



**Part-Time Faculty
SELF EVALUATION FORM**

The self-evaluation is an opportunity for you to reflect on your professionalism and your value to students and the district. It also allows you to present a clearer picture of your work to the evaluator. **Please include this self-evaluation in your portfolio.** Attach additional pages if necessary.

Name _____ Date ____ / ____ / ____

1. Assess your timeliness in responding to questions, requests, and deadlines (including the submission of grades, attendance, and other vital records). Please identify any improvements you can make in these areas. (Standard 1 on the Rubric).
2. Assess how you have complied with district policies, procedures, regulations, and directives. Please explain how familiar you are with these. (Standard 2 on the Rubric).
3. Assess how current you are in your field. Please tell about the activities you have participated in that have led to professional growth, development, and continuous improvement. (Standard 3 on the Rubric).
4. Assess how you are a value to the district. Please explain. (Standard 4 on the Rubric).
5. Please provide any other work-related information you would like to share.



**Part-Time Faculty
ADMINISTRATIVE EVALUATION RUBRIC**

Instructions: Evaluator will evaluate the employee through the use of observation and an optional portfolio prepared by the employee. The optional portfolio should contain documents designed to showcase achievements not readily observable. Evaluator will determine and record the score for each standard and total the number of points on the Part-time Faculty Evaluation Rating Form.

	STANDARDS	Strong	Competent	Needs Improvement	Unsatisfactory
ANCILLARY PERFORMANCE	1. Instructors respond to questions, requests, and deadlines (including the submission of grades, attendance, and other vital records).	Instructor promptly responds to questions, requests, and deadlines; uses district assigned e-mail account for communication with district personnel and students; is very well organized; and maintains and submits grades, attendance, and other vital records on time or in advance.	Instructor responds to questions, requests, and deadlines (including the submission of grades, attendance, and other vital records),	Instructor sometimes does not respond to questions, requests, and deadlines (including the submission of grades, attendance, and other vital records).	Instructor frequently does not respond to questions, requests, and deadlines (including the submission of grades, attendance, and other vital records).
	2. Instructors comply with district policies, procedures, regulations, and directives.	Instructor is well informed about and is familiar with district policies, procedures, regulations, and directives and complies with these, including those that pertain to copyrighted materials.	Instructor complies with district policies, procedures, regulations, and directives.	Instructor sometimes does not comply with district policies, procedures, regulations, and directives.	Instructor frequently does not comply with district policies, procedures, regulations, and directives.
	3. Instructors stay current in field, and participate in activities that lead to professional growth, development, and continuous improvement ¹ .	Instructor has recent experience in discipline, possesses outstanding knowledge related to field, and participates in 1.5 hours of professional growth, development, or continuous improvement activities per semester length class.	Instructor is current in field, and participates in 1.5 hours of professional growth, development, or continuous improvement activities per semester length class.	Instructor is not very current in field, possesses less than adequate knowledge related to field and/or participates in some, but less than 1.5 hours of professional growth, development, or continuous improvement activities per semester length class.	Instructor possesses little or no knowledge of the field, participates in no professional growth, development, or continuous improvement activities per semester length class.
PROFESSIONAL GROWTH AND DEVELOPMENT					

¹ Activities may include AHC sponsored workshops, regional, state, and national professional conferences, and credit, non credit, and not-for-credit college courses.

	STANDARDS	Strong	Competent	Needs Improvement	Unsatisfactory
WORKPLACE CONTRIBUTIONS	<p>4. Instructors demonstrate value to the district by:</p> <ul style="list-style-type: none"> a. Displaying a positive “can do” attitude b. Possessing a solid work ethic c. Working collegially and showing respect to staff and students d. Being collaborative and a team player. e. Demonstrating skills to meet the needs of special and diverse populations². 	Instructor demonstrates more than sufficient value to the district.	Instructor demonstrates sufficient value to the district.	Instructor demonstrates less than sufficient value to the district.	Instructor demonstrates no value to the district.
SELF EVALUATION	<p>5. Instructors complete a self evaluation in a manner that provides sufficient information for the evaluator to obtain a reflective, detailed, and comprehensive view of job performance, professional growth, and/or special needs.</p>	Instructor completes a self evaluation in a manner that provides more than sufficient information for the supervisor to obtain a reflective, detailed, and comprehensive view of job performance, professional growth, and/or special needs.	Instructor completes a self evaluation in a manner that provides sufficient information for the supervisor to obtain a reflective, detailed, and comprehensive view of job performance, professional growth, and/or special needs.	Instructor completes a self evaluation in a manner that provides less than adequate information for the supervisor to obtain a reflective, detailed, and comprehensive view of job performance, professional growth, and/or special needs.	Instructor completes a self evaluation in a manner that fails to provide sufficient information for the supervisor to obtain a reflective, detailed, and comprehensive view of job performance, professional growth, and/or special needs.
STUDENT EVALUATIONS	<p>6. Student evaluations are generally positive in nature and when compared to other instructors in the same department (ideally teaching the same course), the calculated point score is by and large similar.</p>	Nearly all of the comments on the student evaluations are positive and when point scores are compared to other instructors in the same department (ideally teaching the same course), they are significantly higher.	Comments on the student evaluations are generally positive and when point scores are compared to other instructors in the same department (ideally teaching the same course), they are generally similar.	Several comments on the student evaluations are not positive and/or when point scores are compared to other instructors in the same department (ideally teaching the same course), they are generally lower.	Most of the comments on the student evaluations are not positive and/or when point scores are compared to other instructors in the same department (ideally teaching the same course), they are significantly lower.

