

Evaluation Guidebook
for
Part-Time Online (Synchronous)
Classroom Faculty

Updated 9-20-2023

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This packet contains all of the policy and procedure language from Appendix X to the UF/4CD Contract related to the evaluation of Part-Time online synchronous classroom faculty. Part-time classroom faculty not teaching partially online synchronous classes, as well as counselors, librarians, learning disability specialists, probationary and full-time faculty should consult different guidebooks (available online, from the UF or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available online or through 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.

X7.1.1 **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 for Fall 2010 and shall be implemented beginning fall 2023.

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.

- X7.1.1.2 **If any instructional hours of a fully online course will be regularly scheduled as synchronous (with no instructional hours delivered in-person), the course will be considered online-synchronous for the purposes of the evaluation procedure. Online classes where the only synchronous portion of the course consists of exams/assessment given synchronously shall not be considered synchronous, but shall be treated as online asynchronous classes for the purpose of evaluation. Online classes that include regularly scheduled hours delivered in-person will be considered hybrid (see Appendix X6).**

X7.1.2 **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.

X7.1.3 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. If a department lacks a subject-area specialist in the primary field of the evaluatee, the department may elect to appoint a second evaluator from outside the department with appropriate expertise.

- X7.1.3.1 The chair/evaluator will conduct a pre-evaluation conference with the part-time faculty member/faculty emeritus employee 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.
- X7.1.3.2 The evaluation of the part-time faculty member or faculty emeritus employee shall be based on the criteria delineated in this document.
- X7.1.3.3 The evaluator(s) shall have attended an orientation to evaluation during the previous three years.
- X7.1.3.4 The classroom observation plan form for online synchronous classes shall be completed. Classroom/workplace observations shall occur.
- X7.1.3.5 Student evaluations will be administered (in two sections if possible).
- X7.1.3.6 The evaluator(s) will complete the summary report. When there are multiple evaluators, the evaluators will collaborate to produce a single summary report.

X7.1.3.7 The chair/evaluator will review the results of the evaluation with the part-time faculty member or faculty emeritus employee. The summary report shall be signed and the materials will be forwarded to the division chair/area dean/assistant dean of instruction to be placed in the file of the part-time faculty member or faculty emeritus employee.

X7.1.3.8 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.

X7.1.4 **ONLINE SYNCHRONOUS CLASSROOM OBSERVATION PROCEDURES**

X7.1.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables. When a faculty member is evaluated for a synchronous online course, the evaluation must be completed by at least one evaluator who has demonstrated qualifications to teach online. It is recommended that to the extent possible the evaluation of all online faculty teaching synchronously online should be conducted by evaluators with experience teaching online. Where multiple evaluators are available, faculty who have successfully completed the 4CD training class in Becoming an Effective Online Instructor (BEOI) or the equivalent and who have experience teaching online classes should be prioritized when assigning evaluators.

X7.1.4.2 In the pre-evaluation conference, the evaluator shall obtain appropriate materials and information regarding course syllabi, outlines, sample current examinations or quizzes, and graded assignments, and evidence of substantive faculty/student and student/student interactions in the online class (including synchronous activities such as breakout rooms, check-ins during lecture; as well as asynchronous discussion board posts, or other communications that encourage interaction where appropriate). The confidentiality of student work shall be maintained. During this conference (face to face or using web-conferencing) the evaluator will also be given an orientation to and instructions for navigating the online classroom, which may include external tools and proprietary materials in order to best view interactions between faculty and student and between students (such as how to access external tools and proprietary materials, and how best to view interactions between faculty and students and between students). The pre-evaluation conference shall be a synchronous meeting (either online or in-person).

X7.1.4.3 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated. At least 24 hours prior to the observation, the evaluatee shall also complete and submit the Synchronous Classroom Observation Plan Form to the

evaluator. The evaluatee is responsible for granting “evaluator access” to the Learning Management System through which students access the online portion of class. The evaluator shall focus primarily on material outlined in the classroom observation plan form and on regular and substantive instructor-initiated interactions and student-student interactions during only the synchronous class meeting being observed and 7-day period of the evaluation, but may access additional non-private material referenced during the evaluation period as needed. Gradebook review shall not be included in the evaluation except where feedback from the instructor during the 7-day period of the evaluation may be considered as part of instructor-student interaction.

