

### **Statement of Philosophy**

We, the faculty of Carl Sandburg College, believe the following:

1. Professional growth is the responsibility of each faculty member; such development leads to the attainment of personal career and professional objectives and to the advancement of the college's mission.
2. Carl Sandburg College must have in place a faculty assessment/growth plan, as well as standards for teaching.

The college must commit resources to the support of assessment and growth and must recognize and value excellence in teaching. The faculty has the responsibility to support the assessment/growth process and to act as consultants to the participants. The outcome of such a professional assessment/growth system for tenured faculty will be fivefold:

1. the identification of college-wide areas of need that could be met through staff development activities;
2. the quality of teaching will be sustained;
3. the opportunity for tenured faculty to chronicle performance will be provided;
4. the opportunity for the reinforcement of quality professional performance will occur;
5. professional improvement and growth will be stimulated and encouraged.

### **Narrative of the Assessment/Growth Plan**

About one-fifth of the tenured faculty will be involved in the process during any given period. The length of the process will vary from one to two years. Each faculty member can expect to go through the assessment/growth process about every five years (or more often if the faculty member chooses to do so). A faculty member can be initiated into the process in the following ways:

1. Chosen by lot by the Faculty Assessment & Growth Committee from the eligible faculty after consultation with the dean/associate dean.
  - a. Those who have just completed the non-tenured evaluation or the assessment/growth process are not eligible.
  - b. An attempt will be made to apportion by department those undergoing assessment.
2. Directed by dean/associate dean.
3. Volunteer.

After faculty members are notified early in March, they meet with their dean/associate dean or immediate supervisor and work out an assessment plan (*Form 1*) which may include student evaluation, peer assessment, a self-assessment statement of strengths and weaknesses, or other means which they may wish to use, which would be of diagnostic value. Upon the request of the faculty member being evaluated, the dean/associate dean or immediate supervisor shall substitute a faculty member of the evaluatee's choice to function in the role of dean/associate dean. This process of diagnostic assessment will take place in the succeeding fall semester.

In January of the second year, the faculty members meet with their respective dean/associate dean and write individual growth plans based on their assessment instruments, keeping in mind as compared with suggested instructional standards. The growth plan (*Form 2*) is then submitted to the Faculty Assessment & Growth Committee which approves the plan and assists the faculty member in choosing one to three people (which may include the dean/associate dean) to act as facilitators and

resource persons in consultation with the faculty members. The Faculty Assessment & Growth Committee also performs the following functions:

1. Distributes forms and insures that they are completed according to plan;
2. Provides other support and approves funding of special projects, if needed.

An assessment involves looking at four components:

1. instruction
2. professional growth
3. service to the college
4. service to the community

During that time that the faculty member is involved in the assessment/growth process, the following components may be utilized. (Not all of them need be used, and others not listed may be used.)

1. Student evaluations
2. Peer assessments
3. Self assessment (see pg. 8)
4. Consultant assessment
5. Visitations
  - a. own classroom
  - b. other classrooms
  - c. other colleges
6. Innovative attempts
7. Outside resources
  - a. courses, reading, teaching centers, video-taping, attending other colleges, etc.

A progress report (*Form 3*) is made to the Faculty Assessment & Growth Committee in April of the second year. Suggestions or recommendations may be made by the Faculty Assessment & Growth Committee and the plan revised or progress may be simply approved or time may be extended.

During October of the second year, faculty members will submit a summary report (*Form 4*) to the Faculty Assessment & Growth Committee for final verification that the assessment/growth process has been followed and completed.

The faculty members in the assessment/growth process maintain all materials in their own files. Upon completion of the process, all materials are returned to the faculty members. The materials may not be shared, duplicated, or used by any other component of the College without the faculty member's written permission.

Failure to make significant progress as determined by the Faculty Assessment & Growth Committee can result in the evaluatee being assigned to the Chief Academic Officer or Chief Student Services Officer for the supervision of the Assessment/Growth Process.

