

**ST. PETERSBURG COLLEGE
FACULTY EVALUATION AND PROFESSIONAL DEVELOPMENT PLAN**

Name	Employee ID#	Program/Campus/Site	Academic Year
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As necessary, you should attach to this form a description of your activities and appropriate supporting materials (SSI report copies, BI data, syllabi, course content examples, peer observation feedback forms, authorship, projects, etc.) related to this evaluation. As the first step of the annual evaluation process, the faculty member will complete a self-assessment of each item and propose goals for the coming year. Assessment/Measurement tools to be utilized will include: SSI, Grade Distribution and other data found in the BI system tied to student success, LSC/Out of class support data, classroom observations, peer observations, interaction with others in a professional setting, course material previous evaluations/growth plans and examples of college/discipline engagement.

The dean/program administrator will then evaluate the faculty member (using the same sources of measurement/assessment) in the section summary and comments area and discuss the professional development of each item (as needed) in a collaborative meeting, proposing goals for the coming year. The faculty member and dean/program administrator will collaboratively discuss the evaluation and construct the professional development plan used to guide faculty growth during the time until the next evaluation cycle.

ASSESSMENT SCALE			
EE	=	Exceeding Expectations	EE Performance which always meets and exceeds the high standards of SPC faculty.
ME	=	Meeting Expectations	ME Performance which generally meets the high standards of SPC faculty.
PE	=	Progressing Toward Expectations	PE Performance is progressing toward for what is expected of SPC faculty but progress is being made.
DM	=	Does Not Meet Expectations	DM Performance is below what is expected of SPC faculty – Unsatisfactory - Improvement is required.

Please submit this completed document at least one week before your scheduled conference with your Dean/Program Administrator

**Please see the assessment rubric for further explanations of the scale*

A	Instructional Strategies		Supporting Examples
	COURSE/CLASSROOM Demonstrates mastery and models best practices in the following:	Faculty Self-Assessment	Dean/Program Administrator Assessment <i>Include examples or narratives of how this criterion has exceeded expectations for items that are marked EE. It is optional to include examples for items marked ME. Attach supporting documents or materials as applicable. Similar supporting examples can be used for multiple criteria.</i> <i>You can include data sources such as BI, SSI or LSC participation in addition to peer observation feedback forms, samples of syllabi that include policies and practices as well as examples of content from courses taught as well as other items that pertain to the criteria or activity listed. Submit copies of supporting items to your dean/program administrator as necessary as an attachment to this form.</i>
	CURRENCY AND SCOPE OF ACADEMIC KNOWLEDGE		
1.	Demonstrates current knowledge of academic discipline		
2.	Maintains academic standards appropriate to the course and corresponding curriculum standards in conjunction with the SPC periodic course review		
3.	Reviews and updates the content of courses taught and curricula within the discipline and modality in line with the SPC periodic course review schedule		
	STUDENT ENGAGEMENT		
4.	Develops and utilizes organized course syllabi, handouts, presentations, assessments and other course materials that reflect high quality content and support student success		
5.	Uses current teaching techniques appropriate for meeting the course objectives and incorporates current technology, updated materials and tools when appropriate		
6.	Incorporates course materials/activities to promote listening, speaking, writing and higher order critical thinking skills		
7.	Encourages students in active learning through a variety of instructional strategies		
	COURSE MANAGEMENT		
8.	Keeps timely and accurate records (e.g. grades, feedback, attendance rosters, test scores, etc.) which are accessible for students throughout the course and within the LMS currently used by SPC.		
9.	Communicates consistently and in a timely manner with students throughout the course and provides feedback on assessments in a timely manner.		