X7.1.4.4 Each evaluator shall observe a minimum of at least one hour and enough time to gain a reasonable understanding of job performance. Observation-time shall be approximately divided between synchronous and asynchronous components of the class at the ratio of instructional hours. In other words, for a class that meets 50% synchronously, a minimum of one half hour should be observed synchronously. Each evaluator shall observe both synchronous and asynchronous elements of the online course (including the elements on Canvas, the District-approved learning management system).

X7.1.4.5 Class sections and various teaching obligations beyond the classroom of faculty to be evaluated shall be selected by mutual consent when possible as follows:

For part-time faculty (except for those in their seventh semester), one class shall be observed. Class to be observed will be selected by the evaluator. Part-time faculty in their seventh semester will be observed by two different evaluators in two different courses or sections when possible, one to be selected by the evaluator and one by the evaluatee. For part-time faculty being evaluated in more than one discipline, a minimum of one class in each discipline shall be observed. For faculty whose assignments regularly span more than one discipline or methodology, the Department may select the area(s) of evaluation.

X7.1.4.6 The documentation used for classroom observation shall include narrative comments (see Synchronous Classroom Observation Form).

X7.1.4.7 Within two weeks of the classroom observation, each evaluator shall complete the synchronous classroom observation form and meet (in-person or synchronously online) with the evaluatee to discuss the observation.

X7.1.4.8 The counselor, librarian, and learning disabilities specialist assigned as a

classroom instructor shall be evaluated for classroom teaching in the same manner as all other classroom instructors.

- X7.1.4.9 To determine the headcount of students during the synchronous portion of the observation, the evaluator will check to see how many students are logged into the synchronous meeting. This is the number of students in attendance to be listed on the observation form.
- X7.1.4.10 In the event that technical difficulties prevent or substantially interrupt an evaluation, the evaluation may be rescheduled.

X7.1.5 **SYNCHRONOUS STUDENT EVALUATION PROCEDURE FOR PART-TIME CLASSROOM FACULTY**

For student evaluations of synchronous classes, the synchronous student-evaluation form shall be used.

- X7.1.5.1 The evaluator shall confirm with the evaluatee the start date for student evaluations. The standard weeks of student evaluations are weeks 8 and 9 (or the middle of the semester) for full-term fall and spring classes. However, the evaluatee may elect to start student evaluations any time between weeks 6 and 12 for full-term fall and spring classes. For short-term classes, the evaluatee should select a two-week period for student evaluations in the middle or close to the middle of the course.
- X7.1.5.2 For part-time faculty, student evaluations shall be conducted in at least one on-line section of the course(s) taught by the part-time faculty member. Student Evaluations will be administered in two sections if possible. The section(s) shall be chosen according to the Classroom Observation Procedure.
- X7.1.5.3 The Chair of the evaluation committee or designee shall notify the local evaluation software administrator to request that student evaluations be administered during the agreed-upon period of time. Students will be assured of the anonymity of their responses. After the evaluation period has ended, the evaluation software administrator (or Student Evaluation) Administrator (or management designee) will send the completed student-survey report to the evaluation committee chair.
- X7.1.5.4 Management shall ensure that student-survey reports are kept confidential. The evaluator(s) shall review the summary data sheet and the student comments. The chair shall summarize the student comments and the objective data in the summary report.

The summary data sheet and student comments shall be attached to the summary report.

- X7.1.5.5 The original student evaluation forms shall be confidentially maintained. The evaluations will be stored until the next evaluation cycle.

X7.1.6 **RIGHTS AND RESPONSIBILITIES OF EVALUATEES**

X7.1.6.1 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 Online Synchronous Classroom Faculty.

- X7.1.6.2 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.

- X7.1.6.3 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.

- X7.1.6.4 The evaluatee has the right to expect all intellectual property rights to be protected and maintained per Article 26 of the UF Contract.

