



Framework of Faculty Teaching Performance Evaluation

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

Component 1 - Content Expertise

Indicators

1. Demonstrate sufficient disciplinary knowledge and skills.
2. Bring relevant and current research, especially one's own, to support the content of the course.
3. Relate relevant current issues to course content.

Reflection Questions

- a. How does my approach to the content teach students not only what to learn but how and why to learn it?
- b. How do I help students learn how to learn in the discipline?
- c. How do I make the course current and dynamic?
- d. How do I emphasize the relevance of the course content to the real world?

Sources of Evidence

- CV, student learning outcomes, scope of course content, course design feedback, course materials feedback (ex. – syllabus), classroom observation feedback
- Specific examples of research included in course content, course design feedback, course materials feedback (ex. – syllabus), classroom observation feedback, student feedback
- Specific examples of current events included in course content, course materials feedback (ex. – syllabus), classroom observation feedback, student feedback

Component 2 – Instructional Design

Indicators

1. Construct a syllabus, with A&M required elements, that clearly communicates expectations and all necessary information and motivates students (see [minimum syllabus requirements](#)).
2. 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 because of the course*) that align with program level outcomes.
3. Select appropriate content based on learning outcomes.
4. Design well-paced, well-presented, and appropriately sequenced instruction (see [course workload estimator](#))
5. Plan and schedule a variety of learning, assessment, and teaching activities to engage learners and achieve the learning outcomes.
6. Create learning activities/assignments/assessments that provide practice with feedback and regular information on student progress.
7. Help students learn how to learn.

Reflection Questions

- a. What do I want students to know and be able to do with what they know upon completion of the course?
- b. How do I conceptualize my role – instructor, facilitator, mentor, etc.?
- c. What do I know about student goals and interests?
- d. How do the learning outcomes for my course(s) align to program/institution outcomes?
- e. Where does my course “fit” in the degree plan? How do prior courses inform it? How does it prepare students for subsequent courses?



- f. How do I align course content to student learning outcomes?
- g. 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?
- h. How do I approach designing my course?
- i. How do I select active learning opportunities to assist students in developing disciplinary competency?
- j. 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?
- k. How do students know that the things I ask students to do are facilitating their learning?
- l. How do I provide feedback to students about their learning?
- m. What do I share with students about how to be successful in the course/discipline?

Sources of Evidence

- Syllabus, feedback on syllabus, reflection on syllabus, record of revisions, course design feedback, student feedback
- Syllabus, student learning outcomes aligned with program learning outcomes
- Syllabus, course description, learning outcomes, program outcomes, scope of content
- Syllabus, learning outcomes, course calendar, session or unit plan, activities, formative and summative assessments, course design feedback, classroom observation feedback
- Detailed course calendar, activities, course design feedback, student performance on learning outcomes, classroom observation feedback
- Mapping of assignments to learning activities/assignments, course design feedback, student performance on learning outcomes, classroom observation feedback
- Syllabus, course design feedback, course information on how to learn in the discipline, student performance on learning outcomes, classroom observation feedback

Component 3 – Instructional Delivery

Indicators

1. Be well organized and prepared
2. Communicate in ways that meet students where they are in the discipline and demonstrate enthusiasm
3. Respect students and care about their learning
4. Respond thoughtfully and thoroughly to student questions and provide timely feedback on student work
5. Engage students and facilitate discussion in class
6. Use active and cooperative learning techniques (including group work and teams) to promote meaningful student engagement with content
7. Use technology to enhance student learning
8. Availability to help students in and outside of class (office hours, arriving early for class, staying after class, etc.)
9. Acts as a clinical/professional role model

Reflection Questions

- a. How do I prepare for each class session?
- b. How do I provide guidance for students on how to prepare for each class session?
- c. How do I stay on schedule?
- d. Do I provide timely feedback?
- e. Am I excited to interact with students about the content?
- f. How do I know that students are successfully acquiring necessary knowledge and skills in each class session?
- g. Do I watch for indications of understanding?



