

# OZARKS TECHNICAL COMMUNITY COLLEGE

## PERFORMANCE EVALUATION PACKET

This packet contains items necessary to complete the OTC Faculty Performance Evaluation. It should be reviewed and provided to both the evaluating person (Direct Supervisor) and the person to be evaluated (Faculty member). The packet contains the following documents:

### Performance Evaluation Form

#### Purpose

All Faculty team members must participate in an annual evaluation that reviews performance from the period of May 16-May 15 (or Academic Year – whichever is more appropriate). The evaluation should be submitted to Human Resources no later than May 15th annually. It is strongly encouraged the evaluator and team member meet at the beginning of the Academic Year to review all applicable forms. The evaluator completing this process should be the Dean, Program Director, or Department Chair supervising the team member for the current academic year.

#### Performance Evaluation Form

Using this form, you will quantifiably document the behaviors the team member is known to have displayed within six distinct elements: Attendance, Engagement, Professionalism, Instructional Design, Content Expert, and Involvement. These elements are split into three sections. Section 1 is Student Retention, Section 2 is Student Learning and Section 3 is Institutional Responsibility. In addition, a developmental goal will be collaboratively decided upon and a documented teaching observation will be reviewed. The evaluation will also be supplemented by the Faculty Portfolio Checklist and Teaching Observation Form.

#### Faculty Portfolio Checklist

This checklist is a guide that facilitates the team member's ability to demonstrate performed behaviors to meet expectations. Team members are encouraged to ask for clarification to fully understand the Checklist. Ultimately, this Checklist is a strong reflection of the behaviors listed on the Performance Evaluation Form. These two forms give a clear understanding of the expectations for all team members. It is best practice to come prepared to the annual evaluation meeting with a thorough review of the Checklist and documents that show evidence of behavior completion.

#### Teaching Observation Form

At least once a year, every team member will be observed while teaching one of his/her classes. The evaluating party will determine the observation time. The Teaching Observation Form outlines specific behaviors the faculty member will be expected to demonstrate. Team members are encouraged to ask for clarification to fully understand the Checklist. Team members can be observed as many times as deemed fit by their evaluator.

#### The Process (August)

In August of each year, the evaluator should meet with his/her team to review the Performance Evaluation Form, Faculty Portfolio Checklist, and Teaching Observation Form to solidify expectations. In addition, feedback should be given to team members during the year in an attempt to reinforce expectations. When it is time to do the annual evaluation, please follow the steps listed in the right column:

### Faculty Portfolio Checklist

#### Performance Evaluation Pre-meeting (April/May)

1. The evaluator will ask for and receive a self-evaluation from the team member, along with any documentation satisfying the Faculty Portfolio Checklist.
2. If needed, the evaluator should set up a time with the team member to review the checklist in more detail.
3. The evaluator will review the checklist, teaching observation form and the previous year's developmental goal results to score the Performance Evaluation Form.
4. The evaluator will set up the evaluation meeting. Allocate an hour of time in a quiet and confidential space.

#### Performance Evaluation Meeting (April/May)

The evaluator will:

1. Pull and review the job description with the team member. If there are any inaccuracies, review with your Supervisor and then move the corrections to HR to seek approval.
2. Provide the team member a copy of the Performance Evaluation Form and review Section 1, Section 2 and Section 3 of the form. With the Faculty Portfolio Checklist, along with the appropriate accompanying documentation, walk through each element and its respective score.
3. Review Section 4 (Development Goal). Review last year's goal in detail.
4. Develop a goal for the next academic year and list it in Section 4.
5. Review Section 5 (Observation) by using the Teaching Observation Form.
6. Review Section 6 and explain the final evaluation score.

Although you already have the document scored prior to the performance evaluation meeting, this is a collaborative process. The evaluator must be open to his/her team members' opinions and perspectives while balancing those with personal observations. Use this time to build your relationship with the team member and have an open and honest discussion about expectations and performance. Throughout the discussion, take notes and try to reach agreement with the team member on the appropriate scoring.