- X7.1.6.5 The evaluatee has the right to a confidential process. Evaluations may be discussed by full-time faculty for rehiring purposes.

- X7.1.6.6 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.

- X7.1.6.7 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.

- X7.1.6.8 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).

X7.1.7 GUIDELINES FOR EVALUATORS

- X7.1.7.1 Evaluators shall read all materials and follow guidelines and timetables.
- X7.1.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.
- X7.1.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.
- X7.1.7.4 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.
- X7.1.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- X7.1.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.
- X7.1.7.7 Evaluators shall respect the confidentiality of the process.
- X7.1.7.8 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.

X7.1.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.

X7.1.7.10 Evaluators shall create a portfolio as follows:

X7.1.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.

X7.1.7.10.2 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.

X7.1.7.10.3 The portfolio will contain, at the minimum:

- a. student evaluation transcriptions, including percentages and typed comments;
- b. completed workplace observation forms;
- 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. criteria-related material from the personnel file; and
- h. criteria-related input from the department chair and/or dean (if submitted).

X7.1.8 **SUMMARY REPORT**

X7.1.8.1 The chair of the evaluation committee (or the evaluator, in the case where there is only one) shall complete 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).

X7.1.9 **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 X6.1.3.

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.

X7.1.9.1 The following schedule shall serve as a guide in completing the evaluation process:

X7.1.9.1.1 August-September/January-February
Evaluators are selected. Orientation to evaluation is conducted.

X7.1.9.1.2 September/February
Evaluator(s) and Evaluatee should meet for an in-person or online synchronous 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.

X7.1.9.1.3 September-November/February-April
Classroom observations occur. Prior to each class observation, the evaluatee shall complete the Online Synchronous Classroom Observation Plan and meet synchronously (either online or in-person) with each evaluator. During the conference, the evaluator will also be given an orientation to and instruction for navigating the online portion of the class. Within two weeks after the observations, the evaluator(s) and evaluatee should meet for a follow-up conference to review the observation(s).

X7.1.9.1.4 September-November/February-April
Student evaluations are conducted.

X7.1.9.1.5 November/April
The evaluatee completes the Self Evaluation Report and submits it to the evaluator. Once this is complete, and once the student evaluation scores and comments have been provided to the evaluation committee chair, 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.

X7.1.10 **ORIENTATION TO EVALUATION**

The District and the United Faculty agree to work together to develop an online 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.

X7.1.10.1 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.

- X7.1.10.2 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.
- X7.1.10.3 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.
- X7.1.10.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.
- X7.1.10.5 Every tenured faculty member must attend an orientation once every three years.

X7.1.11 **PERFORMANCE CRITERIA FOR PART-TIME CLASSROOM FACULTY ONLINE SYNCHRONOUS FORMAT**

The District and the United Faculty recognize that the successful performance of professional duties includes effective classroom instruction, and various teaching obligations beyond the classroom such as coaching, journalism, forensics, and the performing arts. In addition, performance of professional duties will include participation in non-instructional responsibilities described herein.

Counselors, librarians, learning disabilities specialists, and physical disabilities specialists assigned as a classroom instructor shall be evaluated for classroom teaching in the same manner as all other classroom instructors. They shall also be evaluated for their other professional responsibilities.

The following criteria shall be used in the evaluation of all part-time teaching faculty and faculty emeritus employees when evaluated teaching online synchronous classes. (All criteria are either observable or measurable through peer, student, or management evaluation.)

- X7.1.11.1. Demonstrate competence in the design and delivery of an online synchronous course(s) and in other responsibilities included in the teaching load assignment.
 - X7.1.11.1.1 Provide a syllabus to students that includes the student learning outcomes for the course and is consistent with the course outline of record. The syllabus should be posted on Canvas, the District-approved learning management system.