	STUDENT SUPPORT			
10	Offers availability outside of class to help students (office hours, tutoring, online interaction, other)			
11	Encourages students to pursue appropriate college services (e.g. counseling, financial aid, learning support, etc.)			
	INTERPERSONAL(STUDENTS)			
12	Demonstrates a respect for individual and socio-cultural differences			
13	Shows consideration for the educational needs of students (refers students to LSC,DR, etc.)			
14	Maintains professional rapport with students			
	<i>Instructional Strategies</i> Dean/Program Administrator's Summary and Comments:			
B Contributions to College/SPC Mission and Values				Supporting Examples
	COLLEGE-WIDE INITIATIVES	Faculty Self-Assessment	Dean/Program Administrator Assessment	<p><i>Include examples or narratives of how this criterion has exceeded expectations for items that are marked EE. It is optional to include examples for items marked ME. Attach supporting documents or materials as applicable. Similar supporting examples can be used for multiple criteria.</i></p> <p><i>You can include data sources such as BI, SSI or LSC participation in addition to peer observation feedback forms, samples of syllabi that include policies and practices as well as examples of content from courses taught as well as other items that pertain to the criteria or activity listed. Submit copies of supporting items to your dean/program administrator as necessary as an attachment to this form.</i></p>
1.	Serves on college-wide committees and actively participates as part of said committees			
2.	Actively supports current college-wide initiatives through service, collaboration with colleagues, staff and administrators as part of special projects or initiatives that are either within the college, campus specific or even in service representing SPC out in the community (e.g. student success, online revitalization, college experience, achieve the dream, Dev. Ed., etc.)			
	DISCIPLINE/DEPARTMENT/CAMPUS			
3.	Shows flexibility and adaptability in meeting department/discipline needs and goals			
4.	Participates actively in department/discipline meetings, campus activities and/or special projects			
5.	Collaborates with colleagues either within their discipline or cross discipline on special projects and college-wide initiatives			
6.	Maintains an active membership and participates regularly in a professional organization, community group, college partner or licensing board tied to one's discipline			
	INTERPERSONAL(COLLEAGUES, STAFF AND ADMINISTRATION)			
7.	Completes responsibilities, assignments and administrative items effectively and on time			
8.	Shows consideration for the needs of others			
9.	Maintains professional interactions with faculty, staff and administrators			

10	Demonstrates promptness in keeping appointments with colleagues and administrators, arriving at work, attending meetings, etc...			
11	Adheres to current college policies and follows current discipline/department and college procedures			
Contributions to SPC's Mission and Values - Dean/Program Administrator's Summary Comments:				
C	Faculty Self-Review of Professional Development and Scholarship Areas for reflection – see rubric and examples sheet (Not all areas need to be addressed. A variety of areas or a significant goal in one area can be identified as appropriate through collaboration with one's Dean/Program Administrator.)			
	Previous goals from last evaluation cycle and degree to which each was met: (Faculty reflection with examples of goal and status clearly identified)			
	SSI Data *Attach all supporting data reports https://it.spcollege.edu/ssi/index.cfm	Trends and Observations	Faculty Comments/Narrative (required)	Areas for reflection (required)
	Previous Fall			
	Previous Summer (optional)			
	Previous Spring			
	Student Success Rates *Attach all supporting data reports https://it.spcollege.edu/ssi/index.cfm	Trends and Observations	Faculty Narrative (required)	Areas for reflection (required)
	Previous Fall			
	Previous Summer			
	Previous Spring			

Faculty General Comments on Data Compared to Other Faculty Data Within the Discipline or College Wide:

Compare your courses with data from the department/discipline average for the same course/modality/duration (<https://it.spcollege.edu/ssi/index.cfm>)

Professional Development and Growth Plan

The plan should include: The timeframe of the plan or deadline for proposed goals as decided by the faculty member and dean/program administrator; Goals (measurable and deliverable) and tentative timeline; a developed plan that is reflective of effectiveness of instruction, student success, shared discipline and college-wide standard/values as well as personal professional goals.

Strengths (Summary and reflection on what the faculty member does best based on self-assessment and dean/program administrator assessment):

Areas for Improvement (Areas in which the faculty member self-assesses and determines areas for improvement/growth based on self and dean/program administrator reflection)

Specific Goals for Next Evaluation cycle:

(Faculty narrative with goals, methods of measurement and proposed timeline clearly identified)

	<i>Growth Plan</i> Dean/Program Administrator's Summary and Comments:	
	<i>Overall Evaluation</i> Dean/Program Administrator's Evaluation Summary and Comments:	
	<u>Signature of Dean/Program Administrator</u>	Date
	Faculty Member's Comments (as applicable):	
	<u>Signature of Faculty:</u>	Date