## **PROFESSIONAL STANDARDS**

In order to attain or measure professional growth, a tenured faculty member must meet the following standards for minimal competency:

### **Teaching Faculty**

1. Teach classes as designated by the Chief Academic Officer, arrive at class on time, and meet each class for the scheduled time.
2. Provide students with educational, vocational, and social counseling.
3. Assist in the development of courses and course materials.
4. Assist in preparing requests for instructional materials.
5. Report grades to the Registrar on time.
6. Attend divisional and faculty meetings.
7. Notify superiors when it is necessary to be absent from campus.
8. Spend sufficient time on campus (at least thirty hours for full-time instructors) to fulfill all professional obligations. A faculty member should willingly assume all responsibilities, including committee work, private student conferences, follow-ups on student progress, and preparation of class work.
9. The above enumeration does not exclude other duties that may be desirable to provide the highest and most satisfactory possible level of student achievement.

### **Faculty Counselors**

1. Provide professional assistance in registration, orientation, guidance, admissions, testing, and other Student Personnel Services activities.
2. Maintain close working relationships with high schools served by the college as well as institutions of higher education to which Carl Sandburg College students transfer.
3. Counsel students with educational, vocational, social, and personal problems as they may affect the development of the student at the college.
4. Maintain proper, confidential counseling records.
5. Work with the instructional staff to facilitate the student's achievement and personal adjustment.
6. Utilize appropriate testing procedures for groups or individuals when such a need is indicated.
7. Confer with students who plan to withdraw from college and develop methods to assist in the assessment or reassessment of their goals.
8. Make referrals to appropriate agencies when advisable.
9. Assist students and alumni in securing information relative to requirements of institutions to which they expect to transfer.
10. Cooperate with all divisions of the college.
11. Conduct and supervise national testing as assigned by the Chief Student Services Officer.
12. Represent the college at professional meetings as required.
13. Assist in the preparation of long range plans for the counseling program.
14. Assist in the preparation of statistical reports concerning counseling activities.
15. Assist in the development of the counseling program budget.

## **CATEGORIES OF CRITERIA OF TEACHER PERFORMANCE**

The following is a *suggested* list of effective teaching behaviors:

### **Productive Teaching Techniques**

1. Clarity in presentation
2. Variability in materials, activities, etc.
3. Opportunity for pupils to learn material on test
4. Use of student ideas
5. Structuring comments are used as advance organizers
6. Probing questions used for understanding of concepts, relationships, and for feedback to the teacher

### **Positive Interpersonal Relations**

1. Shows respect for pupils
2. Amount of criticism (positive, encouraging, supportive)
3. Tolerant
4. Fair
5. Available
6. Provides opportunities for all pupils to experience success

### **Organized, Structured Class Management**

1. Business-like or task-oriented behavior
2. Difficulty level of instruction appropriate for individuals
3. Uses class time efficiently
4. Constantly monitors pupils' progress and adjusts pace accordingly
5. Work is relevant and in sufficient amounts for depth of learning
6. Has objectives and is teaching toward them

### **Intellectual Stimulation**

1. Enthusiasm
2. Makes class work interesting
3. Sustains pupil attention and response with activities appropriate to pupil's levels
4. The teacher is an exciting, vibrant person
5. The teacher inspires students to seek more knowledge on the subject

### **Desirable Out-Of-Class Behavior**

1. The teacher is a good team worker
2. The teacher reports student progress in an effective manner
3. The teacher utilizes community resources in instruction
4. The teacher assumes responsibilities outside the classroom as they relate to school
5. The teacher is committed to the primary goal of assisting student growth
6. The teacher strives for improvement through positive participation in professional growth activities

Manatt, R., et. al., "Evaluating Teacher Performance with Improved Rating Scales." *NASSP Bulletin*, 60: 401 (September 1976): 21-23.

