



College of Education and Health Professions Teacher Education Department

Rubric for Annual Performance Review

Annual Performance Evaluations will be considered in promotion and tenure reviews. Criteria for tenure and promotion include (a) superior teaching, (b) scholarship and professional development, and (c) outstanding service to the institution, profession, or community. For tenure, noteworthy achievement is expected in teaching and scholarship. For promotion, noteworthy achievement is expected in all three areas.

Teaching	<p>Excellence in teaching embodies the use of best practices to improve student learning in the university as well as the P-12 classroom. Within the learning community in the College of Education, faculty employ best practices in the areas of teacher preparation, counseling and educational leadership. The ideas and activities that constitute best practices include the use of a variety of tools and strategies to address the needs of diverse learners and the integration of technology to enhance teaching and learning. Faculty model best practices for teacher candidates and other school professionals who then apply similar ideas and activities in P-12 schools and classrooms. Educators collaborate within communities of learning as they apply best practices. They continually seek feedback from peers, mentors, and students and reflect upon the efficacy of their practice. The result of these efforts by teachers is performances that lead to accomplished teaching and improved learning for all students.</p> <p style="color: red;">For promotion and tenure, the faculty member must exceed expectations on annual evaluation ratings of teaching for at least two years.</p>		
Evidence:	Below Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> • Preparation/Time Management • Organizational Materials • Infusion of Technology • Variety of Teaching Methods • Creativity/Innovation • Collaborative Efforts • Examples of Student Work • Evaluation by Students • Special Recognition • Peer Review/Observation • Supervisor Interview/Observation 	<p>The faculty member seldom employs best practices in teacher preparation.</p> <ul style="list-style-type: none"> • Lessons, syllabi, and other materials do not reflect best practices. • He/she infrequently employs tools and strategies that address the needs of diverse learners, nor does her/his practice reflect the integration of technology to enhance teaching and learning. <p>The faculty member seldom models best practices for teacher candidates; thus they rarely apply similar ideas and activities in P-12 classrooms.</p> <ul style="list-style-type: none"> • Consistently low ratings on student evaluations (e.g., below 3 on a 5-point scale). • Examples of teacher candidate work do not reflect the use of best practices. 	<p>The faculty member employs best practices in teacher preparation. Best-practices include but are not limited to (1) the use of a variety of tools and strategies to address the needs of diverse learners and (2) the integration of technology to enhance teaching and learning.</p> <ul style="list-style-type: none"> • Lessons, syllabi, and other materials reflect use of best practices. <p>The faculty member models best practices for teacher candidates who then apply similar ideas and activities in P-12 classrooms.</p> <ul style="list-style-type: none"> • Average to above average ratings on student evaluations (e.g., 3 or above on a 5-point scale). • Examples of teacher candidate work reflect the use of best practices. 	<p>The faculty member consistently employs best practices in teacher preparation. Best-practices include but are not limited to (1) the use of a variety of tools and strategies to address the needs of diverse learners and (2) the integration of technology to enhance teaching and learning.</p> <ul style="list-style-type: none"> • Use of best practices is readily apparent in his/her lessons, syllabi, and other materials. These materials, in fact, are exemplary and may serve as models to his/her colleagues. <p>Beyond modeling best practices, the faculty member provides workable procedures and assignments through which candidates use similar ideas and activities in P-12 classrooms. He or she promotes best practice among colleagues.</p> <ul style="list-style-type: none"> • Consistently high ratings on student evaluations (e.g., 4 or 5 on a 5-point scale). • Examples of teacher candidate work are exemplary and consistently reflect the use of best practices. • Faculty member shares best practice strategies with colleagues through presentations, publications, and/or demonstration lessons. • Special recognition in teaching