ST. PETERSBURG COLLEGE
Faculty Evaluation Rubric

EE – Exceeding Expectations

ME – Meeting Expectations

PE – Progressing Toward Expectations

DM – Does Not Meet Expectations

A – INSTRUCTIONAL STRATEGIES

Scale	CURRENCY AND SCOPE OF ACADEMIC KNOWLEDGE	STUDENT ENGAGEMENT	COURSE MANAGEMENT	STUDENT SUPPORT	INTERPERSONAL (STUDENTS)
EE	<ul style="list-style-type: none"> • Demonstrates superior knowledge of the subject matter and explains it superbly to students in courses taught. • Maintains consistent academic standards in courses that incorporate corresponding curriculum standards above and beyond SPC periodic course review. • Proactively reviews curriculum standards in courses taught above and beyond SPC periodic course review. 	<ul style="list-style-type: none"> • Presents the subject matter clearly and eloquently with the delivery being stimulating and dynamic (as appropriate to each modality). • Is extraordinarily organized in every aspect of teaching as part of courses taught. This includes organized lessons, course objectives, assessment schedule, etc. • Utilizes exceptional and effective means of delivering important information to students through a variety of materials/activities to promote listening, speaking, writing and higher order critical thinking skills. • Demonstrates superior knowledge of current teaching methodology and applies it in ways that stimulate active learning in students assessments, etc. 	<ul style="list-style-type: none"> • Course records are maintained at all times in manners in which students can access their information at all times. For example, grades updated regularly and consistently online in all modalities. • Actively communicates with students and provides timely and meaningful feedback to students on all assessments consistently in all courses taught. 	<ul style="list-style-type: none"> • Is readily available for students outside of class time as part of regular office schedule and dedicated time for student support activities. • Actively encourages students regularly to pursue service or assistance through appropriate college services while staying up to date on current resources such as academic advising, financial aid, learning support, outside counseling, DR, or other support resources. 	<ul style="list-style-type: none"> • Actively demonstrates respect for individual and socio-cultural differences among students by including policies and expectations for conduct in class and/or online in course materials. • Demonstrates extra efforts to maintain a professional rapport with students at all times. • Shows exceptional consideration for the educational needs and variety of learning styles of all students and as needed refers them to LSC, DR, or other support services.
ME	<ul style="list-style-type: none"> • Has sufficient knowledge of the subject matter and explains it well to students in courses taught. • Maintains consistent academic standards in courses that incorporate corresponding curriculum standards and adheres to SPC periodic course review. • Maintains curriculum standards in courses taught and adheres to SPC periodic course review. 	<ul style="list-style-type: none"> • Presents clearly; delivery is adequate and engaging. • Is adequately organized in courses taught. • Adequately applies current teaching methodologies and in doing so, helps students learn the subject matter. • Sufficiently utilizes effective means of delivering important information to students by using a majority but not all tools: syllabi, course schedule, presentations, assessments, etc. 	<ul style="list-style-type: none"> • Student expectations and course policies are stated and appear to be clear to students in courses taught. • Course records are up to date in a reasonable manner and are accessible for students online in all modalities. 	<ul style="list-style-type: none"> • Is adequately available for students outside of class time as part of their regular office schedule and dedicated time weekly for student support activities. • Encourages students to pursue service or assistance through appropriate college services such as academic advising, financial aid, learning support, outside counseling, DR, or other support resources. 	<ul style="list-style-type: none"> • Demonstrates respect for individual and socio-cultural differences among students through practices in courses taught. • Maintains a professional rapport with students at all times. • Shows consideration for the educational needs and variety of learning styles of all students and as needed refers them to LSC, DR, or other support services.