#### Signatures

After the conversation is finished, both parties are to sign and date that they have met and finished the process.

There is also a space for the team member to add his/her comments. These comments are encouraged but optional.

Give a copy of the signed document to the team member and the original to HR by the May 15th deadline. You should keep a copy for yourself as well.

**Please do not include these instructions when you submit your evaluation materials.**

### Teaching Observation Form

Observed Instructor's Name \_\_\_\_\_

Observer's Name \_\_\_\_\_

Date \_\_\_\_\_

Course Name \_\_\_\_\_

Course Prefix \_\_\_\_\_

Number \_\_\_\_\_

Topic Covered \_\_\_\_\_

Class Time \_\_\_\_\_

Room \_\_\_\_\_

After providing immediate feedback to the instructor, keep and include this form in the annual evaluation process.  
All instructors are reviewed annually by the appropriate Program Director, Department Chair or Dean.

**KEY: E = Exceed Expectations; M = Meets Expectations; D = Does Not Meet Expectations**

<b>1. Demonstrates appropriate lesson planning and preparation</b>	<b>E</b>	<b>M</b>	<b>D</b>
<b>Examples:</b> <ul style="list-style-type: none"> <li>Lesson plan is organized and logical</li> <li>Reviews relevant content as necessary</li> </ul>			
Comments:			

<b>2. Demonstrates knowledge of and experience with subject area</b>	<b>E</b>	<b>M</b>	<b>D</b>
<b>Examples:</b> <ul style="list-style-type: none"> <li>Accurately presents concepts with representation of latest evidence</li> <li>Answers questions in the subject area with accuracy</li> <li>Able to refer to current resources for unknown answers</li> </ul>			
Comments:			

<b>3. Uses effective teaching methodologies</b>	<b>E</b>	<b>M</b>	<b>D</b>
<b>Examples:</b> <ul style="list-style-type: none"> <li>Explains content clearly</li> <li>Engages students with content to promote creative thinking</li> <li>Effectively uses time for instruction</li> <li>Directs class discussion productively</li> <li>Uses appropriate examples, illustrations and technology</li> <li>Active learning activities are directed appropriately</li> <li>Incorporates varied learning activities that accommodate different learning styles</li> <li>Evidence of multiple teaching methods</li> </ul>			
Comments:			

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4. Creates a positive classroom learning environment	E	M	D
<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates enthusiasm for the subject matter and the teaching experience</li> <li>• Establishes good eye contact with students and calls them by name</li> <li>• Responds appropriately to indications that students are having difficulty</li> <li>• Encourages and responds positively to student interaction</li> <li>• Allows students to present different views and values regarding course content</li> <li>• Does not allow any one student to monopolize class time</li> <li>• Minimizes interruptions in the classroom</li> <li>• Actively facilitates/moves around the classroom</li> </ul>			
Comments:			

5. Maintains appropriately high expectations of students and self	E	M	D
<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Takes attendance</li> <li>• Begins and dismisses class on time.</li> <li>• Communicates appropriate expectations for student learning</li> <li>• Presents a professional, yet approachable, demeanor</li> <li>• Uses appropriate oral and written language</li> <li>• Writes and/or distributes readable, error-free and well-organized materials</li> <li>• Maintains a clean and safe classroom</li> </ul>			
Comments:			

6. Evaluation of online teaching performance, if applicable	E	M	D
<b>IF NECESSARY -This would be a collaborative step with the Online Department to ensure validity of evaluation</b>			
Comments:			

For items 1 through 5, the ratings are scored as follows: E ratings = 5 points, M ratings = 3 points, D ratings = 0 points.

If item #6 is applicable, add 2 points to the total score if the item received an E rating and subtract 2 points to the total score if the item received a D rating.

