Portland Community College

# Part-Time Faculty Assessment

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| **Employee Name:** | **ID#:** | **Title:** |
| **Department/Division:** | **Campus:** | **Manager Assessment**  **FDC Assessment** |
| **Supervisor name:** | **Assessor name and ID:** | **Date of Assessment**: Click or tap to enter a date. |

**PURPOSE**

## Faculty and Management have a common goal of excellence in instruction, leading to student success. The purposes of assessment are to provide the employee with feedback concerning job performance; enhance the quality of instruction, provide the College administration with guidance in staffing, planning and budgeting, and to assure excellence in the delivery of service (Article 7). Assessments are also part of the accreditation process, adding additional importance to their timely completion. Please review Article 7 of the Faculty and AP Agreement in its entirety for more detailed assessment information. Consult your Human Resources (HR) Representative if you have any questions.

## ASSESSMENT TYPE:

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| Initial Assessment (To be completed by the end of second term)  Second/Third Year Assessment (To be completed annually during the second and third years of employment)  Post-third Year Assessment (To be completed once every three years after the third year of employment)  Multi-Year Contract Assessment (To be completed in the second year of the contract) |

## INSTRUCTIONS:

* Using the descriptions below, please provide comments and examples in the space provided.
* Go to the website <https://www.pcc.edu/hr/employment/performance-assessment/> for assistance and recommended tools for assessment preparation.
* Go to the website <https://www.pcc.edu/hr/employment/performance-assessment/goals/> for goal setting tips and resources including the Intercultural Competence Self-Assessment tool.
* HR requests that you only submit the manager assessment, self-assessment and goals documents. If additional resources are used to complete this assessment, please summarize the content from those resources on this form in the applicable category.

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| 1) COLLEGE SAFETY, COMPLY WITH POLICIES, COLLEGE OPERATIONS Instructor maintains College safety standards in work area(s), ensures that students are trained in good safety practices and makes reasonable efforts to ensure that students follow good safety practices (See Article 27.4, Faculty/AP Agreement). Instructor provides information and assistance to students on College operations (student services, identity-based resource centers, Panther pantries) as requested. Instructor complies with published college policies and procedures (for example, Title IX, Acceptable Use of Technology, non-discrimination/non-harassment, gender neutral bathrooms, evacuation protocols policies) to help build a sense of belonging in PCCs learning environment, a key factor in equitable student success. This sense of belonging is foundational to helping an individual self-actualize and thrive within our institution. Management will notify employees of policies and procedures applicable to their work. | | |
| **Needs Development**  This individual rarely meets the expectations for this performance measure. The individual *seldom/ occasionally* performs the expected tasks and demonstrated behaviors. Cannot be relied upon to perform these tasks without direct supervision. | **Meets Standards**  This individual frequently and generally meets the expectations for this performance measure. The individual performs the tasks and demonstrates the expected behavior in *most* situations. | **Exceeds Standards**  This individual has *exceeded* the expectations for this performance measure. The individual’s job achievements have added significant value to the goals of their team, department, and/or organization. |
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Supporting comments and/or examples:

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| 2) SYLLABUS/MATERIALS Course syllabi, curriculum, materials, and assignments are appropriate for the content area and reflect current information while demonstrating a culturally responsive educational understanding that is inclusive, anti-racist, and trauma-informed.  *Resources available for consultation:* [*Syllabus checklist*](https://www.pcc.edu/hr/wp-content/uploads/sites/49/2018/07/syllabus-checklist.pdf)*,* [*Material Adoption Checklist*](https://drive.google.com/drive/folders/12VPoYS_bEhnV70EnAB8ziv8hLlwr8XRf?usp=sharing)*,* [*Syllabus Review Guide for Equity*](https://www.cuesta.edu/about/documents/vpaa-docs/Syllabus_Review_Protocol_CUE.pdf)*,* [*Accessible Syllabus website*](https://www.accessiblesyllabus.com/) | | |
| **Needs Development**  **and was Culturally Insufficient**  Syllabus and materials are basically informative but contain deficit language. Syllabus was not student-informed. There is little to no diversity demonstrated within the curriculum. Materials are not current and reflect little to no culturally responsive educational understanding. | **Meets Standards**  **and was Culturally Aware**  Syllabus and materials include information about the course and College resources, syllabus was mostly student-informed and reflects asset-based language. The curriculum captures a decent representation of diverse curriculum who are generally portrayed in accurate and dynamic ways. Materials are largely current and demonstrate some culturally responsive educational understanding. | **Exceeds Standards**  **and was Culturally Responsive**  Syllabus and materials include information about the course, College resources, and uses asset-based language throughout. The syllabus was student-informed. The curriculum likely captures a wide representation of accurate and appropriate cultural and historical contexts. Materials are current and demonstrate a full range of culturally responsive educational understanding. |
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Supporting comments and/or examples:

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| 3) ACCESSIBILITY/DIGITAL FLUENCY Instructor utilizes digital fluency skills to make pedagogically appropriate use of learning technologies to engage all students, ensures that all content is accessible and adheres to universal design concepts, creates a culturally responsive learning experience and advances equitable student success across course delivery modalities.  *Resources available for consultation:* [*Minimum Quality Standards in Remote Teaching*](https://drive.google.com/file/d/14P_gpqSUkbKED5wXaunwxaQ5Az6Q3puQ/view?usp=sharing)*,* [*universal design*](http://www.cast.org/our-work/about-udl.html)*,* [*What Works Well in Online Teaching Handbook*](https://www.pcc.edu/online/wp-content/uploads/sites/78/2013/02/WhatWorksWell_v2_FINAL-WEB_single.pdf)*,* [*PCC Accessible Technology Policy*](https://www.pcc.edu/policy/accessible-technology/)*,* [*Creating Accessible Content (PCC)*](https://www.pcc.edu/instructional-support/accessibility/) | | |
| **Needs Development**  **and learning environment was inaccessible**  Instructor rarely meets the expectations for this performance measure, displaying limited to no use of learning technologies that are appropriate to the content area. Course syllabi, curriculum, materials, and assignments do not meet PCC accessibility standards. | **Meets Standards**  **and learning environment was accessible with accommodations**  Instructor frequently and generally meets the expectations for this performance measure, using some learning technologies that are appropriate to the content area. Course syllabi, curriculum, materials, and assignments meet PCC accessibility standards with the use of reasonable accommodations. | **Exceeds Standards**  **and learning environment was accessible without accommodations**  Instructor is digitally proficient, using multiple modalities to convey content information appropriately and effectively. Course syllabi, curriculum, materials, and assignments meet PCC accessibility standards without the need for accommodations. |
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Supporting comments and/or examples:

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| 4) CLASSROOM OBSERVATION/TREATMENT OF STUDENTS Instructor respects students and their viewpoints, demonstrates cultural competence and inclusive classroom practices.  *Resources available for consultation:* [*Classroom Observation Form*](https://www.pcc.edu/hr/wp-content/uploads/sites/49/employment/documents/classroom-observation.docx)*,* [*Online Observation Form*](https://www.pcc.edu/online/faculty/deans-and-fdcs/onlineobservations/)*, ,* [*Equitable Classroom Practice Checklist*](https://drive.google.com/file/d/1UMr0BresDYSQp0a0CtNPcLUsdSKz9eR3/view?usp=sharing)*,* [*Inclusive Practices*](https://drive.google.com/file/d/1FbQREt1E1lrw67OVYm72RMLWaLjfaIwD/view?usp=sharing) | | |
| **Needs Development**  **and was Culturally Insufficient**  Instructor did not present a well-planned lesson, did not create an atmosphere where students are respected and showed an indifference to student viewpoints. The concepts and explanations presented were confusing or inaccurate. Pacing demonstrated a lack of understanding of their students. Instructor lacks understanding of cultural competence and inclusive classroom practices. | **Meets Standards**  **and was Culturally Aware**  Instructor presented a planned lesson, created an atmosphere where students are respected and showed some understanding of student viewpoints. The concepts and explanations presented were clear and accurate. Pacing demonstrated understanding of their students. Shows awareness of cultural competence and inclusive classroom practices. | **Exceeds Standards**  **and was Culturally Responsive**  Instructor presented a well thought out lesson, created an energetic atmosphere where students know they are respected and their viewpoints acknowledged. The instructor displayed a strong understanding of the concepts being taught and provided accurate information, clear models and/or explanations on a level accessible to the students. Pacing allowed time for explanations and practice but didn’t drag or cause the majority of the class to wait for a few students who work slowly. Demonstrates a deep understanding of cultural competence and inclusive classroom practices. |
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Supporting comments and/or examples:

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| 5) STUDENT FEEDBACK Student feedback (emails, evaluations, surveys, conversations) reflect that the instructor creates an inclusive and student-friendly learning environment. Student evaluations also highlight that the instructor is aware of educational practices that support marginalized members of minoritized communities.  *Resources available for consultation:* [*Student Evaluation Summary*](https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:da202f53-23d0-4c0b-8665-150d2bff5d97) | | |
| **Needs Development**  **and was Culturally Insufficient**  The instructor does not review student feedback to inform and improve teaching unless prompted. Does not seem to be aware of/use educational practices that support marginalized members of minoritized communities. | **Meets Standards**  **and was Culturally Aware**  The instructor routinely reviews student feedback to inform and improve teaching. The instructor may also utilize midterm evaluations or other informal evaluations to improve future courses. Student feedback reflects that the instructor is aware of/uses some educational practices that support marginalized members of minoritized communities. | **Exceeds Standards**  **and was Culturally Responsive**  The instructor routinely reviews student feedback to inform and improve teaching. The instructor routinely asks for student feedback and is able to use it to improve the learning environment that term. Student feedback reflects that the instructor is aware of and uses educational practices that support marginalized members of minoritized communities. |
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Supporting comments and/or examples:

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| 6) INCORPORATING FEEDBACK Instructor is amenable to feedback on their curriculum, pedagogy, classroom management and student evaluations as well as issues of privilege, diversity, inclusion, and cultural/positional power. Instructor meaningfully incorporates feedback from their students, manager, FDC and colleagues.  *Resources available for consultation:* [*Intercultural Competency Self-Assessment*](https://drive.google.com/file/d/1HdjTe9tIGm9mfrOV-vV733k1e5mKryI_/view?usp=sharing)*,* [*Inclusive Practice Self-Reflection*](https://drive.google.com/file/d/0B8JIK9DwjAhAWHgxaUVTZFdkRU5yRm00WFdXUHBFbWxwT3Rr/view?usp=sharing) | | |
| **Needs Development**  **and was Culturally Insufficient**  Limited or no review of feedback and has implemented few if any changes to pedagogy and classroom practices based on feedback. | **Meets Standards**  **and was Culturally Aware**  Has reviewed feedback and implemented some changes to pedagogy and classroom practices based on feedback. | **Exceeds Standards**  **and was Culturally Responsive**  Has reviewed and utilized feedback to make significant changes in their pedagogy and classroom practices. |
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Supporting comments and/or examples:

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| 7) PROFESSIONAL DEVELOPMENT Instructor participated in professional development and/or specialized training on inclusive, culturally competent pedagogy and demonstrated this learning in their teaching practice. Instructor remains current in respective fields and possess certifications or licensure which meets or exceeds that required for employment in the field | | |
| **Needs Development**  **and was Culturally Insufficient**  Limited to no professional development related to content or pedagogical practices. Has not implemented information from professional development opportunities. | **Meets Standards**  **and was Culturally Aware**  Some professional development related to content or pedagogical practices. Has implemented information from professional development opportunities. | **Exceeds Standards**  **and was Culturally Responsive**  Actively engaged in professional development related to content or pedagogical practices. Updated curriculum and practice in the classroom. |
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Supporting comments and/or examples:

**COLLEGE PROJECTS (OPTIONAL) examples include: SAC subcommittee, Curriculum Development, ESOL Placement and Advising:**

**GOALS:** Summary of the progress made on previous year’s goals, and summary of goals and action items for upcoming year. Go to the website <https://www.pcc.edu/hr/employment/performance-assessment/goals/> for goal setting tips and resources including the Intercultural Competence Self-Assessment tool.

**INSTRUCTIONAL GOALS:**

**PROFESSIONAL DEVELOPMENT GOALS:**

**INTERCULTURAL COMPETENCY GOALS:**

**PERFORMANCE SUMMARY:** Overall Areas of Performance Strengths and Opportunities for Improvement

**DEFINITIONS**

**Anti-Racism** is being aware of racism, reflecting on how society and those around you have contributed to the development of racist ideas, and actively challenging and avoiding engaging in further racist behavior. Racism shows up in many places in academia; curriculum, classroom practices, and institutional policies.

**Culturally Responsive Education** (closely related to the terms “culturally relevant” and “culturally sustaining” education) refers to the combination of teaching, pedagogy, curriculum, theories, attitudes, practices, and instructional materials that center students’ culture, identities, and contexts throughout the educational system.

**Decolonizing**: When instructors talk about decolonizing, they are usually referring to curriculum or classroom practices. These practices in the U.S. overwhelmingly privileged white middle-class and upper-middle class students. Decolonizing a classroom practice can include but is not limited to: not grading on attendance or timeliness, not requiring students to turn on their camera or dress in business casual for a presentation.

**Inclusive teaching** describes the range of approaches to teaching that consider the diverse needs and backgrounds of all students to establish a learning environment where students are valued and have an equal access to learn. Incorporating inclusive teaching practices creates a learning environment where:

* Instructors establish supportive relationships with students and establish a culture of care in the classroom.
* Instructors establish a learning environment that decreases incivility and unproductive conflict
* Student participation and engagement increases
* Students are encouraged to take intellectual risks, persist with difficult material and given tools to help retain learning across contexts

**Trauma-Informed** Instructors understand that some students come in with past experiences that are traumatic. Instructors help establish trust with students, create a learning environment where students are engaged and feel confident in being part of the classroom environment and mistakes are seen as informative and part of the learning process.

**Accessibility** The quality of being suitable for people with disabilities. Instructors must ensure folks with disabilities have the opportunity to acquire the same information, engage in the same interactions and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability.

**Digital Fluency** The ability to discover, evaluate, and use information and technology effectively and ethically. Digital fluency calls for a critical look at the development of digital platforms and technological advancements and the ethics surrounding inclusion, access, security, and privacy concerns. A digitally literate instructor possesses the tools and confidence needed to craft a responsible digital presence, communicate effectively using digital tools and navigate and troubleshoot issues that arise.