

State Technical College of Missouri
Criteria Descriptors for
Faculty Evaluation and Pay for Performance

PERFORMANCE AREA-TEACHING:

- 1. Demonstrates appropriate preparation for classroom instruction**
 - Prepares lessons designed to implement curricular goals and lesson objectives
 - Prepares lessons designed to reflect the belief that all students can attain basic goals and objectives if given adequate time and proper instruction
 - Prepares lessons designed to challenge and stimulate students who quickly master basic goals and objectives
 - Utilizes student files and seeks to understand student needs, abilities and interests to develop educational experiences
 - Designs lessons in a clear, logical, and appropriately structured format
 - Incorporates content from previous learnings into lesson plans to build upon student's learning experiences and ensure continuity and sequencing of learning
 - Demonstrates evidence of short and long-range planning
 - Ensures needed equipment and materials are readily available

- 2. Implements a variety of effective teaching methods**
 - Develops a mental and physical readiness for learning among students
 - Discusses learning objectives with students when appropriate to lesson methodology
 - Uses a variety of teaching techniques appropriate to student needs and subject matter (e.g., lecturing, modeling, questioning, experimentation, role-playing)
 - Presents content accurately
 - Gives clear, concise, reasonable directions to students
 - Stimulates thinking through a variety of questioning levels and techniques
 - Provides opportunities to learn through exploration and investigation
 - Monitors student understanding during the learning process
 - Assigns a variety of activities that require application of the skills and concepts taught
 - Uses current events and unexpected situations for their educational value
 - Provides opportunities for guided and independent practice
 - Summarizes units and lessons effectively
 - Implements activities that develop good study skills
 - Demonstrates ability to communicate effectively during the lesson using appropriate verbal, non-verbal and written skills (e.g., vocabulary, grammar, voice, facial expressions, gestures, movement about room, spelling, and handwriting)

- 3. Provides opportunities for individual differences**
 - Groups students for each instructional activity in a manner that best facilitates learning
 - Uses knowledge of various learning styles of students
 - Uses knowledge of students' previously diagnosed strengths and difficulties
 - Uses multi-sensory approaches (e.g., tactile, visual, auditory)
 - Uses levels of questions appropriate to student needs
 - Provides activities and materials coordinated with the learning experience and developmental level of each student
 - Provides activities and/or solicits help for remediation and enrichment activities
 - Provides alternative learning experiences for students whose evaluation results indicate the need for reteaching
 - Adapts practice activities to meet students' needs
 - Understands and applies principles for teaching adults in the instructional process

- 4. Maintains a classroom climate conducive to learning**
 - Establishes efficient classroom routines
 - Provides a physical environment conducive to good health and safety (e.g., lighting, temperature, seating)
 - Maintains an attractive, orderly, functional classroom
 - Ensures that information can be read, seen and heard by students
 - Organizes classroom space to match instructional plans and student needs
 - Anticipates classroom disruptions and plans accordingly
 - Establishes and clearly communicates expectations and parameters for student classroom behavior
 - Creates a learning environment appropriate for the activity
 - Establishes a climate of mutual respect and mutuality of purpose

- 5. Demonstrates a knowledge of subject matter**
 - Teaches lessons using STC curricular goals and objectives
 - Displays competent knowledge of the subject matter necessary to implement curricular goals and objectives in the classroom
 - Selects subject matter that is accurate and appropriate for the lesson objectives
 - Selects subject matter that is accurate and appropriate for the student's abilities and interests

- 6. Manages student behavior in a constructive manner**
- Manages discipline problems in accordance with STC philosophy and procedures
 - Displays courtesy and sensitivity but is firm and professional when handling student behavior problems
 - Anticipates and corrects disruptive behavior in a constructive and timely manner
 - Recognizes inconsequential behavior and responds accordingly
 - Endeavors to identify and resolve causes of undesirable behavior
 - Manages the behavior of individuals, thus maximizing learning for the group
 - Promotes positive self-image within students while managing their behavior
 - Maintains a positive attitude toward student management
 - Uses the college's course management system to track AJA@™STC information and make student referrals in a timely manner for each class taught.
 - Uses effective techniques to promote self-discipline and maintain appropriate behavior so the learning process may continue (e. g., social approval, contingent activities, consequences, verbal and non-verbal cue, positive reinforcement)
- 7. Uses instructional time effectively**
- Begins instruction promptly
 - Avoids unnecessary interruptions of instruction
 - Avoids inappropriate digressions from instructional objectives
 - Provides for appropriate learning activities throughout the scheduled instructional time
 - Monitors student time on task
 - Provides for smooth transition between lessons and/or activities
 - Paces instruction appropriately
- 8. Demonstrates ability to motivate students**
- Encourages students to take responsibility for learning
 - Communicates challenging expectations to students
 - Provides students with opportunities to succeed
 - Stimulates and encourages creative critical thinking and problem-solving skills
 - Gives constructive feedback frequently and promptly
 - Uses activities that promote student involvement
 - Uses activities that stimulate learning about relevant situations inside and outside the school
 - Responds positively to students' requests for assistance
 - Helps students develop positive self-concepts
 - Encourages and involves students who show little or no interest
 - Selects and uses appropriate reinforcers to promote learning
 - Demonstrates enthusiasm
 - Encourages students to participate in assessment activities
- 9. Demonstrates ability to communicate effectively with students**
- Communicates respectfully with students
 - Communicates in a manner that students understand
 - Promotes and initiates interactive classroom discussion
 - Creates climate allowing students to approach instructor for information and advice

