

Evaluation Guidebook
for
Part-Time Learning Disability Specialists

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This packet contains all of the policy and procedure language from Appendix X to the UF/CCCCD Contract related to the evaluation of part-time learning disabilities specialists. Part-time classroom faculty, librarians, counselors, faculty who teach on-line, probationary and full-time faculty should consult different guidebooks (available on-line, from the UF website or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available in your Division Office. If you have questions about the evaluation process or about the forms, please contact the United Faculty or your Division Dean. The forms and procedures for part-time faculty also apply to Emeritus faculty.

X5.1.1 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES**

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board on April 27, 1994 and shall be implemented beginning Fall 2010.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

X5.1.2 **CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES**

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X5.1.3 **EVALUATION PROCESS**

Part-time faculty will be evaluated in the first, fourth and seventh semesters. After the seventh semester, all subsequent evaluations will take place every six semesters (not including summers). Part-time faculty will have two evaluators during the seventh semester, as per Article 25.2.

For part-time faculty, the evaluation process will be conducted by one regular faculty member appointed by the department/subarea (except for the seventh semester evaluation when there will be two regular faculty members appointed). Management shall have the right to assign an educational manager to evaluate the part-time faculty member. The department/subarea appointee will serve as chair of the committee. The evaluatee has the option of adding another regular faculty member of choice. If the option is exercised, the department/subarea may also add another regular faculty member. For a part-time faculty member who serves in more than one discipline, including responsibilities such as coaching, journalism, forensics and the performing arts, each department/subarea/program within those disciplines has the right to conduct an evaluation.

- X5.1.3.1 The chair/evaluator will conduct a pre-evaluation conference with the part-time faculty member to obtain materials and information from the evaluatee, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observation and administration of a student evaluation shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.
- X5.1.3.2 The evaluation of the part-time faculty member or faculty emeritus employee shall be based on the criteria delineated in this document.
- X5.1.3.3 The evaluator(s) shall have attended an orientation to evaluation during the previous three years.
- X5.1.3.4 Classroom/workplace observations shall occur.
- X5.1.3.5 Student evaluations will be administered.
- X5.1.3.6 The evaluator(s) will complete the summary report. When there are multiple evaluators, the evaluators will collaborate to produce a single summary report.
- X5.1.3.7 The chair/evaluator will review the results of the evaluation with the part-time faculty member. The summary report shall be signed and the materials will be forwarded to the area dean/assistant dean of instruction to be placed in the file of the part-time faculty member or faculty emeritus employee.
- X5.1.3.8 The evaluatee may submit a written response to the Evaluation Summary Report within ten days of having received it and have the response placed in his/her personnel file.

X5.1.4 **WORKPLACE OBSERVATION PROCEDURES FOR LEARNING DISABILITIES SPECIALISTS**

- X5.1.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.
- X5.1.4.2 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated.
- X5.1.4.3 In the pre-evaluation conference, the evaluator(s) shall obtain materials used in the course of job performance, such as individual educational plans.
- X5.1.4.4 The evaluator/observer shall observe counselors working with clients for at least one hour. The observations of the learning disabilities specialist shall take place when the specialist conducts the individual education plan conference and the exit interview.
- X5.1.4.5 The documentation used for workplace observation shall include narrative comments. (See Workplace Observation Form for LDS).
- X5.1.4.6 Within two weeks of the workplace observation, each evaluator shall complete the observation form and meet with the evaluatee to discuss the observation.

X5.1.5 **STUDENT EVALUATION PROCEDURE FOR LEARNING DISABILITIES SPECIALISTS**

- X5.1.5.1 Student evaluation forms shall be administered by a tenured learning disabilities specialist. Students who have completed the intake process or developed/renewed an individualized educational plan (IEP) with the faculty member by the eighth week of school will complete a student evaluation form. The student shall submit the form in a sealed envelope for collection by the chair of the evaluation committee. The chair will deliver the forms to the appropriate manager or designee.
- X5.1.5.2 The manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be transcribed for all faculty. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.
- X5.1.5.3 The original student evaluation forms shall be confidentially maintained. The evaluations will be stored until the next evaluation cycle.
- X5.1.5.4 The form used for student evaluations shall be the Student Evaluation Form for LDS.