	Below Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> • Availability To Students • Professional Rapport With Students 	<p>The faculty member seldom collaborates within communities of learning (P-12 faculty and other CSU faculty) as he/she applies best practices.</p> <ul style="list-style-type: none"> • Participates minimally in program/area governance. • Interacts minimally with the field. <p>The faculty member infrequently seeks feedback from peers, mentors, and teacher candidates and provides no evidence that he/she reflects on the efficacy of his/her practices.</p> <ul style="list-style-type: none"> • Provides no data from evaluations by teacher candidates. • Fails to revise and update courses as needed. <p>The faculty member does not regard advising as a significant part of her or his teaching role.</p> <ul style="list-style-type: none"> • Faculty member does not regularly post office hours or, if posted, does not keep them consistently. • He/she is often not available to students he/she teaches, to students seeking personal or professional guidance, or to prospective students. • He/she is slow to respond to emails or telephone inquiries from students. The information he/she conveys is inaccurate, dated or incomplete. 	<p>The faculty member collaborates within communities of learning (P-12 faculty and other CSU faculty) as he/she applies best practices.</p> <ul style="list-style-type: none"> • Participates actively in program/area governance (e.g., PAC, Educator Preparation Faculty) • Works actively with partner schools or other appropriate agencies <p>A reflective practitioner, the faculty member seeks feedback from peers, mentors, and teacher candidates; such data serve as a basis for judging and improving his/her practice.</p> <ul style="list-style-type: none"> • Uses assessment data to evaluate teaching and improve practice. • Designs and refines course materials. <p>The faculty members understands that advising—defined as constructive interactions with teacher candidates—is a dimension of his/her teaching role.</p> <ul style="list-style-type: none"> • He or she posts adequate office hours and keeps them on a regular basis. • He/she is available to students he/she teaches, to students seeking personal or professional guidance, or to prospective students. • He/she responds to emails or telephone inquiries in a timely manner. The information he/she conveys is accurate, complete, and timely. 	<p>The faculty member consistently collaborates within communities of learning (P-12 faculty and other CSU faculty) and provides leadership as he/she applies best practices. There is evidence that this collaboration leads to increasing achievement among P-12 learners and/or teacher candidates.</p> <ul style="list-style-type: none"> • Provides leadership in program/area governance (e.g., program coordinator, PAC chair). • Provides leadership in partner schools or other appropriate agencies. • Examples of student work show increased achievement among P-12 learners and/or teacher candidates. <p>A reflective practitioner, the faculty member systematically and consistently seeks feedback from peers, mentors, and teacher candidates; such data serve as a basis for judging and improving his/her practices. As a result, the faculty member improves her/his practice over time in a reflective manner.</p> <ul style="list-style-type: none"> • Uses assessment data to evaluate program and recommend changes. • Makes significant course changes (e.g., infusion of technology, team-teaching). <p>The faculty member regards advising as a valuable part of his/her teaching role. As a result, she or he identifies ways to interact with teacher candidates in a positive way in academic and non-academic settings.</p> <ul style="list-style-type: none"> • She or he posts ample office hours and keeps them whenever feasible. • He/she is consistently available to students he/she teaches, to students seeking personal or professional guidance, or to prospective students. • He/she responds promptly to emails or telephone inquiries. The information he/she conveys is accurate, complete, and timely.



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<p>Scholarship and Professional Development</p>	<p>Scholarship is systematized knowledge that is accurate, authoritative, and thorough. Scholarship combines theoretical knowledge with practical applications. Scholars operate within communities of learning as peers, collaborators, mentors, and leaders who construct, critically examine, and reflect upon knowledge. Scholars seek out and explore multiple viewpoints, embracing diversity as it enriches their intellectual lives. Scholars actively engage in a life-long learning process, continually acquiring, integrating, refining, and applying knowledge to achieve excellence in teaching and to improve student learning.</p> <p style="color: red;">For promotion and tenure, the faculty member must have a minimum of one peer-reviewed publication and exceed expectations on annual evaluations of scholarship for at least two years.</p>		
<p>Evidence:</p> <ul style="list-style-type: none"> • Professional Memberships • Professional Offices • Professional Committees/Boards • Presentations • Editorial Boards/Reviews • Grants • Applied Research (Teaching/Learning) • Research (Other) • Publications • In-Service Training (P-12 Schools/Others) • Graduate or Post-Graduate Work • Participation in Professional Conferences / Meetings • Technology Training • Use of University/Community Resources 	<p style="text-align: center;">Below Expectations</p> <p>Faculty member operates, relative to rank and position, within limited communities of learning as peers, collaborators, mentors, and leaders, who construct, critically examine, and reflect upon knowledge.</p> <p>Faculty member seldom seeks out and explores multiple viewpoints to enrich his/her intellectual life.</p> <p>Faculty member does not actively engage in a life-long learning process, sporadically acquiring, integrating, refining, and applying knowledge to achieve excellence in teaching and to improve student learning.</p> <p>Criteria described above are demonstrated in the following ways:</p> <ul style="list-style-type: none"> • Participates in one or no conferences, workshops, seminars, or other professional events for consecutive years • No presentations • No peer-reviewed publications for consecutive years 	<p style="text-align: center;">Meets Expectations</p> <p>Faculty member operates, relative to rank and position, within communities of learning as peers, collaborators, mentors, and leaders, who construct, critically examine, and reflect upon knowledge.</p> <p>Faculty member seeks out and explores multiple viewpoints, embracing diversity as it enriches his/her intellectual life.</p> <p>Faculty member engages in a life-long learning process, occasionally acquiring, integrating, refining, and applying knowledge to achieve excellence in teaching and to improve student learning.</p> <p>Criteria described above are demonstrated in the following ways:</p> <ul style="list-style-type: none"> • Attends several conferences, workshops, seminars, or other professional events • Holds individual membership in relevant professional associations • Presents at local and state conferences, workshops, seminars, or other <p>Undertakes at least one major professional writing endeavor such as:</p> <ul style="list-style-type: none"> • Submits a peer-reviewed article, book chapter, or editorial • Writes reports for accreditation, annual reporting, etc. • Submits grant proposal 	<p style="text-align: center;">Exceeds Expectations</p> <p>Faculty member operates, relative to rank and position, at high levels of commitment within communities of learning as peers, collaborators, mentors, and leaders, who construct, critically examine, and reflect upon knowledge.</p> <p>Faculty member continually seeks out and explores multiple viewpoints, embracing diversity as it enriches his/her intellectual life.</p> <p>Faculty member actively engages in a life-long learning process, continually acquiring, integrating, refining, and applying knowledge to achieve excellence in teaching and to improve student learning.</p> <p>Faculty member meets all criteria under "Meets Expectations" and contributes to the profession in one or more of the following ways:</p> <ul style="list-style-type: none"> • Serves on a review board for papers and/or proposals for professional conferences • Chairs a committee of a state or national association, or holds an office in a professional organization • Presents at a national or international conference • Publishes one or more refereed articles/chapters • Publishes a book • Edits a peer-reviewed journal • Receives special recognition in research • Reviews grant proposals • Receives external grant funding