10. Evaluates student progress effectively

- Uses evaluation techniques that are consistent with STC philosophy
- Uses evaluation techniques appropriate to curricular goals and objectives
- Uses a variety of evaluation techniques (e.g., pre- and post testing, teacher-made tests, tests from other sources, oral and written activities, projects) to assess student performance
- Constructs tests directly related to skills and concepts taught
- Provides evaluative feedback in a timely manner
- Uses the college's course management system to track AJA@™STC information and make student referrals in a timely manner for each class taught.
- Uses a variety of techniques for communicating progress (e.g., immediate feedback, written and verbal comments, grades, scores, individual group conferences)

11. Demonstrates ability to advise students effectively

- Understands purposes of prerequisites and placement scores
- Follows procedures for prerequisites and placement scores
- Meets with students prior to registration to ensure enrollment in appropriate courses
- Advises students appropriately to ensure that the students know, understand, and follow their education plan
- Contacts advisees regularly when they are having academic challenges
- Contacts advisees regularly when they are having behavior or attendance issues
- Works with students and the intervention team to help resolve student issues appropriately
- Stays abreast of current advising information

12. Demonstrates effective assessment of student learning

- Demonstrates the use of multiple assessment measures to determine student learning outcomes
- Participates actively in the department annual assessment plan and report
- Demonstrates effective use of assessment results to improve student learning
- Motivates students to value assessment activities

13. Implements instructional objectives effectively

- Communicates instructional objectives effectively to students
- Establishes instructional objectives that are supported by the department's advisory council
- Writes instructional objectives clearly and concisely
- Modifies instructional objectives to meet industry needs
- Demonstrates the implementation of instructional objectives
- Reviews and upgrades program Basic Essential Skills list (Technical Areas Only)

- 14. Uses a variety of teaching materials**
- Includes outside reading materials
 - Uses internet relevant to instructional objectives
 - Uses research from experts in the field
 - Provides material that is conducive to learning
 - Uses teaching materials that promotes critical-thinking skills
 - Uses teaching materials that encourages the development of general education skills
- 15. Organizes classroom/lab environment to promote learning**
- Establishes and clearly communicates parameters for student classroom/shop behavior
 - Anticipates disruptive classroom/shop situations and prepares accordingly
 - Maintains the classroom/shop in a functional, attractive, and orderly environment conducive to student learning
 - Assesses the learning environment and knows how and when to change that environment
 - Ensures that materials and information can be read, seen, and/or heard by the students
 - Maintains a classroom/shop atmosphere conducive to good health and safety
- 16. Demonstrates positive interpersonal relationships with students**
- Demonstrates respect, understanding, and acceptance of each student as an individual, regardless of sex, race, ethnic origin, cultural or socioeconomic background, religion or handicapping condition
 - Interacts with students in a mutually respectful, empathetic, just manner
 - Respects the individual's right to hold differing views
 - Communicates effectively in oral and written form (e.g., grammar, syntax, vocabulary, spelling)
 - Uses effective active-listening skills
 - Encourages students to develop to their full potential
 - Recognizes that student's emotional well-being affects learning potential
 - Gives time willingly to provide for students' academic and personal needs
 - Assists students in dealing with success and failure
 - Gives praise and constructive criticism
 - Makes an effort to know each student as an individual
 - Shows sensitivity to physical development and special health needs of students
 - Uses and appreciates humor in proper perspectives