- h. Do I invite questions?
- i. Do I return assignments and assessments promptly?
- j. Do I provide feedback on assignments and assessments to guide learning?
- k. Do I repeat questions to make sure all students hear them before responding?
- l. Do I clarify with students what I think they are asking before answering to make sure I understand?
- m. Do I answer student question completely?
- n. Do I ask if the student's question is resolved?
- o. How do I let students know participation is expected?
- p. How do I show students that participation contributes to their learning?
- q. What active learning strategies am I using to engage and motivate students?
- r. What active and cooperative learning opportunities do I utilize in my course? How do I assess the learning impact of these opportunities?
- s. Why do I use groups/teams in my course? How do I prepare my students to work productively in groups/teams?
- t. How do I use technology – and have students use technology - to enhance the student learning experience in my course(s)?
- u. 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?
- v. What specific things do I do to be a professional example to my students?

Sources of Evidence

- Syllabus, course design feedback, clear course policies (office hours, etc.), student feedback, classroom observation feedback, advice on learning in the discipline, statement on belonging
- Student performance on learning outcomes
- Details of role-modeling activities implemented in a course, feedback from students regarding role modeling, peer feedback on role modeling

Component 4 – Instructional Assessment

Indicators

1. Articulate a philosophy of assessment that provides a rationale for and links assessment to learning outcomes.
2. Implement assessments (exams, projects, etc.) that correspond to and evaluate achievement of learning outcomes.
3. Set and communicate clear expectations/criteria for assessment student work.
4. Implement grading schemes that are fair and comprehensible.
5. Gather formative feedback on teaching periodically.
6. Gather formative feedback on learning periodically and give feedback to students.
7. Assist students in developing ability to self-regulate and self-assess their own behavior and learning.

Reflection Questions

- a. Why do I assess student learning the way I do?
- b. What do I know about how student learn in my discipline and how to help them be successful? How do I guide students toward success in the discipline?
- c. Are assessments aligned to learning outcomes?
- d. How do I assess student learning? Why do I select certain assessment methods?
- e. How am I using both formative (low-stakes, FOR learning) and summative (high-stakes, OF learning) assessment opportunities to help students learn?
- f. How do I prepare students to be successful in the course?



- g. How do I help students connect assessment to learning?
- h. What is my philosophy of grading? What is the purpose of grades?
- i. How (examples: Classroom Assessment Techniques, TAMU Student Course Evaluations Midterm Feedback) do I gather information about the student learning experience and make appropriate adjustments to the course?
- j. How do I monitor student learning beyond use of summative assessment? (examples: use of formative and diagnostic/preparedness assessment)
- k. How do I give students feedback on their learning? When? How much?
- l. How do I employ formative assessment to help students monitor their own learning?

Sources of Evidence

- Teaching impact statement, teaching portfolio, student performance on learning outcomes
- Syllabus, course design feedback, course assessment plan, student performance on assessments, student performance on learning outcomes
- Syllabus, mapping of assessment activities to learning outcomes, student performance on learning outcomes
- Syllabus – articulation of grading scheme, student feedback
- Examples of debriefing formative feedback (Classroom Assessment Techniques, TAMU Student Course Evaluations Midterm Feedback) with students and/or altering course practices in response to formative feedback
- Syllabus, formative assessment strategies, examples of feedback to students, specific instruction on how to learn in the discipline, student feedback
- Syllabus, instruction on how to learn in the discipline, diagnostic/preparedness assessment, formative assessment, student performance on learning outcomes, student feedback

Component 5 – Course & Classroom Management

Indicators

1. Provide sufficient information about course management and logistics in the syllabus.
2. Manage course and classroom logistics to maintain a positive learning climate.
3. Provide efficient student access to class materials (notes, readings, assignments, quizzes, etc.)
4. Use on-line course management system (Canvas) and communication tools to facilitate student learning.
5. Create learning environment that welcome, challenge, and support all students.
6. Be aware of and practice teaching strategies that help acknowledge issues that emanate from differences among students, including differences in opinion.
7. Recognize and appropriately manage difficult conversations and incivility.

