

ADJUNCT FACULTY ASSESSMENT AT THE ESL INSTITUTE

EVALUATION STANDARDS

The ESL Institute evaluates all ESL faculty members annually. The scope of evaluation is determined by the assigned duties specified in each faculty member's appointment letter and in the ESL Faculty Handbook. For more details, please consult the following:

- **Appointment Letter**

Appointment letters are shared with ESL Faculty prior to the beginning of each term.

- **ESL Faculty Handbook**

Standards and expectations are outlined in the ESL Faculty Handbook. The ESL Faculty Handbook will be made available to all ESL Faculty prior to their first day of class.

- **ESL Program Curriculum**

In addition to outlining the anticipated learning outcomes for each course, the ESL Curriculum contains useful information pertaining to the instructional strategies implemented at the ESL Institute.

- **UTC Faculty Handbook**

All policies regarding UTC Faculty organization, responsibilities and expectations can be found in the UTC Faculty Handbook (available here: <https://www.utc.edu/faculty-senate/handbook.php>).

- **UTC Code of Conduct**

Standards laid out in the UTC Code of Conduct apply to all faculty members. (available here: https://policy.tennessee.edu/hr_policy/hr0580/).

ESL Adjunct Faculty Evaluation is both developmental and evaluative in nature. The results of the ESL Adjunct Faculty Evaluation play an important role in future **course assignments**. Data collected during the evaluation process is also used to decide on instructors' future developmental goals and their **training focuses**.

LESSON OBSERVATIONS

Lesson observations serve as the primary means of gathering information pertaining to faculty in-class performance. The main focus of lesson observation is to promote faculty development and to provide support and assistance with classroom challenges. At least one lesson observation will be conducted for each faculty member annually. Additional observations may be scheduled at the discretion of the ESL Institute. Teaching assistants will be observed during at least 3 lessons during their first year of employment.

All lesson observations are unannounced. The goal of the supervisor is to observe a typical lesson. The supervisor may sit in on an entire or partial class depending on the volume of data collection required. The supervisor will complete a lesson observation form and make notes that will later be referenced during a follow-up meeting with the instructor. The Instructor will be given a self-evaluation form and will be encouraged to share their perspective on the lesson. In order to ensure the validity and objectivity of the evaluation, students are also requested to complete a form and provide their feedback about the lesson.

POST-OBSERVATION CONFERENCE

Student feedback, faculty self-evaluation and the supervisor's notes are reviewed collaboratively during a follow-up meeting that the supervisor sets up with the instructor. During the meeting, different perspectives on the lesson can be shared. Any challenges the faculty may be facing are also discussed (e.g. uncooperative students, technology difficulties, facility issues, etc.). Both parties work together to come up with potential solutions or suggestions. They also decide on the focus for future teaching events.

DATA COLLECTION

Performance data is collected throughout the evaluation cycle. The data includes the following:

- Lesson observation notes (supervisor's notes, instructor's self-evaluation form)
- Student achievement data (TOEFL scores, online midterm test scores, iQ Online statistics including activity completion, average course average and average seat time)
- Student feedback (recorded in a Banner-based questionnaire; the Exit Form; the Help Us Improve Our Program Form distributed after lesson observation; and the student feedback log based on walk-ins, phone calls and emails)
- Commitment to professional development (demonstrated by the faculty member's number of training sessions logged by the ESL Institute)
- UTC staff feedback
- Faculty feedback