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Faculty Evaluation Rubric

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ME – Meeting Expectations

PE – Progressing Toward Expectations

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Scale	CURRENCY AND SCOPE OF ACADEMIC KNOWLEDGE	STUDENT ENGAGEMENT	COURSE MANAGEMENT	STUDENT SUPPORT	INTERPERSONAL (STUDENTS)
PE	<ul style="list-style-type: none"> Knows most of the subject matter in courses taught and/or is making progress towards explaining it well to students. Marginally maintains consistent academic standards in courses that incorporate corresponding curriculum standards and/or progress is being made towards compliance with SPC periodic course review. Understands curriculum standards in courses taught and/or is making progress towards maintaining standards regularly and meeting SPC periodic course review schedules. 	<ul style="list-style-type: none"> Presents in an unclear and somewhat confusing manner and/or delivery is weak. However, progress is being made towards improvement. Is marginally organized in courses taught and/or making progress to improve. Knows some of the current teaching methodologies but does not apply consistently throughout the courses taught. Utilizes only a few effective means of delivering important information to student, from tools such as: syllabi, course schedule, presentations, assessments, etc. 	<ul style="list-style-type: none"> Student expectations and course policies are listed and are unclear to students in courses taught but progress towards improvement is being made. Course records are up to date for some but not all courses with the details available online for students in only a few courses taught. 	<ul style="list-style-type: none"> Is available on a limited basis or students outside of class time as part of regular office schedule and/or does NOT dedicate any time student support activities but progress is being made. Shows limited knowledge of assistance that is available from college resources and only occasionally encourages students occasionally to seek out these services but progress is being made. 	<ul style="list-style-type: none"> Marginally shows respect for individual and/or socio-cultural differences among students in all modalities but progress is being made. Maintains a less than professional rapport with students but progress is being made. Shows marginal consideration of the educational needs and/or variety of learning styles of all students and/or does NOT refer them to LSC, DR, or other support services but progress is being made.
DM	<ul style="list-style-type: none"> Lacks a significant amount of knowledge about the subject matter in courses taught. Does not maintain consistent academic standards in courses that incorporate corresponding curriculum standards and adheres to SPC periodic course review Is not incorporating current curriculum standards in courses taught and is not adhering to SPC periodic course review schedules. 	<ul style="list-style-type: none"> Presents in an unclear and unprofessional or confusing manner for students. Is not organized in courses taught and is hindering student success Teaches without utilizing current teaching methodologies hindering student learning. Utilizes none of the effective means of delivering important information to students such as: updated syllabi, accurate course schedule, presentations, assessments, etc. 	<ul style="list-style-type: none"> Student expectations and course policies are NOT stated clearly for students. Details about grades or other student records are NOT up to date and are NOT available online for students to access. 	<ul style="list-style-type: none"> Does NOT dedicate time for students outside of class either as part of regular office hours or dedicated time to student support activities. Does NOT show knowledge of assistance that is available from college resources and does NOT encourage students to seek out other resources. 	<ul style="list-style-type: none"> Does NOT show respect for individual and socio-cultural differences among students in all modalities. Does NOT maintain a professional rapport with students. Is NOT considerate of the educational needs and variety of learning styles of all students and does not refer them to LSC, DR, or other support services.

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B – CONTRIBUTIONS TO THE COLLEGE/SPC MISSION AND VALUES

Scale	College-Wide Initiatives	Discipline/Department/Campus	Interpersonal (colleagues, staff, administration)
EE	<ul style="list-style-type: none"> Actively seeks out opportunities to serve on a variety of college-wide committees and participates significantly on said committees as a contributor to collaborative efforts that support SPC mission and values. Consistently and voluntarily supports current college-wide initiatives through service, collaboration with colleagues, staff and administrators as part of special projects to support these initiatives either within the college or out in the community. 	<ul style="list-style-type: none"> Is extraordinarily flexible and adaptable in meeting department/discipline/campus needs. Participates actively in department/discipline/campus meetings and contributes innovatively. Actively seeks out opportunities to collaborate with colleagues either within one’s discipline or cross discipline on special projects and/or college initiatives. Participates regularly and maintains an active involvement in a setting such as a professional organization, community group or licensing board tied to their specific discipline, serves as a student club advisor, etc. 	<ul style="list-style-type: none"> Completes responsibilities, assignments and administrative items effectively and on time with exceptional innovation, dedication by exceed expectations. Consistently shows respect for others by maintaining a professional rapport with colleagues, staff and administrators at all times. Respects the schedules of others and maintains their own schedule impeccably at all times. Adheres to current college policies and follows current discipline/department/college procedures at all times.
ME	<ul style="list-style-type: none"> Serves on college-wide committees as requested by one’s dean/program administrator and participates regularly on said committees as required to support SPC mission and values. Supports college-wide initiatives through service, collaboration with others and as part of special projects as required either within the community or out in the community. 	<ul style="list-style-type: none"> Is flexible and adaptable in meeting department/discipline/campus needs. Participates in department/discipline/campus meetings and contributes as needed. Collaborates with colleagues either within one’s discipline or cross discipline on special projects and/or college initiatives as required. Maintains a membership or involvement in a setting such as a professional organization, community group or licensing board tied to their discipline, serves as a student club advisor, etc. 	<ul style="list-style-type: none"> Completes responsibilities, assignments and administrative items effectively and on time. Shows respect for others by maintaining a professional rapport with colleagues, staff and administrators. Respects the schedules of others and maintains their own schedule regularly. Adheres to current college policies and follows current discipline/department/college procedures with guidance.
PE	<ul style="list-style-type: none"> Does not serve on a college-wide committee and/or only marginally seeks opportunities to contribute to college-wide collaborative efforts that support SPC mission and values. Marginally supports current college-wide initiatives with infrequent involvement in collaborative efforts only when direct to do so. 	<ul style="list-style-type: none"> Inconsistently flexible and/or adaptable in meeting department/discipline/campus needs. Attends but does NOT regularly participate in department/discipline/campus meetings and/or contributes sporadically, but progress is being made. Does not maintain membership and/or is not involved in a setting such as a professional organization, community group, licensing board tied to their discipline, serve as a student club advisor, etc. but progress is being made. 	<ul style="list-style-type: none"> Inconsistently completes responsibilities, assignments and/or administrative items effectively and on time but progress is being made to improve. Inconsistently shows respect for others by maintaining a professional rapport with colleagues, staff and administrators but progress is being made. Inconsistently respects the schedule of others and/or marginally maintains own schedule, but progress is being made. Inconsistently adheres to current discipline/department/college procedures but progress is being made.