## **CATEGORIES OF CRITERIA OF COUNSELOR PERFORMANCE**

A competent counselor will possess:

1. A genuine interest in people
2. A commitment to and understanding of individual human values
3. The ability to be objective
4. Adherence to strict observance of confidentiality
5. The ability to understand and act upon the ethical and legal code of the profession
6. A well-grounded personal philosophy of his/her counseling style
7. An interest and a system in staying current in the profession
8. A well-grounded theory of human behavior
9. Personal emotional stability and self-awareness
10. Awareness of the nature and extent of individual differences
11. An ability to understand the student from his/her point of reference
12. An ability to maintain a professional commitment
13. The knowledge of his/her own professional/personal limitations
14. A thorough knowledge of institutional policies as it pertains to the student

## ASSESSMENT/GROWTH PROCESS FLOW CHART

- I. Faculty members (1/5 eligible faculty/year)
- II. Dean/associate dean conference (per assess/growth guidelines diagnostic work)
- III. Growth plan
  - A. Plan written in conjunction with dean/associate dean, immediate supervisor, a choice of supervisor
  - B. Plan written based on professional standards and Categories and Criteria of Teacher Performance (See pgs. 4-5)
  - C. Plan states goals to be accomplished
- IV. Faculty Assessment and Growth Committee (Subcommittee of three)
  - A. Files plan
  - B. Assigns facilitators
  - C. Insures forms are distributed and completed
  - D. Provides other support and funding of special projects
  - E. Draws instructors' names randomly and notifies participants
- V. Plan implemented (options)
  - A. Student evaluation
  - B. Peer assessment
  - C. Consultant assessment
  - D. Visitations
  - E. Self assessment
  - F. Outside resources courses
  - G. Small group instructional diagnosis
  - H. Innovation attempts
- VI. Plan reports accepted by Faculty Assessment & Growth Committee as completed

TIME LINE	
<b>March</b>	Selection & notification Make self assessment plan (Student evaluations in May)
<b>Aug-Dec</b>	Continue to implement assessment plan
<b>January</b>	Submit growth plan to Faculty Assessment & Growth Committee & Chair
<b>February</b>	Implement growth plan
<b>March</b>	Group sharing meeting
<b>April</b>	Submit progress report
<b>October</b>	Group sharing meeting Submit summary report

## GUIDE & SELF CHECKLIST TO TENURED FACULTY ASSESSMENT/PROFESSIONAL GROWTH PROCESS

Name \_\_\_\_\_

Date Completed \_\_\_\_\_

1. Receive notification in March \_\_\_\_\_
2. Attend Faculty Assessment & Growth Committee orientation (March)
  - Receive assessment/growth packet
3. Meet with dean/associate deans or immediate supervisor (April). Make plan for self-assessment of instruction using your choice of the following: \_\_\_\_\_
  - Student evaluations (Should be performed in May)
  - Peer assessment
  - Consultant assessment
  - Classroom visitations
  - Self-assessment of strengths/weaknesses
  - Other
4. Continue to implement assessment plan in September-December (*Form 1*)
5. Submit growth plan (*Form 2*) based on assessment to dean/associate dean by January. Identify area(s) of growth and how you plan to accomplish \_\_\_\_\_
6. Submit growth plan (*Form 2*) to Faculty Assessment & Growth Committee. The Faculty Assessment & Growth Committee will, in consultation with the faculty member, appoint a faculty/ resource facilitator person (or persons) and assist in obtaining other resources as needed. (January)

The growth plan (*Form 2*) may contain the following components:

- Student evaluations
  - Peer assessments (*Form 5*)
  - Self-assessment
  - Consultant assessment
  - Classroom visitation
  - Innovative attempts
  - Outside resources
  - Other
7. Implement the growth plan (*Form 2*) in February