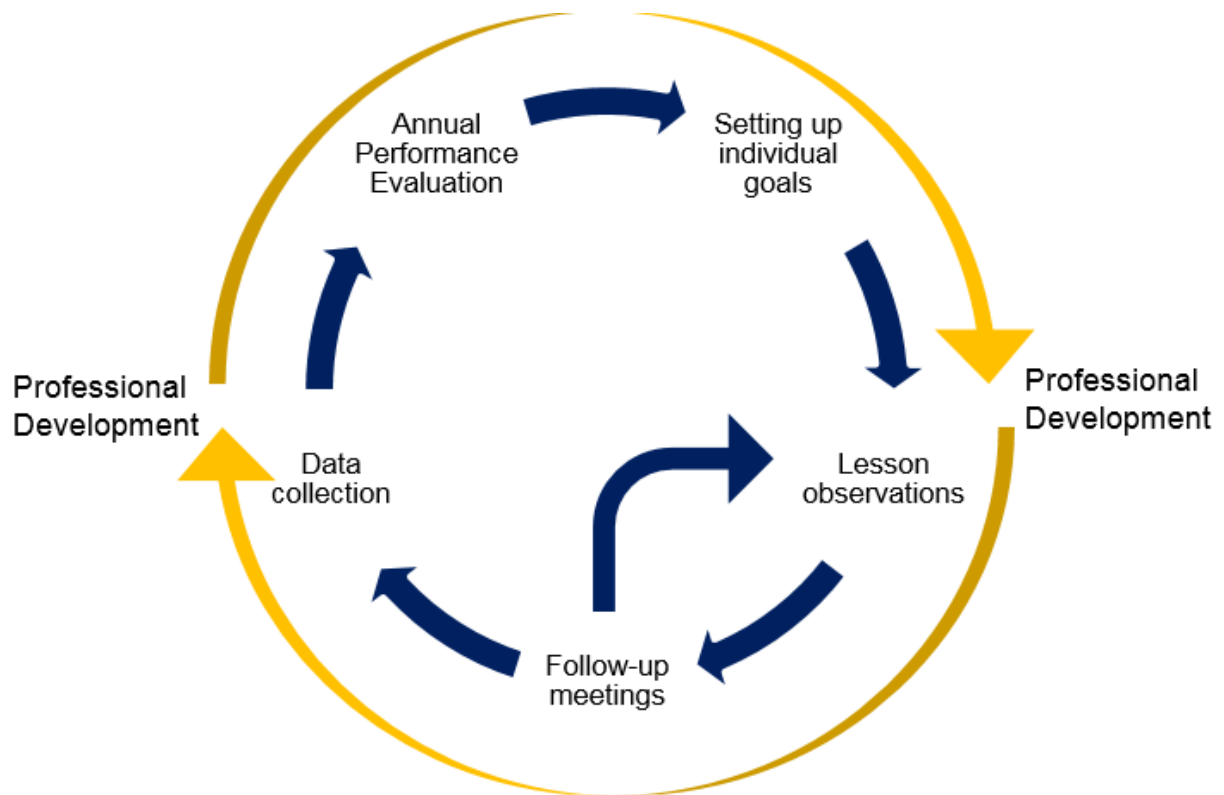


Figure 1. ESL Faculty Performance Evaluation Process

EVALUATION FORMS

The following forms will be used for the purposes of lesson observation and performance evaluation:

- Lesson Observation – Supervisor’s Notes
- Lesson Observation – Supervisor’s Notes
- Help Us Improve Our Program Form
- Annual Performance Assessment – Self-Evaluation Form
- Annual Performance Assessment – Supervisor’s Evaluation

See below for the questions included in the forms.

LESSON OBSERVATION – SUPERVISOR’S NOTES:



Lesson Observation - Supervisor's Notes

This form should be completed by the ESL Coordinator as an evaluation of the performance elements listed below with inclusion of specific examples and comments to support each evaluative rating provided. The completed form should be discussed with the ESL Instructor during a follow-up face-to-face meeting to assist in identifying common or varying perceptions of performance and provide a foundation for discussion during the review meeting.

Employee name:

Employee IRIS# or UTC ID:

Department:

ESL Institute at UTC

Lesson goal:

Lesson observed on (MM/DD/YY)

Level:

Follow-up meeting (MM/DD/YY):

Key Performance Elements:

Goal-oriented instruction:

Was the goal of the lesson clear? Did you achieve the goal at the end of the lesson? Did you stay on topic and avoid tangents? Did you adhere to the curriculum as determined by the department?

- 5 - Consistently Exceeds Expectations
- 4- Fully Achieves and Occasionally Exceeds Expectations
- 3 - Fully Achieves Expectations
- 2 - Sometimes Achieves Expectations
- 1 - Rarely Achieves Expectations

Lesson structure

Was there a lesson opening and wrap-up? Did you review homework? Did you revise the key elements from your last lesson? Did you communicate the goal of the lesson? Did you check attendance? Did you assign homework at the end of the lesson? Did you start the lesson on time? Did you have all the necessary materials and equipment to conduct the lesson? Were you well-prepared? Did you maintain appropriate records?

