do I select certain assessment methods?</i></p> <p><i>How am I using both formative (low-stakes, FOR learning) and summative (high-stakes, OF learning) assessment opportunities to help students learn?</i></p>					performance on learning outcomes	
D3	Instructional Assessment ___%	<p>Set and communicate clear expectations/criteria for assessment student work</p> <p><i>How do I prepare students to be successful in the course?</i></p> <p><i>How do I help students connect assessment to learning?</i></p>		✓		✓	Syllabus, mapping of assessment activities to learning outcomes, student performance on learning outcomes	
D4	Instructional Assessment ___%	<p>Implement grading schemes that are fair and comprehensible</p> <p><i>What is my philosophy of grading?</i></p> <p><i>What is the purpose of grades?</i></p>		✓		✓	Syllabus – articulation of grading scheme, student feedback	
D5	Instructional Assessment ___%	<p>Gather formative feedback on teaching periodically</p> <p><i>How (examples: Classroom Assessment Techniques, TAMU Early</i></p>		✓		✓	Examples of debriefing formative feedback (Classroom Assessment Techniques, TAMU Student Course	



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		<i>Feedback) do I gather information about the student learning experience and make appropriate adjustments to the course?</i>						<i>Evaluations mid-term) with students and/or altering course practices in response to formative feedback</i>
D6	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? (examples: use of formative and diagnostic/preparedness assessment)</i>	✓	✓		✓		<i>Syllabus, formative assessment strategies, examples of feedback to students, specific instruction on how to learn in the discipline, student feedback</i>
D7	Instructional Assessment ___%	Assist students in developing ability to self-regulate and self-assess their own behavior and learning  <i>How do I guide students toward success in the discipline? How do I give students feedback on their learning? How do I employ formative assessment to help students monitor their own learning?</i>	✓			✓		<i>Syllabus, instruction on how to learn in the discipline, diagnostic/preparedness assessment, formative assessment, student performance on learning outcomes, student feedback</i>
<b>Teaching Impact Question: How do I utilize assessment FOR learning and assessment OF learning to facilitate student achievement?</b>								



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E1	Course & classroom management _%	Provide sufficient information about course management and logistics in the syllabus  <i>How do I communicate to students how the course works and why? How do I engage students in the course and classroom?</i>	✓	✓	✓	✓	✓	<i>Syllabus, clear instructions and rationale for course and classroom logistics, student feedback</i>
E2	Course & classroom management _%	Manage course and classroom logistics to maintain a positive learning climate  <i>How do I attend to and involve all learners in my course?</i>	✓	✓		✓		<i>Syllabus, use of eCampus or Canvas, use of other tools, use of library resources, student feedback</i>
E3	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 Canvas, use of othe tools, student feedback, peer feedback, evidence of attention to Quality Matters standards</i>
E4	Course & classroom management _%	Use on-line course management systems and communication tools to facilitate student learning (contact <a href="#">Instructional Technology Services</a> )	✓	✓		✓		<i>Syllabus, student feedback, classroom observation feedback, feedback on online course design, student</i>



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		for eCampus assistance and support)  <i>How am I using eCampus (or other Learning Management System) to enhance the student learning experience?</i>						<i>performance on learning outcomes</i>
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>	✓	✓		✓	✓	<i>Syllabus, student feedback, course design feedback, classroom observation feedback</i>
E6	Course & classroom management _%	Be aware of and practice 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, Teaching philosophy statement, teaching portfolio,</i>



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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>	
<b>Teaching Impact Question: How does my approach to course and classroom management facilitate student learning?</b>								
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 influences 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, service as course coordinator, invited teaching at peer institution</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, stories about teaching contributed to teaching newsletters, blog posts about teaching, videos describing 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 have I formulated for study? What is the outcome of my teaching and learning scholarship?</i>		✓	✓	✓		<i>Contributions to the literature on teaching through classroom research presentations and/or publications</i>
<b>Teaching Impact Questions: How does literature on learning inform my approach to teaching? How am I contributing to the scholarship of teaching and learning in my discipline?</b>								
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 accomplishment in graduate mentoring (# graduated,		✓	✓	✓		<i>Record of student mentoring activities and</i>



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		retention, student publications, student awards and grants, time to completion, employment, etc.)  <i>What academic success are my graduate students experiencing?</i>					<i>outcome of same, student feedback on mentoring</i>	
G3	Mentoring ___%	Participate in other graduate student mentoring activities  <i>What are my strategies for mentoring graduate students?</i>		✓	✓	✓	<i>Record of student mentored, results of mentoring, feedback from students mentored</i>	
G4	Mentoring ___%	Mentor undergraduate students (# of undergraduate research students mentored)  <i>What are my strategies for mentoring undergraduate students?</i>		✓	✓	✓	<i>Recommendation letters completed, acceptance confirmations</i>	
G5	Mentoring ___%	Demonstrate accomplishment of undergraduate mentoring (% go to graduate school, presentations/publications, awards, etc.)  <i>What progress are my undergraduates making toward academic career success?</i>		✓		✓	<i>Unsolicited feedback or results of department, college, or institution query of former students</i>	





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G6	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>
<b>Teaching Impact Question: What characteristics of my mentoring approach facilitate student success?</b>								
H1	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, teaching grants, presentations on teaching, workshops facilitated on teaching, publications on teaching (Scholarship of Teaching and Learning – SoTL)</i>
<b>Teaching Impact Questions: What practices and results have earned me recognition for teaching? How am I sharing what I know and do with peers? What is my process for continuous improvement in teaching?</b>								

<sup>1</sup>Student Learning Experience Guide, Fowler Program (Re)Design Model for a Learning-Centered Curriculum by Texas A&M Center for Teaching Excellence.