Overall Score
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**Possible total points = 25. The overall score provided here should be transcribed to the annual performance evaluation - Section 5.**

**Program Director, Department Chair or Dean's Signature:** \_\_\_\_\_ Date: \_\_\_\_\_

**\*Instructor's Signature:** \_\_\_\_\_ Date: \_\_\_\_\_

\*The instructor has received and read this document. Signature does not imply instructor's agreement with the evaluation.

**Additional Comments by Instructor:**

### Faculty Portfolio Checklist

Faculty team members will provide a completed checklist and self-evaluation to their evaluator as requested. Please note that you are not required to satisfy everything on this checklist, it is merely an exhaustive list of the behaviors you may show evidence for accomplishing.

#### Syllabus for each course taught during the current academic year

##### Attendance

\_\_\_\_\_ Days tardy      \_\_\_\_\_ Days absent with plan of action regarding class coverage      \_\_\_\_\_ Number of classes cancelled

##### Engagement

- Example emails regarding student issues that display relevant response times
- Evidence of use of multiple engagement opportunities for students

##### Professionalism

- Posting date for syllabus
- Details regarding grading, points, and assignment dates
- Hard copy of professional profile, photo, and video in LMS
- Emails or correspondence regarding advisees and advising activities
- Evidence of 20 hours of professional development

##### Instructional Design

- Substantial evidence of using new teaching strategy. Examples include the following:
  - Muddiest Point
  - Attitude Survey
  - One-Minute Paper
  - Concept Circles
  - KWL
  - Socratic Questions
  - Memory Matrix
  - Concept Map Case Study
  - Word Sort
  - Venn Diagrams
  - Think-Pair-Share
  - Web Enhancements
- Evidence of all learning techniques used. Examples include the following:
  - Class Discussion
  - Class Projects
  - Field Trip
  - Web Enhancements
  - Case Studies
  - Guest Presenter
  - Audio/Visual Enhancements
  - Small Group Activities
  - Poll Everywhere
- Evidence of an assignment using electronic teaching techniques through LMS or web resources
- Evidence of encouraging use of OTC resources
- Evidence of ADA compliance or cultural diversity

##### Content Expert

- Example of assisting with curriculum review
- Demonstration of community or conference presentation
- Evidence of observing a class or setting up a meeting with cohort from another institution
- Evidence of participation in and/or engaging in employee/adjunct mentoring
- Show or teach another team member better use of technology in the classroom
- Evidence of organizing or leading a workshop/seminar for peers

##### Involvement

- Demonstrate compliance with best practice guidelines for LMS. Those guidelines are as follows:
  - Post syllabus the Thursday preceding course start date
  - Course outline
  - Course calendar
  - Class welcome announcement
- Evidence of hours towards community event/volunteering
- Evidence of serving as an advocate for student activity/organization
- Evidence of being involved in OTC committee/OTC council/OTC grant
- Evidence of two hours volunteering toward a college event (e.g., Picnic, RegFest, Advising Fair, Commencement)

#### Quantifiably demonstrate developmental goal progress or completion

##### Administration will provide the following:

- Course retention rate
- Review of dates assignments were given and graded
- Review of personal appearance
- Classroom observation
- Pertinent feedback/documentation from co-workers and/or students

### Section 1: Student Retention

Failure to meet expectations on **ANY BOLDED BEHAVIORS** will result in a score of 4 points or less for that respective element.  
See supervisor regarding behaviors with an " \* " for details.

ATTENDANCE	
Does not meet expectations	Meets Expectations
Demonstration of less than <b>5</b> of the following behaviors warrants <b>0 points</b>	Demonstration of <b>5</b> or more of the following behaviors warrants <b>10 points</b>
Cancellations < 5%*	Cancellations < 5%*
Tardiness < 5%	Tardiness < 5%
Office hours = 5 hours weekly	Office hours = 5 hours weekly
Dismisses classes on-time	Dismisses classes on-time
Notifies supervisor one hour prior to tardy and two hours prior to cancellations	Notifies supervisor one hour prior to tardy and two hours prior to cancellations
The instructor uses LMS to post alternate activities when class is cancelled.	The instructor uses LMS to post alternate activities when class is cancelled.
<b>SCORE - 0 POINTS</b>	<b>SCORE - 10 POINTS</b>

ENGAGEMENT				
Does not meet expectations	Sometimes meets expectations	Meets expectations	Sometimes exceeds expectations	Always exceeds expectations
Demonstration of <b>1</b> of the following behaviors warrants <b>2 points</b>	Demonstration of <b>2</b> of the following behaviors warrants <b>4 points</b>	Demonstration of <b>4</b> of the following behaviors warrants <b>6 points</b>	Demonstration of <b>5</b> of the following behaviors warrants <b>8 points</b>	Demonstration of <b>6</b> of the following behaviors warrants <b>10 points</b>
Email response time (36 business hours)*	Email response time (36 business hours)*	Email response time (36 business hours)*	Email response time (24 business hours)*	Email response time (< 24 business hours)*
"Find your office" assignment by week two				
Know student names (50%)	Know student names (50%)	Know student names (75%)	Know student names (90%)	Know student names (100%)
Email students after failing tests or missing two consecutive classes	Email students after failing tests or missing two consecutive classes	Email students after failing tests or missing two consecutive classes	Email students after failing tests or missing two consecutive classes	Email students after failing tests or missing two consecutive classes
Retention rate is less than 70% or 15% or more below course average*	Retention rate is 71% to 78% or 10% below course average*	Retention rate is 79% to 85% or equal to course average*	Retention rate is 86% to 92% or 5% above course average*	Retention rate is over 93% or 7% above course average*
All assignments are graded and posted within 10 business days*	All assignments are graded and posted within 8 business days*	All assignments are graded and posted within 6 business days*	All assignments are graded and posted within 5 business days*	All assignments are graded and posted within 3 business days*
Evidence of use of multiple engagement opportunities/strategies (2)	Evidence of use of multiple engagement opportunities/strategies (3)	Evidence of use of multiple engagement opportunities/strategies (3)	Evidence of use of multiple engagement opportunities/strategies (4)	Evidence of use of multiple engagement opportunities/strategies (4)
<b>SCORE - 2 POINTS</b>	<b>SCORE - 4 POINTS</b>	<b>SCORE - 6 POINTS</b>	<b>SCORE - 8 POINTS</b>	<b>SCORE - 10 POINTS</b>

Section 1 continued on next page

### Section 1: Student Retention

Failure to meet expectations on **ANY BOLDED BEHAVIORS** will result in a score of 4 points or less for that respective element.  
See supervisor regarding behaviors with an " \* " for details.