- 5 - Consistently Exceeds Expectations
- 4- Fully Achieves and Occasionally Exceeds Expectations
- 3 - Fully Achieves Expectations
- 2 - Sometimes Achieves Expectations
- 1 - Rarely Achieves Expectations

Examples and Comments:

Student speaking time

Did you maximize student speaking time? Did you give each student opportunity to speak? Did you incorporate a mix of activities (group work, pair work) to encourage co-operative learning?

- 5 - Consistently Exceeds Expectations
- 4- Fully Achieves and Occasionally Exceeds Expectations
- 3 - Fully Achieves Expectations
- 2 - Sometimes Achieves Expectations
- 1 - Rarely Achieves Expectations

Examples and Comments:

Presentation of new language

Did you follow the PPP approach (Presentation Practice Production)? Was grammar and vocabulary presented in the context of a communicative activity? Was there a balance between fluency (Production) and accuracy activities (Practice)? Did all activities have a clear purpose? Did you give clear instructions? Did the activities relate to the goal of the lesson?

- 5 - Consistently Exceeds Expectations
- 4- Fully Achieves and Occasionally Exceeds Expectations
- 3 - Fully Achieves Expectations
- 2 - Sometimes Achieves Expectations
- 1 - Rarely Achieves Expectations

Examples and Comments:

Feedback and corrections

Did you provide students with an appropriate amount of feedback (praise and correction)? Did you provide students with opportunities for self-correction? Did you use different correction techniques? Did you create a motivating learning environment?

- 5 - Consistently Exceeds Expectations
- 4 - Fully Achieves and Occasionally Exceeds Expectations
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- 1 - Rarely Achieves Expectations

Examples and Comments:

Total points:

<u>Rating</u>	<u>Total Points</u>
Consistently Exceeds Expectations	= 23 - 25
Fully Achieves and Occasionally Exceeds Expectations	= 19 - 22
Fully Achieves Expectations	= 15 - 18
Sometimes Achieves Expectations	= 10 - 14
Rarely Achieves Expectations	= 9 or less

Supervisor's signature:

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LESSON OBSERVATION – SELF-EVALUATION:

Lesson Observation - Self-Evaluation

This form should be completed by the ESL Adjunct Faculty as a self-evaluation of the performance elements listed below with inclusion of specific examples and comments to support each evaluative rating provided. The completed form should be discussed with the ESL Coordinator during a follow-up face-to-face meeting to assist in identifying common or varying perceptions of performance and provide a foundation for discussion during the review meeting.

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Department:

ESL Institute at UTC

Lesson goal:

Lesson observed on (MM/DD/YY)

Level:

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Goal-oriented instruction:

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Instructor's signature:

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HELP US IMPROVE OUR PROGRAM FORM:

Help us improve our ESL Program! Please fill out this short survey and let us know what you think about this lesson. Thank you!

What is your UTC ID?

What is your name?

What did you think about this lesson? Rate the following items using this scale:

 **excellent**

 **very good**

 **good**

 **sufficient**

 **poor**

Topics:

- excellent
- very good
- good
- sufficient
- poor

Variety of activities:

- excellent
- very good
- good
- sufficient
- poor

How challenging the activities are (activities seem OK for my level):

- excellent
- very good
- good
- sufficient
- poor

Vocabulary activities:

- excellent
- very good
- good
- sufficient
- poor

Grammar activities:

- excellent
- very good
- good
- sufficient
- poor

TOEFL related activities:

- excellent
 - very good
 - good
 - sufficient
 - poor
-

iQ Online activities:

- excellent
 - very good
 - good
 - sufficient
 - poor
-

What do you think of your instructor?