Reflection Questions

- a. How do I communicate to students how the course works and why?
- b. How do I engage students in the course and classroom?
- c. How do I utilize resources like the library, Canvas, and other available technology to make class materials available to students?
- d. How am I using Canvas (or other applications or platforms) to enhance the student learning experience?
- e. Is my approach to instruction able to address the needs of a diverse population of students?
- f. Do I teach for students who learn as I do as well as those who do not?
- g. How do I acknowledge differences? How do I manage the tension that can come with difference in the learning environment?
- h. What is my approach for managing incivility?



Sources of Evidence

- Syllabus, clear instructions and rationale for course and classroom logistics, student feedback
- Syllabus, use of Canvas, use of third-party tools, use of library resources, student feedback
- Use of Canvas, use of third-party tools, student feedback, peer feedback, evidence of attention to best practice standards (ex. [Online Learning Consortium](#))
- Syllabus, student feedback, classroom observation feedback, feedback on online course design, student performance on learning outcomes
- Syllabus, student feedback, course design feedback, classroom observation feedback
- Syllabus, student feedback, personal reflection, Teaching philosophy statement, teaching portfolio,
- Teaching impact statement, teaching philosophy statement, teaching portfolio, personal account of approach to managing incivility and results, student feedback on management of incivility

Component 6 – Scholarly Teaching and SoTL

Indicators

1. Practice “scholarly teaching” – the process of reflection, experimentation, and evaluation to improve one’s teaching and enhance student learning.
2. Collaborate with other faculty members for mutual improvement of teaching.
3. Participate in/lead professional development activities in teaching (workshops, conferences, etc.)
4. Engage in scholarship of teaching and learning (research, presentations, publications, etc.)

Reflection Questions

- a. What literature on learning and teaching influences or supports my teaching practice?
- b. What questions do I and my peers have about teaching and learning?
- c. How do I collaborate with other faculty around learning and teaching?
- d. What presentations have I made about learning and teaching?
- e. What questions about teaching and learning have I formulated for study?
- f. What is the outcome of my teaching and learning scholarship?

Sources of Evidence

- Teaching philosophy statement, teaching portfolio, teaching impact statement, specific reflection on influence of information sources on evolution of teaching practice
- Participation in peer review, team teaching, mentoring in teaching, service as course coordinator, invited teaching at peer institution
- Presentations or facilitated session on teaching, stories about teaching contributed to teaching newsletters, blog posts about teaching, videos describing teaching
- Contributions to the literature on teaching through classroom research presentations and/or publications

Component 7 – Mentoring

Indicators

1. Mentor graduate student (# of PhD and Masters students chaired/served as committee member)
2. Demonstrate accomplishment in graduate mentoring (# graduated, retention, student publications, student awards and grants, time to completion, employment, etc.)
3. Participate in other graduate student mentoring activities.
4. Mentor undergraduate students (# of undergraduate research students mentored)
5. Demonstrate accomplishment of undergraduate mentoring (% go to graduate school, presentations/publications, awards, etc.)



6. Student/alumni comments

Reflection Questions

- a. How many graduate student committees am I serving on or chairing?
- b. What academic success are my graduate students experiencing?
- c. What are my strategies for mentoring graduate students?
- d. What are my strategies for mentoring undergraduate students?
- e. What progress are my undergraduates making toward academic career success?
- f. What feedback – solicited and non-solicited – do I get on my teaching?
- g. What do I hope students say about learning in my course(s)

Sources of Evidence

- Record of chair or committee service and outcome
- Record of student mentoring activities and outcome of same, student feedback on mentoring
- Record of student mentored, results of mentoring, feedback from students mentored
- Recommendation letters completed, acceptance confirmations
- Unsolicited feedback or results of department, college, or institution query of former students
- Updated CV, student feedback, award announcements or letters

Component 8 – Recognition

Indicators

1. Teaching awards, fellowships, invited talks, etc.

Reflection Questions

- a. What recognition have I received for teaching?
- b. Where have I been asked to present on teaching?

Sources of Evidence

- CV, recognition received for teaching, teaching grants, presentations on teaching, workshops facilitated on teaching, publications on teaching (Scholarship of Teaching and Learning – SoTL)