PROFESSIONALISM				
Does not meet expectations	Sometimes meets expectations	Meets expectations	Sometimes exceeds expectations	Always exceeds expectations
Demonstration of less than <b>4</b> of the following behaviors warrants <b>2 points</b>	Demonstration of <b>4</b> of the following behaviors warrants <b>4 points</b>	Demonstration of <b>5</b> of the following behaviors warrants <b>6 points</b>	Demonstration of <b>6</b> of the following behaviors warrants <b>8 points</b>	Demonstration of <b>7</b> of the following behaviors warrants <b>10 points</b>
<b>Maintains a level of personal appearance according to College policy</b>	<b>Maintains a level of personal appearance according to College policy</b>	<b>Maintains a level of personal appearance according to College policy</b>	<b>Maintains a level of personal appearance according to College policy</b>	<b>Maintains a level of personal appearance according to College policy</b>
<b>Syllabus posted on LMS three days prior to start of semester</b>	<b>Syllabus posted on LMS three days prior to start of semester</b>	<b>Syllabus posted on LMS three days prior to start of semester</b>	<b>Syllabus posted on LMS three days prior to start of semester</b>	<b>Syllabus posted on LMS three days prior to start of semester</b>
<b>20 hours of professional development</b>	<b>20 hours of professional development</b>	<b>20 hours of professional development</b>	<b>20 hours of professional development</b>	<b>20 hours of professional development</b>
33% of grade completed by midterm	33% of grade completed by midterm	33% of grade completed by midterm	33% of grade completed by midterm	33% of grade completed by midterm
Maintains professional profile and photo in LMS	Maintains professional profile and photo in LMS	Maintains professional profile and photo in LMS	Maintains professional profile and photo in LMS	Maintains professional profile and photo in LMS
Demonstrates an attitude of collegiality with colleagues. Others want to work with you	Demonstrates an attitude of collegiality with colleagues. Others want to work with you	Demonstrates an attitude of collegiality with colleagues. Others want to work with you	Demonstrates an attitude of collegiality with colleagues. Others want to work with you	Demonstrates an attitude of collegiality with colleagues. Others want to work with you
Email advisees two weeks after semester begins/two days after registration begins	Email advisees two weeks after semester begins/two days after registration begins	Email advisees two weeks after semester begins/two days after registration begins	Email advisees two weeks after semester begins/two days after registration begins	Email advisees two weeks after semester begins/two days after registration begins
<b>SCORE - 2 POINTS</b>	<b>SCORE - 4 POINTS</b>	<b>SCORE - 6 POINTS</b>	<b>SCORE - 8 POINTS</b>	<b>SCORE - 10 POINTS</b>

### Section 2: Student Learning

Failure to meet expectations on **ANY BOLDED BEHAVIORS** will result in a score of 4 points or less for that respective element.  
See supervisor regarding behaviors with an " \* " for details.

#### INSTRUCTIONAL DESIGN

Does not meet expectations	Sometimes meets expectations	Meets expectations	Sometimes exceeds expectations	Always exceeds expectations
Demonstration of <b>1</b> of the following behaviors warrants <b>2 points</b>	Demonstration of <b>2</b> of the following behaviors warrants <b>4 points</b>	Demonstration of <b>3</b> of the following behaviors warrants <b>6 points</b>	Demonstration of <b>4</b> of the following behaviors warrants <b>8 points</b>	Demonstration of <b>5</b> of the following behaviors warrants <b>10 points</b>
<b>Class Observation rating (0-5 Points)</b>	<b>Class Observation rating (6-10 Points)</b>	<b>Class Observation rating (11-15 Points)</b>	<b>Class Observation rating (16-20 Points)</b>	<b>Class Observation rating (21-25 Points)</b>
Integration of a new teaching strategy on one topic (refer to list)	Integration of a new teaching strategy on one topic (refer to list)	Integration of two new teaching strategies (refer to list)	Integration of two new teaching strategies (refer to list)	Integration of three new teaching strategies (refer to list)
Use multiple instructional techniques (2) (refer to list)	Use multiple instructional techniques (3) (refer to list)	Use multiple instructional techniques (4) (refer to list)	Use multiple instructional techniques (5) (refer to list)	Use multiple instructional techniques (6) (refer to list)
Integrate real-world authenticity (Invite SME into classroom or visit a community entity or business)	Integrate real-world authenticity (Invite SME into classroom or visit a community entity or business)	Integrate real-world authenticity (Invite SME into classroom or visit a community entity or business)	Integrate real-world authenticity (Invite SME into classroom and visit a community entity or business)	Integrate real-world authenticity (Invite SME into classroom and visit a community entity or business)
Include at least one assignment using electronic teaching techniques either through LMS or web resources	Include at least one assignment using electronic teaching techniques either through LMS or web resources	Include at least one assignment using electronic teaching techniques either through LMS or web resources	Include at least one assignment using electronic teaching techniques either through LMS or web resources	Include at least one assignment using electronic teaching techniques either through LMS or web resources
Encourage use of OTC learning resources (e.g., library, speech lab) to support course work	Encourage use of OTC learning resources (e.g., library, speech lab) to support course work	Encourage use of OTC learning resources (e.g., library, speech lab) to support course work	Encourage use of OTC learning resources (e.g., library, speech lab) to support course work	Encourage use of OTC learning resources (e.g., library, speech lab) to support course work
Incorporate one item or act of learning to promote ADA compliance or cultural diversity	Incorporate one item or act of learning to promote ADA compliance or cultural diversity	Incorporate one item or act of learning to promote ADA compliance or cultural diversity	Incorporate one item or act of learning to promote ADA compliance or cultural diversity	Incorporate one item or act of learning to promote ADA compliance or cultural diversity
<b>SCORE - 2 POINTS</b>	<b>SCORE - 4 POINTS</b>	<b>SCORE - 6 POINTS</b>	<b>SCORE - 8 POINTS</b>	<b>SCORE - 10 POINTS</b>