8. Group sharing meeting in March \_\_\_\_\_
9. Submit progress report to the Faculty Assessment & Growth Committee in April (*Form 3*) \_\_\_\_\_
10. Group sharing meeting in October \_\_\_\_\_
11. Submit summary report (*Form 4*) in October to Faculty Assessment & Growth committee for conclusion or extension \_\_\_\_\_
12. Referred to Chief Academic Officer or Chief Student Services Officer for completion (Option of Faculty Assessment & Growth Committee) \_\_\_\_\_



## SELF-ASSESSMENT

- I. Briefly describe activities in the following four areas:
  - A. Instructional-related activities, such as developing courses, programs, teaching and evaluating techniques, etc.
  - B. Committee and project-related service.
  - C. Efforts undertaken to improve professional competencies, such as taking courses or workshops or having readings or conferences.
  - D. Community service which is related to your content area or which serves the interest of the college. (Faculty members are commended for involvement in community service. However, lack of community service involvement is not considered a shortcoming.)
- II. Analysis: Make some brief comments about the following areas:
  - A. What do you see as areas of strength in carrying out your professional assignment?
  - B. What additional kinds of support would be helpful from your colleagues, department dean/associate dean, Chief Academic Officer or Chief Student Services Officer, and Faculty Assessment & Growth Committee?

**TENURED FACULTY SELF-ASSESSMENT PLAN (FORM 1)**

*Due in April (First Year)*

I. Methods of self-assessment:

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Faculty Member

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Date

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Dean/Associate Dean or Immediate Supervisor

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Date



## TENURED FACULTY ASSESSMENT/GROWTH PROCESS

### GROWTH PLAN (*FORM 2*)

*Due in January (Second Year)*

- I. Summary of strengths and weaknesses based on assessment:
  
  
  
  
  
  
  
  
  
  
- II. Goals to be accomplished: (These are *general* goals)
  
  
  
  
  
  
  
  
  
  
- III. Objectives based on self-assessment: (These are *specific* goals)
  
  
  
  
  
  
  
  
  
  
- IV. Support/Resource/Facilitatory persons and any other resources requested:

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Faculty Member

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Date

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Dean/Associate Dean or Immediate Supervisor

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Date



**TENURED FACULTY GROWTH ASSESSMENT PLAN**

**PROGRESS REPORT (FORM 3)**

*Due in April (Second Year)*

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Faculty Member

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Date

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Dean/Associate Dean or Immediate Supervisor

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Date



**TENURED FACULTY ASSESSMENT/GROWTH PROCESS**

**SUMMARY REPORT (FORM 4)**

*Due in October (Second Year)*

\_\_\_\_\_  
Faculty Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean/Associate Dean or Immediate Supervisor

\_\_\_\_\_  
Date





**PEER ASSESSMENT**  
(FORM 5)

Instructions: Choose a colleague to visit one of your classes twice in the same semester. After each visit, discuss such questions as the following:

1. What strengths did you observe in the classroom teaching style of the instructor?
2. What areas of concern would you note in the classroom teaching style of the instructor?
3. What one thing did you like best about your visit to the classroom of the instructor?
4. What changes did you notice since your first visit? (second visit only question)

Name of Instructor: \_\_\_\_\_  
*Signature*

Name of Peer: \_\_\_\_\_

Dates of Visits: 1st \_\_\_\_\_ 2nd \_\_\_\_\_

## **ASSESSMENT TOOLS**

Student/User Assessment/Growth forms may be chosen from the following list, or the faculty members may choose their own. These forms can be obtained from the Policy Manual.

- I. Carl Sandburg College Student Evaluation of Tenured Teaching Faculty:
  - A. Standard Form
  - B. Stored Media
  - C. Internet
  - D. Open Lab
  - E. Lab/Clinical Form
- II. Carl Sandburg College Student Evaluation of Tenured Counseling Faculty
- III. Observer Training
- IV. Small Group Instructional Diagnosis
- V. Videotaping