X5.1.6 **RIGHTS AND RESPONSIBILITIES OF EVALUATEES**

- X5.1.6.1 Rights

Within the first four weeks of the semester, the evaluatee shall be notified that he/she is to be evaluated and shall be given access to the forms and information relevant to the evaluation as found in the document entitled Evaluation Guidebook for Part-Time Learning Disabilities Specialists.
- X5.1.6.2 The evaluatee shall have the right to have any job performance deemed “needs improvement” specifically communicated to her/him in writing and based on the job-related criteria. If rehired, the faculty member shall be given a plan for improvement.
- X5.1.6.3 The evaluatee has the right to expect evaluator(s) to adhere to the guidelines stipulated in this article and to expect that evaluator(s) will strive to maintain objectivity and ensure that the evaluation process is in agreement with principles of academic freedom.
- X5.1.6.4 The evaluatee has the right to a confidential process. Evaluations may be discussed by full-time faculty for rehiring purposes.
- X5.1.6.5 The evaluatee has the right to participate in setting time tables for class observations and conferences with the evaluator(s). The schedule should be discussed when the evaluator contacts the evaluatee in September or February.
- X5.1.6.6 The evaluatee has the right to appeal the process but not the substance of an evaluation. Where a procedural violation is alleged, the evaluatee shall, within

fifteen (15) days of the time the evaluatee knew or should have known of such violation, file a request for a hearing with the United Faculty. The United Faculty shall investigate the alleged violation, and within fifteen (15) work days of receipt, shall determine no violation occurred, or shall file with the appropriate area dean, a request for a new evaluation. The Dean will then convene a Review Committee, to include the Department Chair, the Dean, and the UF Vice President, and the Committee will determine by consensus whether a new evaluation process should begin. The Committee will also decide on a timetable for the new evaluation. In the case where the Committee decides that a new evaluation is needed, the previous evaluation (the one where procedure was violated) will be discarded and no part of it will be placed in the evaluatee's personnel file.

X5.1.6.7

Responsibilities

The evaluatee is expected to participate in the evaluation process in a professional and timely manner. The evaluatee is required to attend scheduled meetings with his/her evaluator(s).

X5.1.7

GUIDELINES FOR EVALUATORS

X5.1.7.1

Evaluators shall read all materials and follow guidelines and timetables.

X5.1.7.2

Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.

X5.1.7.3

Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.

X5.1.7.4

Evaluators shall evaluate the faculty member's professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.

X5.1.7.5

Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.

X5.1.7.6

Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.

X5.1.7.7

Evaluators shall respect the confidentiality of the process.

X5.1.7.8

Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.

X5.1.7.9

Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.

X5.1.7.10

Evaluators shall create a portfolio as follows:

X5.1.7.10.1

This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.

X5.1.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.

X5.1.7.10.3 The portfolio will contain, at the minimum:

- a. student evaluation transcriptions, including percentages and typed comments;
- b. completed classroom observation forms (including the classroom observation plan form);
- c. completed self evaluation report;
- d. improvement plan, if needed;
- e. summary report form;
- f. other documentation mutually agreed upon by the evaluation committee and the faculty;
- g. job announcement for probationary faculty members;
- h. criteria-related material from the personnel file; and
- i. criteria-related input from the department chair and/or dean (if submitted).

X5.1.8 **SUMMARY REPORT**

X1.2.8.1 The member selected by the TRC shall complete the TRC's portion of the summary report on the results of the evaluation.

Categories of evaluation ratings are as follows:

- A) Consistently High Ratings
- B) Satisfactory
- C) Needs Improvement
- D) Unsatisfactory Performance

Summary scores ("Consistently High Ratings"; "Satisfactory Performance"; "Needs Improvement"; "Unsatisfactory Performance") are determined by the evaluator or evaluation committee and are based on the evaluator or committee's overall assessment of classroom and student evaluation scores and comments. There is no specific score average that must be used in determining summary scores.

Where an evaluation committee has reached consensus (or in the case of a single evaluator, where the evaluator, has decided) on a summary score, that score is

considered evaluation content and is therefore not subject to review or appeal (unless there is an allegation of bias or procedural violations). See Section X1.2.13.2.1.2

X5.1.9 **TIMETABLE AND ACTIVITIES**

Part-time faculty will be evaluated in the first, fourth and seventh semesters. After the seventh semester, all subsequent evaluations will take place every six semesters (not including summers). The evaluation process is reviewed in X5.1.3.