- X7.1.11.1.2 Include in the syllabus a description of course content, contact information (including participation and communication policies that describe expected response time to student questions), the times, mode, and places where class meetings and office hours are held, the means by which student work shall be evaluated, grading standards and other relevant information, such as technology/computer readiness requirements, technology support and accessibility support.
- X7.1.11.1.3 Provide orientation materials and resources for students to help them prepare for and navigate both the synchronous and asynchronous portions of the online course. Orientation materials should be placed within an orientation/introductory module on Canvas.
- X7.1.11.1.4 Consistently begin synchronous class at the scheduled time and teach for the entire class period.
- X7.1.11.1.5 For all instructional hours, whether they are conducted synchronously or asynchronously, provide regular and substantive instructor-initiated interaction between instructor and students and among students.
- X7.1.11.1.6 Build an online classroom community using the district-approved learning-management system, with activities designed to foster student-to-student interaction.
- X7.1.11.1.7 Provide instruction appropriate to the units offered for the course in keeping with the published schedule provided to the students prior to the start of the class.
- X7.1.11.1.8 At an appropriate point in each instructional module, as well as at the beginning of synchronous class meetings, or at another appropriate time, make a clear statement of the learning objective(s) for the unit/module/session/lesson.
- X7.1.11.1.9 Be prepared for class and provide online access to necessary material, and present material in an organized, clear manner.
- X7.1.11.1.10 Present material at a level appropriate to the course.
- X7.1.11.1.11 Display expertise in subject matter appropriate to the assigned discipline(s).

- X7.1.11.1.12 When presenting controversial material, do so in a balanced manner acknowledging contrary views.
- X7.1.11.1.13 When appropriate, combine methods of instruction (such as text, audio, video, images and/or graphics, etc.) to accommodate various learning styles.
- X7.1.11.1.14 Connect asynchronous and synchronous portions of the class to create a fully integrated course with continuity of instruction between modalities using Canvas, the approved learning management system.
- X7.1.11.1.15 Regularly assess the teaching-learning process, check student understanding, and modify strategies as necessary to improve results.
- X7.1.11.1.16 Provide instruction in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process.
- X7.1.11.1.17 Fairly evaluate student work by using clear, explicit criteria, relevant to the subject matter as stipulated in the course outline of record.
- X7.1.11.1.18 Maintain accurate records and submit reports such as grade and census rosters according to published deadlines.
- X7.1.11.1.19 Assess students using multiple methods, as specified in the course Syllabus, that lead to the demonstration of learning outcomes.
- X7.1.11.1.20 Provide regular feedback to students using Canvas, the District-approved learning management system and/or as described in the syllabus.
- X7.1.11.1.21 Consistently grade and/or comment on course work and return to students within two weeks of submission for a full-term course, or the equivalent amount of time for a shorter-term course.
- X7.1.11.1.22 Provide accessible content to students in every course in compliance with current laws and regulations.

X7.1.11.2 Recognize the rights of students.

- X7.1.11.2.1 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
- X7.1.11.2.2 Recognize the right of students to have points of view different from the instructor's.
- X7.1.11.2.3 Manage classroom to maintain an effective learning environment while treating students fairly and respectfully.
- X7.1.11.2.4 Be attentive to student questions and comments, and be clear and precise in response.
- X7.1.11.2.5 Provide clear guidelines with regards to student-faculty communications and what students can expect with regards to how quickly faculty will respond to communications.

X7.1.11.3 Participate in non-classroom professional responsibilities

- X7.1.11.3.1 Attend required management-called meetings.
- X7.1.11.3.2 Maintain regular and timely office hours as specified in this contract, and clearly communicate to students the best ways to get extra help outside of class.
- X7.1.11.3.3 Participate in the evaluation process in a professional and timely manner.
- X7.1.11.3.4 The District the UF recognize that compliance and student authentication issues are particularly important to online instruction and agree that faculty and management will work cooperatively to ensure that online courses comply with all regulatory requirements.

