

Tarleton State University
College of Agricultural and Environmental Sciences
Teaching Effectiveness Evaluation
(Tenure, promotion and post tenure review)

For the purposes of tenure, promotion and post-tenure review, the College of Agricultural and Environmental Sciences at Tarleton State University uses student evaluation of instruction, faculty self-evaluation, and peer evaluation as the three measures of teaching effectiveness per Academic Affairs guidelines: *Institutional Elements and Framework* (page 2).

- 1. Student Evaluation of Instruction.** Student evaluation of instruction instrument common across Tarleton is to be used and included in tenure, promotion and post-tenure review. Each faculty member can develop and use an additional student evaluation instrument if they desire.
- 2. Faculty Self-Evaluation.** A self-evaluation managed through Digital Measures is to be used and included in tenure, promotion and post-tenure reviews.
- 3. Peer review.** The College of Agricultural and Environmental Sciences Teaching Evaluation Committee developed a Peer Evaluation process (page 3) and a form for Department Head and Peer evaluation (pages 4-7). This process was approved by faculty vote and is to be used and included in tenure, promotion and post-tenure reviews.

These *Institutional Elements and Framework* provide the frame for the overall teaching effectiveness evaluation. Each element is evaluated by all three methods.

<i>Institutional Elements and Framework</i>	<i>Student-Evaluation</i>	<i>Self-Evaluation</i>	<i>Peer-Evaluation</i>
Content-knowledge. Competence and currency in the field of specialization and across disciplines; reflective practitioner	Evaluated through student evaluation of instruction	Completed by faculty member in Digital Measures	Peer review approved by COAES faculty.
Effective instructional skills. Ability to engage students in active learning	Evaluated through student evaluation of instruction	Completed by faculty member in Digital Measures	Peer review approved by COAES faculty.
Clarity of expectations. Promotion of clearly stated learning objectives; demonstration of organized planning and presentation	Evaluated through student evaluation of instruction	Completed by faculty member in Digital Measures	Peer review approved by COAES faculty.
Professionalism. Adherence to principles of integrity and intellectual honesty	Evaluated through student evaluation of instruction	Completed by faculty member in Digital Measures	Peer review approved by COAES faculty.
Engaging/Enthusiasm/Effective communication. Ability to create interest in the subject; willingness to discuss course material and other intellectual matters with students	Evaluated through student evaluation of instruction	Completed by faculty member in Digital Measures	Peer review approved by COAES faculty.

College of Agricultural and Environmental Sciences Peer Evaluation Process

Peer evaluation in the College of Agricultural and Environmental Sciences is conducted for two purposes:

- help faculty members improve instruction.
 - serve as a portion of the instructional evaluation of faculty members used in the tenure, promotion and post-tenure review processes.
1. Two faculty members will review a minimum of one instructional class meeting for the instructor. Both reviewers will evaluate the same class. One additional evaluation may be done at the request of the faculty member being evaluated, the department head, and/or the faculty member doing the peer evaluation. The faculty member being evaluated must agree to the date and time of the evaluation and that the class is an appropriate class to be evaluated. This will ensure the class being evaluated is typical and avoids times of testing, guest speakers, unusually small enrollments, and other non-typical instruction. Laboratory instruction may be evaluated if agreed upon as appropriate.
 2. The peer evaluation team will be made up of two full-time employees of the university who have teaching as a portion of their responsibility to the university. One evaluator will be selected by the faculty member's department head and one by the faculty member being evaluated.
 3. New assistant professors will be evaluated during the first, second and third year of employment at Tarleton. An evaluation during the fourth year can be requested by the faculty member being evaluated and/or the department head of the faculty member.
 4. Faculty members who have received tenure and promotion to associate professor will be evaluated during the third year after promotion. Additional evaluations may be done at the request of the faculty member being evaluated, the faculty member's department head, and/or the peer evaluators.
 5. Faculty members will be evaluated during the third year of the post tenure evaluation schedule as a part of the post tenure review process. Additional evaluations may be done at the request of the faculty member's department head, peer evaluators or the faculty member being evaluated.
 6. Peer reviewers, the faculty member being reviewed, and the department head will meet and discuss, reflect and give the faculty member a time to question and possibly refute some aspect of the evaluation. This discussion will include ways the faculty member can improve their instruction. Request for additional peer evaluation can be made at this time.
 7. The peer evaluators will provide a final summary of the faculty evaluation(s) to the department head.

Face-to-Face Teaching Presentation Observation Record – Peer Evaluation

Instructor: _____ Department: _____ Date: _____
Time: _____
Course #: _____ Course Title: _____

Location: _____ # of Students: _____
Observer Name: _____

Venue Description

Instructor preparation and organization

- The instructor arrived to class on time.
- The instructor states the relation of the class to the previous one.
- The instructor uses technology or other classroom materials as needed and appropriately.
- The instructor makes transitional statements between class segments.
- The instructor conveys the purpose and goal for each of the class activities.
- The instructor summarizes periodically and at the end of the class.

Comments:

Instructional strategies: Variety and pacing of instruction

- More than one form of instruction is used, i.e. simulations, discussions, case studies.
- The instructor uses appropriate questions.
- The instructor pauses after asking questions.
- The instructor accepts student responses.
- The instructor helps students extend their responses.
- The instructor appropriately facilitates the direction of the discussion.
- The instructor provides time for students to complete learning tasks, such as group work.
- The difficulty level of the activities are appropriate.
- The instructor made effective use of class time.

Comments:

Content knowledge

- The instructor identifies accurate and important sources, perspectives, and authorities in the discipline.
- The instructor identifies accurate and important sources, perspectives, and authorities in the industry.
- The instructor elaborates on terms and concepts.
- The instructor emphasizes major points in the delivery of the subject matter.
- For graduate level courses and as appropriate, the instructor incorporates current research in the discipline.

Comments:

Presentation skills

- The instructor's voice is audible.
- The instructor's voice is comprehensible.
- The instructor varies the tone and pitch of voice for emphasis and interest.
- The instructor avoids distracting mannerisms.
- The instructor establishes eye contact throughout the class.
- The instructor avoids prolonged reading from notes or texts.
- The instructor speaks at a pace that allows students to participate and take notes.

Comments:

Teacher-student rapport and engagement

- The instructor provides a welcoming classroom environment for students.

- The instructor is attentive to student non-verbal communication, i.e. comprehension and puzzlement.
- The instructor provides feedback at given intervals.
- Evaluation of student procedures/techniques/activities/responses is constructive.
- The instructor uses positive reinforcement.
- The instructor incorporates student ideas into the class.
- The instructor exhibits an appreciation of student diversity.

Comments:

Classroom Management

- The students generally seem engaged and on-task.
- The instructor draws non-participating students into the classroom environment.
- The instructor prevents specific students from dominating the classroom environment.
- The instructor maintains a classroom environment that is inclusive and conducive to learning.
- The instructor is available to the students throughout the class session.
- The instructor mediates conflict or differences of opinion.
- The instructor provides clear explanations and answers to student questions.
- The instructor provides clear directions for student activities.

Comments:

Other observational comments:

Teacher Observer Reflection: What went well throughout the lesson? What could be done differently next time?