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*	Students 25-45%	Peers 25-45%	DH 15-25%	Self 5-15%	All disciplines	*Sources of evidence*
Category: Content Expertise								
			Sources of Data					
A1	Content expertise _%	Demonstrate sufficient disciplinary knowledge and skills *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?*		✓		✓	✓	*CV, student learning outcomes, scope of course content, course design feedback, course materials feedback (ex. – syllabus), classroom observation feedback*
A2	Content expertise _%	Bring relevant and current research, especially one's own, to support the content of the course *How do I make the course current and dynamic?*		✓		✓		*Specific examples of research included in course content, course design feedback, course materials feedback (ex. – syllabus), classroom observation feedback, student feedback*
A3	Content expertise _%	Relate relevant current issues to course content *How do I emphasize the relevance of the course content to the real world?*	✓	✓	✓	✓		*Specific examples of current events included in course content, course materials feedback (ex. – syllabus), classroom observation feedback, student feedback*
***Teaching Impact Question: How am I applying and extending my content expertise to enrich the learner experience?***								

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Category: Instructional Design							
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%**		
B1	Instructional design __%	Construct a syllabus, with A&M required elements, that clearly communicates expectations and all necessary information and motivates students (see minimum syllabus requirements) *What do I want students to know and be able to do with what they know upon completion of the course? How do I conceptualize my role – instructor, facilitator, mentor, etc.? What do I know about student goals and interests?*	✓	✓		✓	✓	*Syllabus, feedback on syllabus, reflection on syllabus, record of revisions, course design feedback, student feedback*
B2	Instructional design __%	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 *How do the learning outcomes for my course(s) align to program/institution outcomes?*		✓	✓	✓	✓	*Syllabus, student learning outcomes aligned with program learning outcomes*

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Item Reference Code	Component	Indicators & *Reflection Questions*	Students 25-45%	Peers 25-45%	DH 15-25%	Self 5-15%	All disciplines	*Sources of evidence*
		Category: Instructional Design						
		Where does my course "fit" in the degree plan? How do prior courses inform it? How does it prepare students for subsequent courses?						
B3	Instructional design __%	Select appropriate content based on learning outcomes *How do I align course content to student learning outcomes?*		✓	✓	✓		*Syllabus, course description, learning outcomes, program outcomes, scope of content*
B4	Instructional design __%	Design well-paced, well-presented, and appropriately sequenced instruction (see course workload estimator) *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?*		✓		✓		*Syllabus, learning outcomes, course calendar, session or unit plan, activities, formative and summative assessments, course design feedback, classroom observation feedback*
B5	Instructional design __%	Plan and schedule a variety of learning, assessment, and teaching activities to engage learners and achieve the learning outcomes *How do I approach designing my course?*		✓		✓		*Detailed course calendar, activities, course design feedback, student performance on learning outcomes, classroom observation feedback*

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Item Reference Code	Component	Indicators & Reflection Questions	Students 25-45%	Peers 25-45%	DH 15-25%	Self 5-15%	All disciplines	Sources of evidence
		Category: Instructional Design						
		How do I select active learning opportunities to assist students in developing disciplinary competency?						
B6	Instructional design __%	Create learning activities/assignments/assessments that provide practice with feedback and regular information on student progress. *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?*		✓	✓	✓		*Mapping of assignments to learning activities/assignments, course design feedback, student performance on learning outcomes, classroom observation feedback*
B7	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?*		✓		✓		*Syllabus, course design feedback, course information on how to learn in the discipline, student performance on learning outcomes, classroom observation feedback*
		Teaching Impact Question: In what ways do I design my course to engage learners and facilitate learning?						