#### CONTENT EXPERT

Does not meet expectations	Sometimes meets expectations	Meets expectations	Sometimes exceeds expectations	Always exceeds expectations
Demonstration of <b>1</b> of the following behaviors warrants <b>2 points</b>	Demonstration of <b>2 or 3</b> of the following behaviors warrants <b>4 points</b>	Demonstration of <b>4</b> of the following behaviors warrants <b>6 points</b>	Demonstration of <b>5</b> of the following behaviors warrants <b>8 points</b>	Demonstration of <b>6</b> of the following behaviors warrants <b>10 points</b>
<b>Assist with curriculum review</b>	<b>Assist with curriculum review</b>	<b>Assist with curriculum review</b>	Co-lead with curriculum review	Co-lead with curriculum review
<b>Class Observation rating (0-5 Points)</b>	<b>Class Observation rating (6-10 Points)</b>	<b>Class Observation rating (11-15 Points)</b>	<b>Class Observation rating (16-20 Points)</b>	<b>Class Observation rating (21-25 Points)</b>
Present at Public Schools, community group, business, media or conference	Present at Public Schools, community group, business, media or conference	Present at Public Schools, community group, business, media or conference	Present at Public Schools, community group, business, media or conference	Present at Public Schools, community group, business, media or conference
Observe class or meet cohort at any educational institution	Observe class or meet cohort at any educational institution	Observe class or meet cohort at any educational institution	Observe class or meet cohort at any educational institution	Observe class or meet cohort at any educational institution
Engage in employee/adjunct mentoring	Engage in employee/adjunct mentoring	Engage in employee/adjunct mentoring	Engage in employee/adjunct mentoring	Engage in employee/adjunct mentoring
Show or teach another team member better use of technology in the classroom	Show or teach another team member better use of technology in the classroom	Show or teach another team member better use of technology in the classroom	Show or teach another team member better use of technology in the classroom	Show or teach another team member better use of technology in the classroom
Organize workshop/seminar for one's peers	Organize workshop/seminar for one's peers	Organize workshop/seminar for one's peers	Organize workshop/seminar for one's peers	Lead workshop/seminar for one's peers
<b>SCORE - 2 POINTS</b>	<b>SCORE - 4 POINTS</b>	<b>SCORE - 6 POINTS</b>	<b>SCORE - 8 POINTS</b>	<b>SCORE - 10 POINTS</b>

### Section 3: Institutional Responsibility

Failure to meet expectations on **ANY BOLDED BEHAVIORS** will result in a score of 4 points or less for that respective element.  
See supervisor regarding behaviors with an " \* " for details.