Classroom Observation Form for Faculty Teaching Online Synchronous

Evaluatee: Click here to enter text.	Course/Section Observed: Click here to enter text.	# Students Registered: <u> # </u>
Evaluator: Click here to enter text.	Date/Time/Place of On-Campus Observation: Click here to enter text.	# Students Present: <u> # </u>
Dates of 7-Day Consecutive Period of Online Observation: Click here to enter text.		# Students Present: <u> # </u>

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

5 4 3 2 1 NA
 Excellent Above Average Average Below Average Poor Not Applicable

	Rating	Comments
<p>1. Objectives: At the beginning of the synchronous class meeting or at another appropriate time and in the unit module, the professor made a clear statement of the objectives of the class meeting and module connected to the Student Learning Outcomes of the course.</p>	Select Rating...	Click or tap here to enter text.
<p>2. Preparation: A. Synchronous Meeting: The professor was well-prepared for class with necessary materials.</p>	Select Rating...	Click or tap here to enter text.

<p>B. Online Content/Materials: The professor also provided students with online access to all necessary materials for the lesson or assignment, appropriate to the contact hours of the period observed, using the district-approved learning management system.</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>3. Organization: A. Synchronous Meeting: The professor presented material during the synchronous class meeting in an organized manner.</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>B. Online Content/Materials: The professor presented the course and unit material in an organized manner and provided clear and consistent guidance about access to and navigation of course content related to the synchronous portion of the class.</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>4. Clarity: The professor presented instructional material clearly both during the synchronous class meeting and online using the approved learning management system.</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>5. Expertise: The professor displayed expertise in the subject.</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>6. Class Level: The professor presented material at a level appropriate to the course.</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>7. Teaching Methods: The professor provided instruction in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>

<p>process. When appropriate, the professor combined methods of instruction (such as group activities using breakout rooms; discussions; text, audio, video, images and/or graphics etc.).</p>		<p>Click or tap here to enter text.</p>
<p>8. Connecting Components: The professor connected synchronous and asynchronous online portions of the class to create a fully-integrated course with continuity of instruction.</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>9. Controversial Material: When presenting controversial material, the professor did so in a balanced manner, acknowledging contrary views.</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>10. Respect: The professor treated all students respectfully.</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>11. Faculty/Student Interaction: The professor provided regular faculty-initiated substantive interaction and instruction (appropriate to the units offered for the course).</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>12. Student/Student Interaction: The professor created opportunities for student-to-student interaction (either synchronously, asynchronously, or both, as appropriate to the instructional delivery).</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>13. Comprehension: The professor periodically checked student learning and modified teaching strategies as necessary to increase effectiveness in achieving outcomes.</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>

<p>14. Responsiveness: The professor encouraged students to ask questions. The professor was attentive to student questions and/or comments.</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>15. Online Class Management: The professor's use of the district-approved learning management system and video-conferencing software demonstrated technical skills necessary for managing an online synchronous class.</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>
<p>16. Online Accessibility: The professor's course design and materials ensure that all students including those with disabilities can fully participate in the course (by using techniques such as page headings, descriptive links, lists, alternative text for images, video captions edited for comprehension where appropriate; color contrast; etc.).</p>	<p>Select Rating...</p>	<p>Click or tap here to enter text.</p>

Non-Classroom Observations

	Rating	Comments
<p>17. Course Outline: The professor's syllabus conforms to the existing course outline of record.</p>	Select Rating...	Click or tap here to enter text.
<p>18. Syllabus: The professor's syllabus includes a description of course content, contact information, communication policy (including instructor response time for student inquiries and assignment feedback), office hours, the means by which students will be evaluated, grading standards, and other relevant information.</p>	Select Rating...	Click or tap here to enter text.
<p>19. Evaluation Process: The professor participated in the evaluation process in a professional and timely manner.</p>	Select Rating...	Click or tap here to enter text.
<p>20. Professional Obligations: The professor meets professional obligations outside of class (submits rosters and grades on time, etc.).</p>	Select Rating...	Click or tap here to enter text.

**SAMPLE ONLINE SYNCHRONOUS CLASSROOM
OBSERVATION PLAN FORM**

Classroom Observation Plan for Online Synchronous Classes	
Course: Click or tap here to enter text.	Section: Click or tap here to enter text.
Date of synchronous class observation: Click or tap here to enter text.	
Dates of Online Observation (beginning/ending of consecutive seven-day period): Click or tap here to enter text.	
Number of students enrolled: Click or tap here to enter text.	
Evaluatee: Click or tap here to enter text.	
Evaluator: Click or tap here to enter text.	