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Framework of Faculty Teaching Performance Evaluation

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

			Category: Instructional Delivery					
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%**		
C1	Instructional delivery __%	Be well organized and prepared *How do I prepare for each class session?* *How do I provide guidance for students on how to prepare for each class session?* *How do I stay on schedule?* *Do I provide timely feedback?*	✓	✓		✓	✓	*Syllabus, course design feedback, student feedback, classroom observation feedback*
C2	Instructional delivery __%	Communicate in ways that meet students where they are in the discipline and demonstrate enthusiasm *Am I excited to interact with students about the content?* *How do I know that students are successfully acquiring necessary knowledge and skills in each class session?*	✓	✓		✓		*Syllabus, student feedback, classroom observation feedback*
C3	Instructional delivery __%	Respect students and care about their learning *Do I watch for indications of understanding?* *Do I invite questions?* *Do I return assignments and assessments promptly?*	✓	✓		✓		*Syllabus, clear course policies, advice on learning in the discipline, statement on diversity and inclusion, classroom observation feedback*

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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%		
		Do I provide feedback on assignments and assessments to guide learning?						
C4	Instructional delivery __%	Respond thoughtfully and thoroughly to student questions and provide timely feedback on student work *Do I repeat questions to make sure all students hear them before responding?* *Do I clarify with students what I think they are asking before answering to make sure I understand?* *Do I answer student question completely?* *Do I ask if the student's question is resolved?*	✓	✓		✓		*Syllabus, student feedback, classroom observation feedback*
C5	Instructional delivery __%	Engage students and facilitate discussion in class *How do I let students know participation is expected?* *How do I show students that participation contributes to their learning?*	✓	✓		✓		*Syllabus, student feedback, course design feedback, classroom observation feedback*

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			Category: Instructional Delivery					

Item Reference Code	Component	Indicators & *Reflection Questions*	Students 25-45%	Peers 25-45%	DH 15-25%	Self 5-15%	All disciplines	*Sources of evidence*
		What active learning strategies am I using to engage and motivate students?						
C6	Instructional delivery __%	Use active and cooperative learning techniques (including group work and teams) to promote meaningful student engagement with content *What active and cooperative learning opportunities do I utilize in my course?* *How do I assess the learning impact of these opportunities?* *Why do I use groups/teams in my course?* *How do I prepare my students to work productively in groups/teams?*	✓	✓		✓		*Syllabus, student feedback, course design feedback, student performance on learning outcomes, classroom observation feedback*
C7	Instructional delivery __%	Use technology to enhance student learning *How do I use technology – and have students use technology - to enhance the student learning experience in my course(s)?*	✓	✓		✓		*Syllabus, course design feedback, student performance on learning outcomes, classroom observation feedback, student feedback*
C8	Instructional delivery __%	Make self available to help students in and outside of class (office hours, etc.)	✓	✓		✓		*Syllabus - office hours, student feedback*

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

			Category: Instructional Delivery					
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%		
		How do I use my office hours to help students learn? How do I encourage students to attend office hours? How do I convey to students the value-added of attending office hours?						
C9	Instructional delivery __%	Acts as a clinical/professional role model *What specific things do I do to be a professional example to my students?*	✓	✓		✓		*Details of role-modeling activities implemented in a course, feedback from students regarding roll modeling, peer feedback on role modeling*
		Teaching Impact Question: How do my approaches for instructional delivery facilitate student learning?						

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			Category: Instructional Assessment					
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%		
D1	Instructional Assessment __%	Articulate a philosophy of assessment that provides a rational for and links assessment to learning outcomes *Why do I assess student learning the way I do?*		✓	✓	✓		*Teaching statement, teaching portfolio, student performance on learning outcomes*

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

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%		
			Category: Instructional Assessment					
		What do I know about how student learn in my discipline and how to help them be successful?						
D2	Instructional Assessment __%	Implement assessments (exams, etc.) that correspond to and evaluate achievement of learning outcomes *Are assessments aligned to learning outcomes?* *How do I assess student learning?* *Why do I select certain assessment methods?* *How am I using both formative (low-stakes, FOR learning) and summative (high-stakes, OF learning) assessment opportunities to help students learn?*	✓			✓	✓	*Syllabus, course design feedback, course assessment plan, student performance on assessments, student performance on learning outcomes*
D3	Instructional Assessment __%	Set and communicate clear expectations/criteria for assessment student work *How do I prepare students to be successful in the course?* *How do I help students connect assessment to learning?*	✓			✓		*Syllabus, mapping of assessment activities to learning outcomes, student performance on learning outcomes*