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<p>Professionalism / Service</p>	<p>Professionalism comprises a body of knowledge, a set of beliefs, an array of actions or behaviors, and ethical standards that members of a profession agree are the core of their practice. The professional demonstrates in-depth knowledge of the field and strives to meet its highest standards as represented in the INTASC Principles, NBPTS Core Propositions, and specialty association standards. The professional educator is an active member in the learned societies and professional organizations that set the code of ethics and standards for the field. Ultimately, the professional educator is a scholar who models professionalism for students and fosters the development of the knowledge, skills, and dispositions in students which allow them to acquire, integrate, refine, and apply knowledge meaningfully throughout their lives.</p> <p>For promotion and tenure, the faculty member must exceed expectations on annual evaluation ratings of service for at least two years.</p>		
<p>Evidence:</p> <p>Campus Citizenship</p> <ul style="list-style-type: none"> • Departmental Committees • College Committees • University Committees <p>Professional Outreach</p> <ul style="list-style-type: none"> • P-16 Partnerships • Department, college, university representation at state level • Consultative Service <p>Community Service</p> <ul style="list-style-type: none"> • Administrative Roles • Accreditation Responsibilities • Special Projects • Special Recognition in service 	<p style="text-align: center;">Below Expectations</p> <p>Faculty member rarely models professionalism as defined above and as relative to rank and position.</p> <ul style="list-style-type: none"> • Participates minimally in program/area governance • Serves on no college or university committees • Interacts minimally with the field 	<p style="text-align: center;">Meets Expectations (by achieving three of five points)</p> <p>Faculty member models professionalism as defined above and as relative to rank and position.</p> <ul style="list-style-type: none"> • Participates actively in program/area governance • Serves on department, college, and university committees • Serves university students (e.g., advisor, student organization sponsor, student recruitment) • Works actively with partner schools or other appropriate agencies • Participates actively in relevant professional associations • Participates in civic organizations 	<p style="text-align: center;">Exceeds Expectations</p> <p>Faculty member consistently models professionalism as defined above and as relative to rank and position.</p> <p>Faculty member satisfies all criteria under “Meets Expectations” and serves in one or more of the following roles:</p> <ul style="list-style-type: none"> • Provides leadership in college or university governance (e.g., program coordinator, Search Committee Chair, Standing Committee Chair, Faculty Senate member) • Actively serves on a board or chairs a committee of a state or national association • Coordinates a significant partnership service project such as a web site for a professional organization or a fund raising event • Receives special recognition in educational or community service



**College of Education and Health Professions
Teacher Education Department**

Faculty Evaluation Summary Sheet

	Below Expectations	Meets Expectations	Exceeds Expectations
I. Teaching			
II. Scholarship and Professional Development			
III. Service/Professionalism			

Overall Rating:

Faculty Member's Signature/Date

Evaluator's Signature/Date