Please attach your course syllabus.

<p>1. State the objective(s) of the synchronous class meeting and for the online seven-day evaluation period (and indicate where this is communicated to students).</p> <p>Click here to enter text.</p>
<p>2. How do you plan to achieve this/these objective(s)? What teaching methods/activities will you use?</p> <p>Click here to enter text.</p>
<p>3. Explain how the content of this evaluation period fits into the overall course and how the synchronous and asynchronous portions of your class are integrated with one another during this evaluation period.</p> <p>Click here to enter text.</p>
<p>4. Describe where in your class (on Canvas as well as in your synchronous class meeting) your evaluator can observe regular and substantive, instructor-initiated interaction between instructor and students and among students, including but not limited to:</p> <ul style="list-style-type: none">a. feedback to students about their workb. responses to student questionsc. students interacting with one anotherd. students engaging with and interacting with course material <p>Click here to enter text.</p>

SAMPLE PARTIALLY ONLINE SYNCHRONOUS STUDENT EVALUATION FORM

STUDENT EVALUATION FORM FOR FACULTY TEACHING ONLINE SYNCHRONOUS

This student evaluation is part of our regular effort to maintain quality instruction. Our faculty use your responses to these questions to become better teachers. 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 the person giving this evaluation.

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.

On a scale of 1 to 5, please evaluate your professor:

5	4	3	2	1	NA
Always	Often	Sometimes	Rarely	Never	“Not Applicable” (I can’t answer.)

My professor	5	4	3	2	1	NA	Comments
1. is available to answer questions and responds to me within the timeframe described in the syllabus.							
2. participates regularly in my course (both in class meetings and on Canvas).							
3. teaches and answers questions clearly.							
4. checks to see if I understand the material.							
5. organizes class materials in a way that helps me find what I need for the class.							
6. encourages me to ask questions and participate.							
7. provides opportunities for me to interact with other students in the course.							
8. helps me understand the value and usefulness of the material that we are studying.							
9. encourages me to think and explore new ideas.							
10. tells the class what we are going to do and what we are expected to learn.							
11. treats all students respectfully.							
12. grades my papers, tests, and other work within two weeks.							
13. responds to my work so I know how I am doing and how I can improve.							
14. follows the grading guidelines in our course syllabus and explains my grade if I ask.							
15. helps me meet the goals and learning objectives of the course.							

Summary Evaluation Form for Faculty

Evaluatee:	Date of hire:	Evaluation Semester:	Evaluation Year:
		FALL SPRING SUMMER	

Check Faculty Status: Tenured Full-time Faculty

Probationary (Tenure Track) Faculty

Part-time Faculty

Check here if the Part-time Faculty Member currently has Staffing Preference (prior to this evaluation):

Summary of previous evaluation (available in Division Office), if applicable	
Summary of student evaluations – attach summary of scores and typed comment (provided by Division Office)	
Summary of classroom/workplace observations – attach observation forms and comments	

Summary of self-evaluation – attach self evaluation report

Criteria-related input from dept. chair and/or dean

Evaluatee comments – attach a separate sheet if necessary

Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

- Consistently High Ratings—Excellent overall performance.
- Satisfactory Performance—Acceptable overall performance.
- Needs Improvement—Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCC/D).
- Unsatisfactory Performance—Unacceptable overall performance.

Signature of Evaluatee – (signature indicates receipt but not necessarily agreement) _____ Date _____

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

 Chair/Evaluator (print name)	 _____ (signature)	 Date
 Committee Member (print name)	 _____ (signature)	 Date
 Committee Member (print name)	 _____ (signature)	 Date

This box only applies to probationary faculty.

Recommendation (To be completed by Chair of Evaluation Committee)

Grant Tenure Continue in Probationary Status Termination of Service

Resolution (To be completed by college president)

Grant Tenure Continue in Probationary Status Termination of Service

President: _____ Date: _____

Chancellor: _____ Date: _____

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.