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

			Category: Instructional Assessment					

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%		
D4	Instructional Assessment _%	Implement grading schemes that are fair and comprehensible *What is my philosophy of grading? What is the purpose of grades?*		✓		✓		*Syllabus – articulation of grading scheme, student feedback*
D5	Instructional Assessment _%	Gather formative feedback on teaching periodically *How (examples: Classroom Assessment Techniques, TAMU Early Feedback) do I gather information about the student learning experience and make appropriate adjustments to the course?*		✓		✓		*Examples of debriefing formative feedback (Classroom Assessment Techniques, TAMU Student Course Evaluations mid-term) with students and/or altering course practices in response to formative feedback*
D6	Instructional Assessment _%	Gather formative feedback on learning periodically and give feedback to students *How do I monitor student learning beyond use of summative assessment?* *(examples: use of formative and diagnostic/preparedness assessment)*	✓	✓		✓		*Syllabus, formative assessment strategies, examples of feedback to students, specific instruction on how to learn in the discipline, student feedback*
D7	Instructional Assessment _%	Assist students in developing ability to self-regulate and self-assess their own behavior and learning	✓			✓		*Syllabus, instruction on how to learn in the discipline,*

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

			Category: Instructional Assessment					

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%		
		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?*						*diagnostic/preparedness assessment, formative assessment, student performance on learning outcomes, student feedback*

Teaching Impact Question: How do I utilize assessment FOR learning and assessment OF learning to facilitate student achievement?

			Category: Course & Classroom Management					

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%		
E1	Course & classroom management __%	Provide sufficient information about course management and logistics in the syllabus *How do I communicate to students how the course works and why?* *How do I engage students in the course and classroom?*	✓	✓	✓	✓	✓	*Syllabus, clear instructions and rationale for course and classroom logistics, student feedback*
E2	Course & classroom management __%	Manage course and classroom logistics to maintain a positive learning climate	✓	✓		✓		*Syllabus, use of Canvas, use of other tools, use of library resources, student feedback*

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Item Reference Code	Component	Indicators & Reflection Questions	Sources of Data				All disciplines	Sources of evidence
Category: Course & Classroom Management								
			Students 25-45%	Peers 25-45%	DH 15-25%	Self 5-15%		
		How do I attend to and involve all learners in my course?						
E3	Course & classroom management __%	Provide efficient student access to class materials (notes, readings, assignments, quizzes, etc.) *How do I utilize resources like the library, Canvas, and other available technology to make class materials available to students?*	✓	✓		✓		*Use of Canvas, use of other tools, student feedback, peer feedback, evidence of attention to best practice standards (ex. Online Learning Consortium)*
E4	Course & classroom management __%	Use on-line course management system (Canvas) and communication tools to facilitate student learning. *How am I using Canvas (or other applications or platforms) to enhance the student learning experience?*	✓	✓		✓		*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 *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?*	✓	✓		✓	✓	*Syllabus, student feedback, course design feedback, classroom observation feedback*

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Category: Course & Classroom Management								
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%		
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 *How do I acknowledge differences? How do I manage the tension that can come with difference in the learning environment?*	✓	✓		✓		*Syllabus, student feedback, personal reflection, Teaching philosophy statement, teaching portfolio,*
E7	Course & classroom management __%	Recognize and appropriately manage incivility *What is my approach for managing incivility?*	✓	✓		✓		*Teaching philosophy statement, teaching portfolio, personal account of approach to managing incivility and results, student feedback on management of incivility*
Teaching Impact Question: How does my approach to course and classroom management facilitate student learning?								