The evaluation will be completed, including a post-evaluation meeting and the submission of the Summary Report, by the end of the semester in which the evaluation was conducted.

While it is important to adhere to the timetable, there is some flexibility in the timetable as long as the evaluation is completed, including a post-evaluation meeting and the submission of the Summary Report, by the end of the semester in which it has begun. Failure to follow the exact timetable during the semester of evaluation shall not be grievable, but may be referenced in an appeal per section X1.2.13.2.1.2 if the timetable variation materially impacted the evaluation.

X5.1.9.1 The following schedule shall serve as a guide in completing the evaluation process:

X5.1.9.1.1 August-September/January-February
Evaluators are selected. Orientation to evaluation is conducted.

X5.1.9.1.2 September/February
Evaluator(s) and Evaluatee should meet for a pre-evaluation conference to obtain materials and information, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations and meetings. Timetables for classroom observations and administration of student evaluations shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the evaluator(s).

In the fourth-semester and succeeding evaluations, the Evaluator(s) may review the previous evaluation(s) to ensure continuity of the process. Improvement plans shall also be reviewed in the pre-evaluation conference.

X5.1.9.1.3 September-November/February-April
Workplace observations occur. Within two weeks after the observations, the evaluator(s) and evaluatee should meet for a follow-up conference to review the observation(s).

X5.1.9.1.4 September-November/February-April
Student evaluations are conducted.

X5.1.9.1.5 November/April
Evaluatee completes the Self Evaluation Report and submits it to the evaluator. Once this is complete, and once the student evaluation scores have been compiled and student comments transcribed by the Division Office staff, the evaluator(s) complete the Summary Report and then hold a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation including the Summary Report and the development of an Improvement Plan, if necessary. The Summary Report shall be signed and placed in the Evaluation portfolio, which will then be forwarded to the appropriate dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X5.1.10 **ORIENTATION TO EVALUATION**

The District and the United Faculty agree to work together to develop an on-line training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for

training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

- X5.1.10.1 Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.
- X5.1.10.2 The college president, the academic senate president, UF vice president, equal employment opportunity officer or their designees shall be responsible for the planning and implementation of the orientation.
- X5.1.10.3 The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.
- X5.1.10.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.
- X5.1.10.5 Every tenured faculty member must attend an orientation once every three years.

X5.1.11 **PERFORMANCE CRITERIA FOR PART-TIME LEARNING DISABILITIES SPECIALISTS**

The District and United Faculty recognize that the professional responsibilities of counselors, librarians, learning disabilities specialists, and physical disabilities specialists are varied and complex and that individual counselors, librarians, learning disabilities specialists, or physical disabilities specialists may perform somewhat different functions in their work environments. However, the goal of the counselor, librarian, learning disabilities specialist, and physical disabilities specialist are to aid and support students as they learn and to support other faculty within their professional responsibility.

The following criteria will be used in the evaluation of part-time and faculty emeritus counselors.

- X5.1.11.1 Demonstrate competence in performing routine procedures and other primary responsibilities.
 - X5.1.11.1.1 Adhere to the weekly schedule that meets the requirements of this contract.
 - X5.1.11.1.2 Display expertise in techniques (including the use of technology, when appropriate) designed to enhance learning.
 - X5.1.11.1.3 Diagnose and provide verification of learning disabilities and determine eligibility for services in accordance with state guidelines.
 - X5.1.11.1.4 Meet individually with students to discuss their assessment, diagnostic testing, learning style, and academic needs.
 - X5.1.11.1.5 Develop a prescriptive individual education plan for each student detailing appropriate support services.
 - X5.1.11.1.6 Teach students how to apply learning strategies particularly suited to their individual needs in order to determine goals.
 - X5.1.11.1.7 Help students gain greater independence in an academic environment.

X5.1.11.2 Recognize the rights of students.

X5.1.11.2.1 Display skill in establishing rapport with diverse population of students.

X5.1.11.2.2 Be responsive to the needs and special circumstances of individual students.

X5.1.11.2.3 Recognize the right of students to have points of view different from the instructor's.

X5.1.11.2.4 Communicate diagnostic information to students in a manner which helps them maximize their strengths.

X5.1.11.2.5 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.

X5.1.11.2.6 Treat students fairly and politely.

X5.1.11.2.7 Be attentive to student questions and comments, and be clear and precise in response.

X5.1.11.3 Participate in the evaluation process in a professional and timely manner.