- 17. Demonstrates positive interpersonal relations with educational staff**
- Demonstrates respect, understanding, and acceptance of each staff member as an individual, regardless of sex, race, ethnic origin, cultural or socioeconomic background, religion or handicapping condition
 - Interacts with other staff in a mutually respectful, empathetic, just manner
 - Respects the individual's right to hold differing views
 - Communicates effectively in oral and written form (e.g., grammar, syntax, vocabulary, spelling)
 - Uses effective active-listening skills
 - Provides positive encouragement to other staff that reflects the best interests of the student
 - Shares ideas, materials, and methods with other staff
 - Works effectively with support/ancillary staff
- 18. Demonstrates a commitment to professional growth**
- Participates actively in the supervisory/evaluative process to effect on-going professional growth
 - Maintains current knowledge in teaching/learning theory and practice
 - Participates in professional organizations and activities as available
 - Participates in STC in-service activities as appropriate
 - Exhibits personal self-control
 - Gives serious consideration and appropriate action to student/staff comments and criticism
- 19. Follows the policies and procedures of STC**
- Demonstrates awareness of policies, regulations and procedures of STC
 - Works cooperatively with other educators to implement STC policies, regulations, procedures and goals
 - Selects appropriate channels and procedures for resolving concerns and problems
 - Complies with STC policy on attendance and punctuality
 - Completes duties promptly and accurately
 - Maintains and provides accurate records/data as required
 - Provides lesson plans and materials for substitutes in case of absence
 - Demonstrates effective organizational skills in managing professional responsibilities
 - Handles confidential information ethically and with discretion
 - Keeps personal interests/problems separate from professional responsibilities and duties
 - Recognizes and deals effectively with crisis issues (e.g., substance abuse, suicidal behavior, mood changes)
- 20. Assumes responsibilities outside the classroom as they relate to STC**
- Performs non-instructional responsibilities as assigned
 - Volunteers for an appropriate share of non-instructional responsibilities
 - Exercises responsibility for student management on STC property and at STC activities
 - Participates in STC projects, programs, and activities as needed
 - Participates actively in campus recruitment activities

21. Demonstrates a sense of professional responsibility

- Submits enhancement grants, budget information, and other required information in a timely manner
- Provides information that is clear, concise, and well written
- Follows the code of ethics established by the faculty
- Ensures that the student's educational well-being is first priority
- Demonstrates respect for the college, its faculty, administration, and staff

Source: Adapted for STC from Jerry W. Valentine, Principles and Practices for Effective Teacher Evaluation, Allyn and Bacon, 1991.

PERFORMANCE AREA-COLLEGE SERVICE:

1. College Committees

- Participates in the committee process
- Supports committee recommendations/activities
- Assists with responses to committee charges or with carrying out of charges
- Attends committee meetings if a member
- Serves on standing committee, ad hoc committee, or departmental committee
- Serves as a leader on one or more committees

2. Student Campus Activities/Organizations

- Informs students of campus activities and organizations
- Encourages student participation
- Assists activity sponsors and advisors
- Volunteers to chair or assist with organization
- Promotes and supports student participation and leadership in conferences/contests as appropriate

3. State or National Career/Technical Student Conferences/Contests (SkillsUSA or PAS)

- Disseminates appropriate information concerning state and national conference/contest activities on a timely basis
- Displays a strong sense of volunteerism in committee involvement
- Coordinates use of equipment/facilities as necessary
- Oversees related student activities in conferences/contests
- Provides feedback from/to local, state, and national conferences/contests
- Designs conference/contest activities
- Coordinates conference/contest activities
- Participates in planning meetings for conferences/contests
- Recruits volunteers for conferences/contests

4. Accreditation Activities

- Researches for applicable and appropriate accreditations
- Promotes accreditation
- Interprets accreditation goals and activities
- Provides assistance in completing written accreditation requirements
- Seeks guidance in review of accreditation activities
- Implements policies and procedures as a result of accreditation
- Monitors changing accreditation policies and procedures

PERFORMANCE AREA-INDUSTRY/PROFESSIONAL RELATIONS:

1. Advisory Council

- Attends Advisory Council and Committee Meetings
- Provides useful information at meetings
- Recruits new advisory committee members
- Incorporates advisors' recommendations into curriculum as appropriate

2. Industry/Professional Relations

- Stays current with developments and trends in industry and/or professional organizations
- Uses current and/or developing information and research in industry to improve courses and department
- Maintains a professional relationship with industry-recognized organizations
- Seeks out new organizations and information
- Incorporates industry training and/or guest speakers into the curriculum
- Attends industry/professional workshops as available

**Source: Don R. Gelven, Linn State Technical College, Linn, MO
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**Updated #6 and #10 through Shared Governance 01/11 by Academic Affairs
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8/14 updated college name by S. Luebbert**