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Faculty Evaluation Rubric

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PE – Progressing Toward Expectations

DM – Does Not Meet Expectations

Scale	College-Wide Initiatives	Discipline/Department/Campus	Interpersonal (colleagues, staff, administration)
DM	<ul style="list-style-type: none"> Does NOT serve on any committee and does NOT seek opportunities to contribute to college-wide collaborative efforts. Does NOT support current college-wide initiatives and does NOT follow through with collaborative efforts when directed to do so. 	<ul style="list-style-type: none"> Is NOT flexible and adaptable in meeting department/discipline/campus needs. Does NOT attend frequently and when attending does NOT participate in department/discipline/campus meetings with contributions. Is NOT involved and does NOT seek to be involved in a setting such as a professional organization, community group, licensing board tied to their discipline, serve as a student club advisor, etc.. 	<ul style="list-style-type: none"> Does NOT complete responsibilities, assignments and administrative items effectively and on time. Does NOT consistently show respect for others and does NOT maintain a professional rapport with colleagues, staff and administrators. Does NOT show respect for the schedule of others and does NOT maintain own schedule regularly. Repeatedly does NOT adhere to current discipline/department/college procedures.

C - PROFESSIONAL DEVELOPMENT & SCHOLARSHIP

Scale	Goals from previous evaluation cycle – How well did you progress with your growth plan?
EE	<ul style="list-style-type: none"> Met ALL goals and achieved predetermined milestones towards a certain goal within the designated timeframe as set forth in previous evaluation cycle Demonstrates in a tangible and measurable manner that achieved goals contributed directly to student success Shares knowledge, talent, experience, etc. in an exemplary manner with colleagues, students, college and community as a way to facilitate the progress of others towards their own goals
ME	<ul style="list-style-type: none"> Continued progress and/or achieved predetermined milestones towards a certain goal with in a designated timeframe as set forth in previous evaluation cycle Demonstrates that continued progress towards a set goal or achieved milestones are contributing to student success Shares knowledge, talent, experience, etc. with colleagues, students, college and/or community
PE	<ul style="list-style-type: none"> Made marginal progress towards set goals from previous evaluation cycle but progress is being made and improved upon Demonstrates progress in achieving goals even though they have not been sufficiently met and/or otherwise shown to contribute to student success at this time Progress towards sharing knowledge, talent, experience, etc. with colleagues, students, college and/or community is marginal at this time

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Scale	Goals from previous evaluation cycle – How well did you progress with your growth plan?
DM	<ul style="list-style-type: none">• Has not made sufficient progress and/or has not achieved any milestones set as part of previous evaluation cycles• Has not demonstrated growth or established goals that will contribute to student success• Has not shared knowledge, talent, experience, etc. with colleagues, students, college or community