Workplace Observation Form for Learning Disabilities Specialists

Evaluatee _____ Time and Place of Observation _____ Date _____

Evaluator _____ Number of Students Served _____

On a scale of 1 to 5, please indicate the extent to which the instructor meets the criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary.

5 excellent 4 above average 3 average 2 below average 1 poor NA not applicable

	5	4	3	2	1	NA	Comments
1. Expertise: The specialist displayed expertise in techniques designed to enhance learning.							
2. Diagnostics: The specialist diagnosed and provided verification of learning disabilities and determined eligibility for services in accordance with state guidelines.							
3. Planning: The specialist developed a prescriptive individual education plan for each student detailing appropriate support services.							
4. Strategizing: The specialist taught students how to apply learning strategies particularly suited to their individual needs in order to determine goals.							
5. Rapport: The specialist displayed skill in establishing rapport with a diverse population of students.							
6. Communication: The specialist communicated diagnostic information in a manner that helped maximize student strengths.							
7. Attentiveness: The specialist was attentive to student questions and comments and was clear and precise in response.							
8. Respect: The specialist treated students respectfully and responded to their individual needs and special circumstances.							
9. Evaluation Process: The specialist participated in the evaluation process in a professional and timely manner.							

STUDENT EVALUATION FORM FOR LEARNING DISABILITES SPECIALISTS

This student evaluation is part of our regular effort to maintain quality services and instruction. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

Part 1

Please mark the reason you came to see the learning disabilities specialist.

- Individual Education Plan (IEP) appointment (schedule planning)
- Problem with a class/instructor
- Problem with a support service
- Personal matter
- Other

How many times have you seen the specialist?

- One
- Two
- Three
- Four
- Five or more

STUDENT EVALUATION FORM CONTINUED...

Part 2

On a scale of 1 to 5, please evaluate the specialist:

- 5 4 3 2
 Always/Excellent Often/Above Average Sometimes/Average Rarely/Below Average

 1 NA
 Never/Poor "Not Applicable" (I can't answer.)

The specialist	NA	5	4	3	2	1	Comments
1. provided me with the information I needed.							
2. explained the results of my testing.							
3. understood my academic and personal needs.							
4. helped me develop an individual education plan and encouraged me to seek other sources of support on campus.							
5. suggested strategies I could use to improve my learning.							
6. encouraged me to be active in my classes and at the College.							
7. made me feel comfortable and was sensitive to my disability.							
8. showed an interest in me personally.							
9. helped me to understand my strengths.							
10. treated me with respect.							
11. encouraged me to ask questions.							
12. answered my questions clearly.							

Summary Evaluation Form for Faculty

Evaluatee:	Date of hire:	Evaluation Sem/Year:
<p> Check Faculty Status: <input type="checkbox"/> Tenured Full-time Faculty <input type="checkbox"/> Probationary (Tenure Track) Faculty <input type="checkbox"/> Part-time Faculty <input type="checkbox"/> Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation): Does this evaluation qualify evaluatee, if otherwise eligible, to earn or maintain Staffing Preference? <input type="checkbox"/> Yes <input type="checkbox"/> No </p>		
<p> Summary of previous evaluation (available in Division Office), if applicable: </p>		
<p> Summary of student evaluations—attach summary of scores and typed comment (provided by Division Office): </p>		
<p> Summary of classroom/workplace observations—attach observation forms and comments: </p>		

Summary Evaluation Form for Faculty

<p>Summary of self-evaluation—attach self evaluation report: </p>
<p>Criteria-related input from dept. chair and/or dean: </p>
<p>Evaluatee comments—attach a separate sheet if necessary: </p>

Summary Evaluation Form for Faculty
APPLICATION FOR PREFERENTIAL STAFFING STATUS

To be printed and completed by applicant.

Name: _____ College: _____
Department: _____ Semester and year of hire in department: _____
Signature: _____ Date submitted: _____

Applications must be submitted to the college HR office by the end of the second full week of classes for consideration in scheduling for the next semester. If you are applying for preferential staffing status in more than one department, you must submit a separate application for each department. If you already have preferential staffing status based on a previous evaluation, it is not necessary to reapply. Your new evaluation will be reviewed to determine eligibility to maintain preferential staffing status.