² Includes those with varying disabilities; different cultural, ethnic, and socioeconomic backgrounds; varying degrees of self-confidence; language barriers and/or who require remediation or extra help and attention to develop basic skills; and those who are first generation college students.



Part-Time Faculty

CLASSROOM/WORKSITE OBSERVATION EVALUATION RUBRIC

Instructions: Evaluator will evaluate the employee through the use of observation and an optional portfolio prepared by the employee. The optional portfolio should contain documents designed to showcase achievements not readily observable. Evaluator will determine and record the score for each standard and total the number of points on the Part-time Faculty Evaluation Rating Form.

	STANDARDS	Strong	Competent	Needs Improvement	Unsatisfactory
INSTRUCTIONAL DELIVERY AND EFFECTIVENESS	7. Lessons and activities are skillfully introduced in a manner that motivates and engages students.	A motivational preset or "hook" is included that actively engages students into the lesson or activity. Goals/objectives/purpose/standards are clearly presented and defined. Previous concepts are reviewed. New concepts are effectively introduced and students learn how these will be utilized, tested, applied, or linked to existing information or knowledge.	Lesson or activity is skillfully introduced in a manner that motivates and engages students.	Lesson or activity is poorly introduced. Students appear unmotivated and unengaged.	Lesson or activity has no introduction. No sense of purpose, relevancy, or direction is provided.
	8. Concepts, problems, skills, definitions, and the like are understandable, effectively modeled and demonstrated.	Concepts, problems, skills, definitions, and the like are clearly explained or summarized and/or modeled in an innovative and highly effective manner. Demonstrations grab the attention of students and are highly informative and interesting. Directions are broken down into easily understood elements and units. Students are provided with examples that are relative to real life situations and/or experiences.	Concepts, problems, skills, definitions, and the like are adequately explained or summarized and/or effectively modeled. Directions are understandable. Well planned and well thought-out demonstrations are provided and/or examples are worked through.	Concepts, problems, skills, definitions, and the like are explained or summarized, but seem vague and unclear and/or are poorly modeled or demonstrated. Directions are too complex and difficult to follow. Demonstrations are provided, but are not well planned or well thought-out. Examples are inadequate.	Concepts, problems, skills, definitions, and the like are not adequately explained or summarized and/or are not effectively modeled or demonstrated. Directions are not understandable and examples are not provided.

	STANDARDS	Strong	Competent	Needs Improvement	Unsatisfactory
INSTRUCTIONAL DELIVERY AND EFFECTIVENESS	9. A variety of instructional strategies and/or methodologies are utilized over the instructional unit to address multiple modes of learning ¹ and/or multiple intelligences ² .	A wide variety of contemporary and innovative instructional strategies and/or methodologies are over the instructional unit to address multiple modes of learning and/or multiple intelligences.	A variety of instructional strategies and/or methodologies are utilized over the instructional unit to address multiple modes of learning and/or multiple intelligences.	A limited array of instructional strategies and/or methodologies are utilized over the instructional unit and do not adequately address multiple modes of learning and/or multiple intelligences.	Only one instructional strategy and/or methodology is utilized over the instructional unit. Multiple modes of learning and/or multiple intelligences are not addressed.
	10. Students are provided with opportunities that allow them to develop and utilize higher order thinking skills ³ .	Students are provided with numerous opportunities to engage in dialogue, simulations, activities, and the like that promote critical and divergent forms of thinking or to problem solve, create, plan, or construct.	Students are provided with opportunities to engage in dialogue, simulations, activities, and the like that promote critical and divergent forms of thinking or to problem solve, create, plan, or construct.	Students are provided with few opportunities to engage in dialogue, simulations, activities, and the like that promote critical and divergent forms of thinking or to problem solve, create, plan, or construct.	Students are provided with no opportunities to engage in dialogue, simulations, activities, and the like that promote critical and divergent forms of thinking or to problem solve, create, plan, or construct.
	11. Instruction is conducted in an inclusive, nonthreatening, and welcoming environment. Sensitivity is exhibited to students. Solid rapport is established between the instructor and students.	Instruction is conducted in a highly inclusive environment where students feel welcomed and at ease. The instructor knows students' names and possibly some of their interests, strengths and weaknesses. Measures are taken to include all students as active participants in learning, including those with special or unique attributes or needs.	Instruction is conducted in an inclusive, nonthreatening, and welcoming environment. Solid rapport is established with students. Instructor shows sensitivity toward students and their special or unique attributes or needs.	Instruction is conducted in an environment where some students are left out. Little rapport is established between the instructor and students. Instructor shows little sensitivity toward students and their special or unique attributes or needs.	Instruction is conducted in a non-inclusive, threatening or unwelcoming environment. No rapport is exhibited between the instructor and students. Instructor shows no sensitivity toward students and their special or unique attributes or needs.

¹ Visual, auditory, tactile/kinesthetic

² Visual/spatial, verbal/linguistic, logical/mathematical, body/kinesthetic, musical/rhythmic, interpersonal, intrapersonal

³ See www.nwlink.com/~donclark/hrd/bloom.html

STANDARDS	Strong	Competent	Needs Improvement	Unsatisfactory
<p>12. Instructors check for understanding and provide opportunities in or outside of class for students to ask questions and to receive additional clarification or help.</p>	<p>Questions are open ended in nature, well thought-out, and cause students to use higher order thinking skills (those on the higher spectrum of Bloom's Taxonomy³: analysis, synthesis, evaluation). Instructor provides prompt feedback. Opportunities exist in or outside of class for students to ask questions and to receive additional clarification or help related to concepts, routines, expectations, and the like. Instructor is accessible to students after class, via electronic communication (e.g., e-mail, Canvas), or during office hours.</p>	<p>Questioning techniques cause students to use higher order thinking skills (those on the higher spectrum of Bloom's Taxonomy³: analysis, synthesis, evaluation). Instructor provides prompt feedback. Opportunities exist in or outside of class for students to ask questions and to receive additional clarification or help related to concepts, routines, expectations, and the like.</p>	<p>Questioning techniques are only slightly directed toward causing students to use higher order thinking skills (those on the higher spectrum of Bloom's Taxonomy³: analysis, synthesis, evaluation). Instructor provides little or inadequate feedback. Opportunities do not sufficiently exist in or outside of class for students to ask questions or to receive additional clarification or help related to concepts, routines, expectations, and the like.</p>	<p>Questioning techniques do not cause students to use higher order thinking skills (those on the higher spectrum of Bloom's Taxonomy³: analysis, synthesis, evaluation). Instructor does not provide feedback. Opportunities do not exist in or outside of class for students to ask questions or to receive additional clarification or help related to concepts, routines, expectations, and the like.</p>
<p>13. Students are provided opportunities to participate in active or collaborative forms of learning and problem solving.</p>	<p>The instructor provides students with multiple opportunities to engage as active participants in their own learning. Collaborative forms of learning are well planned and thought-out. Small groups promote team learning and the dynamics, interactive nature, and assessment of each is well managed or facilitated.</p>	<p>The instructor goes beyond the lecture mode to include active, team, and collaborative forms of learning and problem solving to support each instructional unit.</p>	<p>The instructor lectures for long periods of time without including any active, team, or collaborative forms of learning or problem solving activities to support each instructional unit.</p>	<p>The instructor solely uses the lecture mode of instruction and never includes any active, team, or collaborative forms of learning or problem solving to support each instructional unit.</p>
<p>14. Students are provided opportunities to engage in independent or guided practice.</p>	<p>Students are provided with frequent opportunities to engage in independent or guided practice throughout the instructional unit. The instructor uses this time to work individually with students and to check for understanding.</p>	<p>Students are provided opportunities to engage in independent or guided practice throughout the instructional unit.</p>	<p>Students are rarely provided opportunities to engage in independent or guided practice throughout the instructional unit.</p>	<p>Students are never provided opportunities to engage in independent or guided practice throughout the instructional unit.</p>

INSTRUCTIONAL DELIVERY AND EFFECTIVENESS

¹ Visual, auditory, tactile/kinesthetic

² Visual/spatial, verbal/linguistic, logical/mathematical, body/kinesthetic, musical/rhythmic, interpersonal, intrapersonal

³ See www.nwlink.com/~donclark/hrd/bloom.html

	STANDARDS	Strong	Competent	Needs Improvement	Unsatisfactory
INSTRUCTIONAL DELIVERY AND EFFECTIVENESS	15. Instructors use multiple methods ⁴ (traditional, holistic, authentic, etc.) to assess, measure, and evaluate the cognitive, affective, or psychomotor domains of learning. Instruments are skillfully constructed ⁵ and fairly administered.	Instructor has a thorough understanding of contemporary theories and pedagogies related to testing. Multiple methods are employed to assess, measure, and evaluate learning. Testing instruments are skillfully constructed and fairly administered.	Instructor uses multiple methods (traditional, holistic, authentic, etc.) to assess, measure, and evaluate learning. Testing instruments are adequately constructed and fairly administered.	Instructor assesses, measures, or evaluates learning, but only uses one or two methods to assess, measure, and evaluate learning. Testing instruments are poorly constructed and/or less than fair when administered.	Instructor does not assess, measure, or evaluate learning or uses only one method to assess, measure, and evaluate learning. Instruments are poorly constructed and/or testing is not fairly administered.
	16. Instructors bring closure to lessons.	Closure is achieved by wrapping up the lesson with a summary or review of the major concepts presented and a short explanation of how these relate to existing information. Students are informed about what will be taught in the next lesson, and if applicable, a reminder or clarification about homework assignments is provided.	Closure is achieved by wrapping up the lesson with a summary or review of the major concepts presented.	Class is hastily dismissed with little attention given to closure.	Class is dismissed without providing closure of any kind.
	17. Classroom management promotes an orderly, safe, and secure environment that is conducive to learning.	Instructor outlines classroom management policies at the beginning of the class and these are designed to promote an orderly, safe, and secure environment that is conducive to learning. Instructor follows and enforces all district guidelines associated with student rights, conduct, and responsibilities.	Classroom management promotes an orderly, safe, and secure environment that is conducive to learning. Instructor follows and enforces all district guidelines associated with student rights, conduct, and responsibilities.	A few management problems create a barrier to an orderly, safe and secure environment that is conducive to learning	Classroom management does not promote an orderly, safe, and secure environment that is conducive to learning.

⁴ Summative and formative, objective and subjective, referencing (criterion-referenced, norm-referenced, and forced-choice), informal and formal

⁵ Constructed in a manner consistent with contemporary theories and pedagogies

	STANDARDS	Strong	Competent	Needs Improvement	Unsatisfactory
	18. Instructors utilize technology and/or other available resources ⁶ .	Instructor is familiar with and frequently utilizes a wide array of contemporary technology and/or other resources to enhance and promote learning.	Instructor utilizes technology and/or other available resources to enhance and promote learning.	Instructor rarely utilizes technology and/or other available resources to enhance and promote learning.	Instructor does not utilize technology and/or other available resources to enhance and promote learning.
	19. Syllabus is comprehensive and well organized.	Syllabus contains all items recommended on the Part-time Syllabus and Materials Checklist and these are presented in a clear, concise, and easily understood manner. Additional information is included that advises students of requirements established by the instructor (or department) for meeting course objectives or is deemed necessary to inform students (e.g. hazardous materials in laboratory, availability of student support services such as tutoring, Math Center, Writing Center, etc.).	Syllabus contains all items recommended on the Part-time Syllabus and Materials Checklist and these are presented in a clear, concise, and easily understood manner.	Syllabus lacks a few of the items recommended on the Part-time Syllabus and Materials Checklist and/or items are not presented in a clear, concise, and easily understood manner.	Syllabus lacks most of the items recommended on the Part-time Syllabus and Materials Checklist and/or no syllabus is provided.
PLANNING AND PREPARATION	20. Textbooks and materials conform to the district's course outline and department standards.	All textbooks conform to the district's course outline and department standards. Supplemental materials greatly enhance the concepts presented in the text and effectively contribute to one or more of the student learning outcomes for the course.	All textbooks conform to the district's course outline and department standards. Supplemental materials adequately enhance the concepts presented in the text and contribute to one or more of the student learning outcomes for the course.	Textbooks do not conform to the district's course outline and department standards and/or supplemental materials ineffectively enhance the concepts presented in the text and/or do little to contribute to one or more of the student learning outcomes for the course.	Textbooks do not conform to the district's course outline and department standards and/or supplemental materials do not enhance the concepts presented in the text.

⁶ e.g., smart podiums, electronic and hard copy reference materials, media, computer labs, and Canvas