INVOLVEMENT				
Does not meet expectations	Sometimes meets expectations	Meets expectations	Sometimes exceeds expectations	Always exceeds expectations
Demonstration of <b>1</b> of the following behaviors warrants <b>2 points</b>	Demonstration of <b>2 or 3</b> of the following behaviors warrants <b>4 points</b>	Demonstration of <b>4</b> of the following behaviors warrants <b>6 points</b>	Demonstration of <b>5</b> of the following behaviors warrants <b>8 points</b>	Demonstration of <b>6</b> of the following behaviors warrants <b>10 points</b>
<b>Attend commencement and all professional development days</b>	<b>Attend commencement and all professional development days</b>	<b>Attend commencement and all professional development days</b>	<b>Attend commencement and all professional development days</b>	<b>Attend commencement and all professional development days</b>
<b>Substantially comply with best-practice guidelines for LMS</b>	<b>Substantially comply with best-practice guidelines for LMS</b>	<b>Substantially comply with best-practice guidelines for LMS</b>	<b>Substantially comply with best-practice guidelines for LMS</b>	<b>Substantially comply with best-practice guidelines for LMS</b>
<b>Incorporate use of electronic gradebook for posting grades</b>	<b>Incorporate use of electronic gradebook for posting grades</b>	<b>Incorporate use of electronic gradebook for posting grades</b>	<b>Incorporate use of electronic gradebook for posting grades</b>	<b>Incorporate use of electronic gradebook for posting grades</b>
2 hours towards community event/initiative or volunteering	2 hours towards community event/initiative or volunteering	2 hours towards community event/initiative or volunteering	2 hours towards community event/initiative or volunteering	2 hours towards community event/initiative or volunteering
Serve as an advocate for student activity/organization	Serve as an advocate for student activity/organization	Serve as an advocate for student activity/organization	Serve as an advocate for student activity/organization	Serve as an advocate for student activity/organization
Be involved in committee/council/grant	Be involved in committee/council/grant	Be involved in committee/council/grant	Be involved in committee/council/grant	Be involved in committee/council/grant
2 hours volunteering towards college event/initiative	2 hours volunteering towards college event/initiative	2 hours volunteering towards college event/initiative	2 hours volunteering towards college event/initiative	2 hours volunteering towards college event/initiative
<b>SCORE - 2 POINTS</b>	<b>SCORE - 4 POINTS</b>	<b>SCORE - 6 POINTS</b>	<b>SCORE - 8 POINTS</b>	<b>SCORE - 10 POINTS</b>

### Section 4: Development Goal

Goal should be specific, measurable, achievable/attainable, relevant and time bound.

GOAL				
Does not meet expectations	Sometimes meets expectations	Meets expectations	Sometimes exceeds expectations	Always exceeds expectations
<b>SCORE - 3 POINTS</b>	<b>SCORE - 6 POINTS</b>	<b>SCORE - 8 POINTS</b>	<b>SCORE - 11 POINTS</b>	<b>SCORE - 15 POINTS</b>
Current year's goal topic:				
Written narrative on goal rating:				
Next year's goal topic:				
Written narrative on goal specifics:				

### Section 5: Observation

Make succinct remarks here while referring to the completed Teaching Observation Form.  
The actual observation form should be included in the entire evaluation packet.

OBSERVATION				
Does not meet expectations	Sometimes meets expectations	Meets expectations	Sometimes exceeds expectations	Always exceeds expectations
SCORE - 0-5 POINTS	SCORE - 6-10 POINTS	SCORE - 11-15 POINTS	SCORE - 16-20 POINTS	SCORE - 21-25 POINTS
Comments should be based on the Observation Form that was completed earlier in the academic year:				

### Section 6: Evaluation Score

Add up the total score from each section and record below. Use the total score to check the appropriate final rating (e.g. meets expectations)

SCORE				
Does not meet expectations	Sometimes meets expectations	Meets expectations	Sometimes exceeds expectations	Always exceeds expectations
0-46	47-59	60-75	76-91	92-100
<b>Total Score:</b>				
If score is less than 60, please consult HR prior to delivering the evaluation.				

**Evaluator Comments:**

**Team Member Comments:**

Team member name: \_\_\_\_\_ Date: \_\_\_\_\_ Evaluator's Name \_\_\_\_\_ Date: \_\_\_\_\_

Team Member Signature: \_\_\_\_\_ Evaluator's Signature: \_\_\_\_\_

*Note: Team member's signature denotes the evaluation was reviewed with his/her evaluator. It does not indicate agreement with the total score.*