Professionalism (e.g. How well prepared is she/he for the lesson today? Did she/he bring all the materials you needed today? Did she/he know how to use the equipment in the classroom?):

- excellent
- very good
- good
- sufficient
- poor

Punctuality (e.g. Did you start the lesson on time?):

- excellent
 - very good
 - good
 - sufficient
 - poor
-

Ability to motivate you to make progress (Was it interesting? Did you learn anything new today?):

- excellent
 - very good
 - good
 - sufficient
 - poor
-

The amount of homework you receive:

- excellent
 - very good
 - good
 - sufficient
 - poor
-

Time-management (e.g. Are you on schedule with the material? or late?):

- excellent
- very good
- good
- sufficient
- poor

Giving all students opportunity to participate:

- excellent
- very good
- good
- sufficient
- poor

Ability to explain new language clearly:

- excellent
- very good
- good
- sufficient
- poor

I would like to see more of the following:

- Reading comprehension strategies
- Writing practice
- Listening comprehension strategies
- Vocabulary work
- Grammar exercises
- Videos
- Group or pair work
- Handouts or extra materials
- Speaking activities
- TOEFL practice tests
- Listening transcripts
- Quizzes and tests

Any other suggestions?



ANNUAL PERFORMANCE EVALUATION – SELF-EVALUATION FORM:

Annual Performance Assessment - Self-Evaluation

This form should be completed by the staff member as a self-evaluation of the five performance elements listed below with inclusion of specific examples and comments to support each evaluative rating provided. The completed form should be submitted to the supervisor prior to the annual face-to-face performance review meeting to assist in identifying common or varying perceptions of performance and provide a foundation for discussion during the review meeting.

Employee name:

Employee IRIS# or UTC ID:

Department:

ESL Institute at UTC

Review Period (from MM/DD/YY to MM/DD/YY):

Position title:

ESL Adjunct Faculty

Supervisor:

Key Performance Elements:

Accomplishments - the extent to which the employee meets expectations in performing the job functions of his/her position as defined in the ESL Faculty Handbook.

- 5 - Consistently Exceeds Expectations
 - 4- Fully Achieves and Occasionally Exceeds Expectations
 - 3 - Fully Achieves Expectations
 - 2 - Sometimes Achieves Expectations
 - 1 - Rarely Achieves Expectations
-

Examples and Comments:

Service & Relationships - the extent to which the employee's behaviors are directed toward fostering positive working relationships in a diverse workplace, respect for one's fellow workers, and cooperation with students and visitors.

- 5 - Consistently Exceeds Expectations
 - 4- Fully Achieves and Occasionally Exceeds Expectations
 - 3 - Fully Achieves Expectations
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 - 1 - Rarely Achieves Expectations
-

Examples and Comments:

Accountability & Dependability - the extent to which the employee contributes to the effectiveness of the department and the overall mission of the university.

- 5 - Consistently Exceeds Expectations
- 4 - Fully Achieves and Occasionally Exceeds Expectations
- 3 - Fully Achieves Expectations
- 2 - Sometimes Achieves Expectations
- 1 - Rarely Achieves Expectations

Examples and Comments:

Adaptability & Flexibility - the extent to which the employee exhibits openness to new ideas, programs, systems, and/or structures.

- 5 - Consistently Exceeds Expectations
- 4 - Fully Achieves and Occasionally Exceeds Expectations
- 3 - Fully Achieves Expectations
- 2 - Sometimes Achieves Expectations
- 1 - Rarely Achieves Expectations

Examples and Comments:

Decision Making & Problem Solving - the extent to which the employee makes sound and logical job-related decisions that are in the best interest of the University.

- 5 - Consistently Exceeds Expectations
- 4 - Fully Achieves and Occasionally Exceeds Expectations
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Instructor's comments:

Instructor's signature:

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ANNUAL PERFORMANCE EVALUATION – SUPERVISOR’S EVALUATION:

Annual Performance Assessment - Supervisor's Evaluation

Supervisors should review the staff member's prior Performance Evaluation Report and/or Self-Evaluation prior to completing this part of the evaluation, which is to be used to inform and guide discussion in the face-to-face Performance Review Meeting.

Employee name:

Employee IRIS# or UTC ID:

Department:

ESL Institute at UTC

Review Period (from MM/DD/YY to MM/DD/YY):

Position title:

ESL Adjunct Faculty

Key Performance Elements:

Accomplishments - the extent to which the employee meets expectations in performing the job functions of his/her position as defined in the ESL Faculty Handbook.

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Goals and objectives have been developed and discussed with employee:

- Yes
- No

Job duties and performance expectations have been discussed with employee:

- Yes
- No

Appropriate corrective action has been discussed with employee:

- Yes
- No
- Not applicable

Supervisor's comments:

Instructor's comments:

Supervisor's signature:

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Instructor's signature:

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