



“Nurturing Potential ... Transforming Lives”

2500 W. North Avenue
Baltimore, Maryland 21216-3698

Education Unit

Faculty Assessment Instrument

Faculty Being Assessed: _____

Department: _____

Semester: _____ Date of Observation: _____

Evaluator's Name: _____

Check One: Peer Chairperson Director

Title: _____

Signature: _____

*Faculty's Signature: _____

Directions: Please assess the faculty member on each outcome/criteria and assign a rating for each indicator under each outcome/criteria. Assign an overall average for each outcome/criteria and an overall score for the evaluation.

Scoring Rubric: 3 – Exceeds Expectations	Performance is consistently superior in all areas.
2 – Meets Expectations	Performance is consistently average.
1 – Needs Improvement	Performance is consistently less than adequate.

Overall Rating: _____

Director's Signature: _____

*** Faculty member's signature certifies that she/he has personally reviewed the report and understands that the signature does not imply agreement or disagreement.**

Outcome/Indicators: Effective Communicator	Rating
• Models good verbal and non-verbal speaking, listening, and writing	• 3 2 1
• Works with students to develop fluency and speaking, and writing effectively	• 3 2 1
• Utilizes a variety of approaches to communicate with students	• 3 2 1
• Accesses computer software, Internet, video, music, art, models, graphics, other media and devices to communicate concepts for student learning	• 3 2 1
• Adapts communication mode and teaching strategy to student learning style and level of proficiency	• 3 2 1
• Encourages student expression through active inquiry and supportive interaction in the classroom.	• 3 2 1
• Presents information and directions clearly and concisely	• 3 2 1

Rating Scale

Exceeds Expectations: 19 - 21

Meets Expectations: 14 - 18

Needs Improvement: Below 14

Proficiency Level:

Outcome/Indicators: Systematic Planner	Rating
<ul style="list-style-type: none"> • Presents instruction based on a clearly outlined and well-developed syllabus 	<ul style="list-style-type: none"> • 3 2 1
<ul style="list-style-type: none"> • Plans instruction based on subject knowledge, student needs, and goals 	<ul style="list-style-type: none"> • 3 2 1
<ul style="list-style-type: none"> • Applies knowledge of curriculum development, subject content, student development, and learning theory to planning 	<ul style="list-style-type: none"> • 3 2 1
<ul style="list-style-type: none"> • Creates learning activities based on student knowledge and proficiency level 	<ul style="list-style-type: none"> • 3 2 1
<ul style="list-style-type: none"> • Connects curriculum with student experiences and community context 	
<ul style="list-style-type: none"> • Presents curriculum through technological activities 	<ul style="list-style-type: none"> • 3 2 1
<ul style="list-style-type: none"> • Accommodates different learning styles and learning differences (Applies variety of instructional activities – do not rely solely on lectures) 	<ul style="list-style-type: none"> • 3 2 1 • 3 2 1

Rating Scale

Exceeds Expectations: 19 - 21

Meets Expectations: 14 - 18

Needs Improvement: Below 14

Proficiency Level:

Outcome/Indicators: Instructional Leader	Rating
• Engages students in cooperative learning, discovery, activities, group discussion, independent study, computer assisted learning	• 3 2 1
• Manages instructional time	• 3 2 1
• Promotes responsibility; participation, and respect for others, the institution, and the profession	• 3 2 1
• Utilizes multimedia and technology for student learning	• 3 2 1
• Involves students by encouraging critical thinking, problem solving, and questioning techniques	• 3 2 1
• Expresses enthusiasm for the students and the course	• 3 2 1
• Conducts multiple types of performance-based assessments in diverse formats	• 3 2 1
• Maintains records and evidence of progress (e.g. work samples & scores)	• 3 2 1
• Provides after session assistance to students as needed to promote academic success	• 3 2 1

Rating Scale

Exceeds Improvement: 25 - 27

Meets Improvement: 18 - 24

Needs Improvement: Below 18

Proficiency Level:

Outcome/Indicators: Reflective Decision Maker	Rating
• Reflects on daily teaching practices	• 3 2 1
• Applies learning theories and knowledge of human development to the teaching-learning process	• 3 2 1
• Connects lesson to individual students experiences, cultural background and family/community environment	• 3 2 1
• Helps students to integrate and relate knowledge from different sources into their own frames of reference	• 3 2 1
• Chooses from multiple teaching and learning strategies to help diverse learners comprehend and perform	• 3 2 1

Rating Scale

Exceeds Expectations: 14 - 15

Meets Expectations: 10 - 13

Needs Improvement: Below 10

Proficiency Level:

Outcome/Indicators: Evolving Professional	Rating
• Sets long and short term professional goals	• 3 2 1
• Monitors self-growth and continuous learning	• 3 2 1
• Keeps current on new information in the field	• 3 2 1
• Reads professional journals and applies ideas and information in teaching	• 3 2 1
• Participates in conferences, workshops, grant writing, and publications	• 3 2 1
• Maintains memberships in professional organizations	• 3 2 1
• Recognizes and carries out professional responsibilities in giving and receiving help from others	• 3 2 1
• Works effectively with peers and support staff	• 3 2 1
• Displays initiative	• 3 2 1
• Responds to supervision	• 3 2 1
• Accepts responsibility	• 3 2 1
• Service to Community Initiatives	• 3 2 1

Rating Scale

Exceeds Expectations: 35 - 39

Meets Expectations: 28 - 34

Needs Improvement: Below 27

Proficiency Level:

Criteria/Indicators: Professional Disposition	Rating
• Establishes and maintains rapport with students	• 3 2 1
• Establishes realistically high expectations and respect for all students	• 3 2 1
• Exhibits courtesy in interaction with all students	• 3 2 1
• Demonstrates a sense of efficacy	• 3 2 1
• Articulates respect for students as individuals with differing personal and family backgrounds and various skills, talents, and interests	• 3 2 1

Rating Scale

Exceeds Expectations: 14 - 15

Meets Expectations: 10 - 13

Needs Improvement: Below 10

Proficiency Level:

Criteria/Indicators: Productivity	Rating
• Participates in retention (advisement) efforts	• 3 2 1
• Participates in recruitment initiatives	• 3 2 1
• Infuses praxis competencies in course requirements and activities	• 3 2 1
• Serves on departmental committees	• 3 2 1
• Serves on unit-wide committees	• 3 2 1
• Serves on campus-wide committees	• 3 2 1
• Submits revised syllabi in a timely manner	• 3 2 1
• Submits program documents and data	• 3 2 1
• Update and submit resume/curriculum vitae yearly	• 3 2 1
• Update web-based faculty bio yearly	• 3 2 1
• Submits faculty activity report	• 3 2 1
• Posts and maintains office hours	• 3 2 1
• Submits grades by posted due date	• 3 2 1
• Meets class regularly and on-time	• 3 2 1
• Attends unit and department meetings as planned	• 3 2 1
• Submits copy of grade book at end of each semester	• 3 2 1
• Reports time by bi-weekly on established due date	• 3 2 1
• Conducts student advisement (advisement sign-in sheets documented)	• 3 2 1
• Participates in Professional Development Schools initiatives	• 3 2 1

****To be evaluated by the Chairperson or Director only**

Rating Scale

Exceeds Expectations: 51 - 57

Meets Expectations: 39 - 50

Needs Improvement: Below 38

Proficiency Level:

