

# SELF EVALUATION SURVEY

## FOR TEACHING FACULTY

**Directions:** Napa Valley College strives to recognize instructional practices that are research based and linked to student achievement. Before your first meeting with your advisors, study the components of the tenured evaluation. Identify areas of strengths, as well as, those areas that could be improved. Write goals and identify professional development activities that will assist you in improving those components of the evaluation that you feel need development. Share this Pre-Self Evaluation with your advisors at your first meeting.

There are many pedagogical approaches to teaching. This form is not intended to be all inclusive, but rather serve as a guide to professional development.

Your assessment is solely for use within the evaluation process and is *not* intended for administrative purposes.

### **Professional Responsibilities of Tenured Teaching Faculty**

Tenured faculty members are expected to:

- Demonstrate competence and currency in their discipline, and continually expand conditions to advance student learning and retention to diverse populations
- Be proficient in pedagogy and learning and assessment theory
- Gain visibility as leaders and experts within their discipline, actively seek opportunities to work collaboratively with other professionals, staff, students and administration to implement departmental and institutional goals and outcomes

**A TENURED PROFESSOR:**

1. Creates a learning environment to promote student success through providing direction, clarity, and structure for students:

This is an area of strength for me

I want to work on this

Doesn't apply to me




A. Provide a course syllabus stating the student learning outcomes, required books and materials, assignments, due dates, classroom specific rules, and method of assessment(s)




B. Course expectations are clearly stated with timelines




C. Office hours are listed in the syllabus, on the faculty Webpage, and communicated to students




D. Ongoing course requirements are communicated with students




E. Ongoing efforts are made to orient students to outcomes and goals of the course




F. Starts and ends class on time

Professional Development Plan
Professional Activities
A.
B.
C.
D.
E.
F.
Completion Date

2. Teaches to a variety of learning modalities, applying effective practices based on current teaching pedagogy to address individual learning differences. Integrates research-documented pedagogy to create positive learning environments, focused on learning and learners. Provides a broad range of teaching strategies to address the diverse learning needs of students, including but not limited to:

<b>Organizing Thoughts Visually</b>	<b>Group Work</b>	<b>Projects/Methodologies</b>
Concept mapping	Brainstorming	Simulations
Idea sketching	Peer sharing	Outdoor instruction
Visualization	Collaborating	Ecostudy
Goal Setting		Classroom theater
		Hands-on projects
<b>Clustering/Predications/Decisions</b>		Recording
Summarizing activities		Using music to teach
Classifications	<b>Application</b>	Publishing
Categorizations	Contextual Learning (testing academic theories through real-world application)	Technological tools
Matrices		Interactive Lecturing
		Other
<b>Contemplation/Thinking</b>	Problem-based learning	
Personal connections	Scientific thinking	
Reflection		
Critical questioning		
Journal writing		

Identify any strategies that you feel need strengthening along with corresponding professional activities.

	Professional Activities
1.	
2.	
3.	
4.	
5.	

### 3. Provides meaningful assessment:

an area of strength for me	I want to work on this	Doesn't apply to me		Professional Activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Assessment methods are aligned with course content and SLO's	A.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Self-assessment tools are provided to assist students to reflect on their progress	B.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. A variety of assessment tools are utilized throughout the semester to aid students in receiving immediate feedback	C.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. SLO's, as stated on course outline of record, are being addressed in the classroom	D.
				Completion Date

### 4. Provides timely and helpful feedback:

This is an area of strength for me	I want to work on this	Doesn't apply to me		Professional Activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Clearly states due dates for classroom work and assessment in syllabus and on Webpage	A.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Posts assessment results for students as soon as possible	B.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Makes use of the faculty Webpage to post assignments, due dates, class syllabus, course materials, media presentations, office hours and other advice on how to contact faculty	C.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Makes use of faculty Webpage and classroom activities to guide students to support services (such as the Financial Aid Office, Library & Learning Resources Center, Writing Center, Math Center, EOPS, SSS, and Counseling Services)	D.
				Completion Date

5. Demonstrates current content expertise:

This is an area of strength for me	I want to work on this	Doesn't apply to me		Professional Activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Participates in departmental and institutional dialogue regarding the purpose and alignment of content in courses	A.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Participates in development and ongoing evaluation of program level and student learning outcomes	B.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Participates in ongoing trainings, readings, listserves and research regarding current course content	C.
				Completion Date

6. Solicits and responds to student feedback to create a meaningful classroom experience:

This is an area of strength for me	I want to work on this	Doesn't apply to me		Professional Activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Involves students through formal and informal evaluations of classroom activities and assessment processes	A.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Actively makes adjustments to course based on student feedback	B.
				Completion Date

7. Works to promote retention:

This is an area of strength for me	I want to work on this	Doesn't apply to me		Professional Activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Assures participation of all students through instructional delivery based on effective practices	A.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Focuses on student learning	B.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Provides assessment and prompt feedback to students	C.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Acts professionally and treats students with respect	D.

Completion Date

8. Understands and structures curricula by applying current and effective practices to address the diverse needs of the community college population:

This is an area of strength for me

I want to work on this

Doesn't apply to me

A. Involves the class in teaching methods to meet the needs of students from diverse backgrounds

B. Provides readings and research and materials that address diversity

C. Teaches to the diverse learning needs of students

Professional Activities
A.
B.
C.
Completion date

## WORKS RESPONSIBLY IN COMMITTEE/PROGRAMS/COLLEGE/COMMUNITY

9. Tenured faculty work collaboratively with others to implement departmental and institutional goals. They demonstrate understanding of college organization and procedures, and explore ways in which their expertise and talents contribute to the college:

This is an area of strength for me	I want to work on this	Doesn't apply to me		Professional Activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Actively attends weekly/monthly meetings and completes duties of assigned Senate committees and/or Faculty Associational and District committees	A.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Collaborates effectively with faculty and staff	B.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Demonstrate a knowledge of college organization and procedures	C.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Works with other professionals across disciplines to develop and share pedagogical approaches	D.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Actively participates in the Program Evaluation and Planning Process	E.
				Completion Date

## DEVELOPS PROFESSIONALLY

10. Tenured faculty members are current in their discipline through reading and participation in professional organizations. They participate in conferences, workshops and other professional development opportunities, both within their discipline and in subjects related to teaching and student success for diverse populations:

This is an area of strength for me	I want to work on this	Doesn't apply to me		Professional Activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Maintains connections to relevant organizations within discipline	A.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Participates in continuing education in field	B.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Reads current literature in field	C.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Participates in professional development activities that promote an understanding of learning theory and pedagogy, such as cooperative learning, problem based learning, learning communities and supplemental instruction	D.
				Completion Date

## SUPPORTS STUDENTS

11. Tenured faculty members are aware of the full range of resources that support student success. They demonstrate a willingness to work with students outside the classroom, both individually and with student groups:

This is an area of strength for me	I want to work on this	Doesn't apply to me	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A. Refers students to on-campus resources that support learning, i.e. grant-funded programs, learning centers, study groups, tutoring opportunities and advising
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B. Advises students on academic and career issues in their own field
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C. Provides letters of recommendation upon request
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D. Supports student organizations

Professional Activities
A.
B.
C.
D.
Completion Date

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12. Other areas of professional growth not included above: (optional)