To be completed by Department Review Team

Date of most recent evaluation (from Division or HR Office): _____
Summary rating: _____
Meets evaluation criteria for preferential staffing status: Yes _____ No _____
Disqualifying condition(s) for preferential staffing status: Yes _____ No _____
Disqualifying condition(s) identified: _____
Override of disqualifying condition(s) due to extenuating circumstances: Yes _____ No _____
____ Preferential staffing status granted or maintained Date: _____
____ Preferential staffing status denied or not maintained Date: _____

Department Review Team:

Department Chair: _____ Signature _____
Division Dean: _____ Signature _____
Evaluator (if applicable): _____ Signature _____

Return completed original form to the college HR office. Copies to applicant and Division Office.

X5.1.15 SELF EVALUATION FOR LEARNING DISABILITIES SPECIALISTS

For your self-evaluation, you are asked to write a report discussing your LDS procedures and methodology, your handling of professional responsibilities, and your professional development.

X5.1.15.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities – part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

LDS Procedures and Methodology

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
I diagnose learning disabilities and determine eligibility for services in accordance with state guidelines.				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I teach students how to apply learning strategies particularly suited to their individual needs in order to determine goals.				
I develop a prescriptive individual education plan for each student detailing appropriate support services.				
I help students gain greater independence in an academic environment.				
I help students identify priorities and meet their goals.				
I communicate ideas clearly, concisely, and effectively.				
I conduct myself in such a way as to establish a rapport with students.				
I am attentive to student questions and concerns.				
I work effectively with professionals in state and local agencies.				
I adhere to a weekly schedule that meets contractual requirements.				
I use my time efficiently.				
I am sensitive to the needs of students with diverse backgrounds and experience.				
I use antiracist practices (by seeking to acknowledge my own biases and privilege, by amplifying minoritized voices, by creating a community of belonging and inclusivity developing community partnerships, etc.).				

Professional Responsibilities

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner.				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. Program Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/ Always	Sometimes	Rarely/Never	Not Sure/ NA
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor)				
I am a member of a professional organization.				
I seek out training and data related to Diversity, Equity, Inclusion and Accessibility.				

X5.1.15.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. LDS Procedures and Methodology
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) LDS Procedures and Methodology

- What new effective practices or pedagogical approaches have you used recently?
- How have you addressed issues of diversity, equity, inclusion, and accessibility in your work?
- How do you plan to continue developing your activities and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?

X5.1.16

IMPROVEMENT PLAN

- X5.1.16.1 If the Evaluator or Evaluation Committee determines that the faculty performance “needs improvement,” and if the part-time faculty member is to be rehired in a subsequent semester, a specific plan for performance improvement shall be developed by the Evaluator(s) in consultation with the Evaluatee using the Improvement Plan Form.
- X5.1.16.2 The improvement plan shall include specific criteria-related recommendations and timetables for action. Every criteria that needs strengthening shall be connected to a specific activity or activities for improvement. Activities shall be measurable, realistic, and attainable within the time frame. ‡ The improvement plan may identify available resources such as (but not limited to, staff development, workshops, conferences or classroom/job environment observations. The improvement plan shall be included in the probationary faculty member’s portfolio.
- X5.1.16.3 The Evaluator(s) and the Evaluatee shall agree upon available resources such as staff development, workshops such as instructional skills, conferences, or other classroom/job environment observations.
- X5.1.16.4 The Evaluator or designee (Department Chair or Dean) shall monitor and record on the Improvement Plan Form that the Evaluatee completes each element of the plan within the agreed-upon timeline.
- X5.1.16.5 The Department shall conduct another evaluation when the improvement plan has been completed.

Improvement Plan

	Evaluation Period: _____
Faculty Member: _____	Date: _____ From: _____ To: _____

Performance Criteria Needing Strengthening	Cite Contract Article/Number for Each Criteria	Activities for Improvement

Measurable Outcome and Date	Date Progress Report Submitted (for full-time faculty only)

<p>Signatures:</p> <p>Faculty member being evaluated: _____</p> <p>Evaluation Committee Chair: _____</p> <p>Dean: _____</p>
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Comments:

Signature indicates receipt but not necessarily agreement. A copy will be sent to the Evaluatee after being signed by all parties, and the original will be placed in the Evaluatee's personnel folder. Upon completion of the Improvement Plan, the Evaluation Committee Chair or designee will note the completion dates on this form and send a final copy to the Evaluatee. For probationary faculty only, the TRC chair will notify the UF of the intent to give an improvement plan prior to completion.