OPTIONAL CHECKLIST FOR EVALUATORS

Part-Time Faculty Evaluation Checklist for Evaluators

Name of Evaluatee

Pre-Evaluation Meeting (date/time/location): _____

Evaluator	Observation	<u>Student Evaluation</u>
	Course/Section: Date: Time: Location:	

Evaluator (if more than one)	Observation	Student Evaluation
	Course/Section: Date: Time: Location:	

Self-Evaluation Due date:	Date Received:
Post-Evaluation Meeting	Date: Time: Location:

X7.1.17

SELF EVALUATION

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

- X7.1.17.1 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.

Self Evaluation for Classroom Faculty

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

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.

Classroom Teaching and Methodology

	Often/Always	Sometimes	Rarely/ Not Applicable	Not Sure/ Not Applicable
My courses reflect the official course outline of record (Title 5).				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I teach my courses using materials and activities that engage student learning (i.e. readings, videos, field trips, speakers).				
The pace and rigor of my classes are appropriate to the course level.				
I enhance course content through the use of instructional technology (i.e. Canvas, podcasting, power point, multimedia).				
I am approachable and encourage my students to communicate with me.				
I communicate ideas clearly, concisely, and effectively.				
I demonstrate sensitivity to the learning styles/challenges of each student.				
I encourage students' interest in my subject area and in pursuing educational goals beyond my classroom.				
I design interconnected lessons that serve the course goals.				
My classes are interactive.				
I return student work within two weeks of receiving it.				
I use class time efficiently.				

	Often/Always	Sometimes	Rarely/ Not Applicable	Not Sure/ Not Applicable
I am sensitive to the needs of students with diverse backgrounds and experience.				
My materials are culturally inclusive and diverse.				
I provide course materials that are accessible and comply with current standards and practices				
I present information in more than one format: text, audio, hands-on, etc.				
I use varied assessment and/or test formats: scenario-based questions, oral presentations, group projects, video and voice recordings, role-play, simulations, portfolios.				
I provide learning opportunities to keep students motivated: assignments that feel relevant, skill building through games, etc.				
I use guiding language to help students work with content in meaningful ways (e.g., explaining what to look for in an article, video guides, etc.).				
I use antiracist practices (by seeking to acknowledge my own biases and privilege, by looking at student outcome and transforming my teaching and curriculum to close equity gaps, by amplifying minoritized voices, by creating a community of belonging and inclusivity developing community partnerships, etc.).				
I publish my Canvas shells for every course and post my syllabus and grades for easy student access.				
My materials and assessment are designed to help students achieve my course learning outcomes.				

Professional Responsibilities

	Often/Always	Sometimes	Rarely/Not Applicable	Not Sure/Not Applicable
I submit required reports/documents in a timely manner (i.e. census rosters, positive attendance reports, grades, grade changes and incompletes).				
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. curriculum development, SLO's, Course Outline/Title 5 Rewrites/Content Review).				

	Often/Always	Sometimes	Rarely/Not Applicable	Not Sure/Not Applicable
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful teaching strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I make myself regularly accessible to students outside of class (i.e. office hours, email, phone calls), and respond to students in a timely manner.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/Always	Sometimes	Rarely/Not Applicable	Not Sure/Not Applicable
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 keep up with innovations in instructional technology and best practices in online instruction.				
I seek out training and data related to Diversity, Equity, Inclusion and Accessibility.				

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. Classroom Teaching and Methodology
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) Classroom teaching and methodology

- What new effective classroom activities 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 have you completed since your last evaluation, and what 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?

X7.1.18

IMPROVEMENT PLAN

- X7.1.18.1 If the Evaluator or Evaluation Committee determines that the faculty performance is less than satisfactory, 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.
- X7.1.18.2 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 faculty member's evaluation portfolio.
- X7.1.18.3 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.
- X7.1.18.4 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.
- X7.1.18.5 The Department shall conduct another evaluation when the improvement plan has been completed.
- X7.1.18.6 Sample Improvement Plan Form

Improvement Plan

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

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

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

Signatures: Faculty member being evaluated: _____ Evaluation Committee Chair: _____ Dean: _____
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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.