Category: Scholarly teaching and SOTL								
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%		
F1	Scholarly teaching and SoTL	Practice "scholarly teaching" – the process of reflection, experimentation, and evaluation to		✓		✓		*Teaching philosophy statement, teaching portfolio, specific*

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			Category: Scholarly teaching and SOTL					
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%		
	__%	improve one's teaching and enhance student learning *What literature on learning and teaching influences or supports my teaching practice?*						*reflection on influence of information sources on evolution of teaching practice*
F2	Scholarly teaching and SoTL __%	Collaborate with other faculty members for mutual improvement of teaching *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?*	✓			✓		*Participation in peer review, team teaching, mentoring in teaching, service as course coordinator, invited teaching at peer institution*
F3	Scholarly teaching and SoTL __%	Participate in/lead professional development activities in teaching (workshops, conferences, etc.) *What presentations have I made about learning and teaching?*	✓			✓		*Presentations or facilitated session on teaching, stories about teaching contributed to teaching newsletters, blog posts about teaching, videos describing teaching*
F4	Scholarly teaching and SoTL __%	Engage in scholarship of teaching and learning (research, presentations, publications, etc.)	✓	✓	✓			*Contributions to the literature on teaching through classroom research presentations and/or publications*

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			Category: Scholarly teaching and SOTL					
Item Reference Code	**Component**	**Indicators & Reflection Questions**	Students 25-45%	Peers 25-45%	DH 15-25%	Self 5-15%	**All disciplines**	*Sources of evidence*
		What questions about teaching and learning have I formulated for study? What is the outcome of my teaching and learning scholarship?						
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?								

			Category: Mentoring					
Item Reference Code	**Component**	**Indicators & Reflection Questions**	Students 25-45%	Peers 25-45%	DH 15-25%	Self 5-15%	**All disciplines**	*Sources of evidence*
G1	Mentoring __%	Mentor graduate student (# of PhD and Masters students chaired/served as committee member) \n\n *How many graduate student committees am I serving on or chairing?*		✓	✓	✓		*Record of chair or committee service and outcome*
G2	Mentoring __%	Demonstrate accomplishment in graduate mentoring (# graduated, retention, student publications, student awards and grants, time to completion, employment, etc.) \n\n *What academic success are my graduate students experiencing?*		✓	✓	✓		*Record of student mentoring activities and outcome of same, student feedback on mentoring*

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Item Reference Code	Component	Indicators & Reflection Questions	Students 25-45%	Peers 25-45%	DH 15-25%	Self 5-15%	All disciplines	Sources of evidence
			Sources of Data					
G3	Mentoring __%	Participate in other graduate student mentoring activities *What are my strategies for mentoring graduate students?*		✓	✓	✓		*Record of student mentored, results of mentoring, feedback from students mentored*
G4	Mentoring __%	Mentor undergraduate students (# of undergraduate research students mentored) *What are my strategies for mentoring undergraduate students?*		✓	✓	✓		*Recommendation letters completed, acceptance confirmations*
G5	Mentoring __%	Demonstrate accomplishment of undergraduate mentoring (% go to graduate school, presentations/publications, awards, etc.) *What progress are my undergraduates making toward academic career success?*		✓		✓		*Unsolicited feedback or results of department, college, or institution query of former students*
G6	Mentoring __%	Student/alumni comments *What feedback – solicited and non-solicited – do I get on my teaching? What do I hope students say about learning in my course(s)?*	✓					*Updated CV, student feedback, award announcements or letters*

Category: Mentoring

Teaching Impact Question: What characteristics of my mentoring approach facilitate student success?

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Category: Recognition

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%		
H1	Recognition __%	Teaching awards, fellowships, invited talks, etc. *What recognition have I received for teaching?* *Where have I been asked to present on teaching?*			✓	✓		*CV, recognition received for teaching, teaching grants, presentations on teaching, workshops facilitated on teaching, publications on teaching (Scholarship of Teaching and Learning – SoTL)*
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?*								

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