

FACULTY PERFORMANCE REVIEW

EMPLOYEE NAME (Last, First)	HIRE DATE	REVIEW DATE
Brandabur, Kristy	4/18/20017	10/21/2013
POSITION TITLE	SCHOOL NAME	
Adjunct General Education Instructor	Fortis College	
SUPERVISOR	EVALUATION PERIOD	
Terry R. Farris, MBA	FROM: 5/21/2013	TO: 10/21/2013

Based on classroom observations, student evaluations, and your personal observations, address each of the following areas using appropriate scoring criteria and statements which accurately reflect the quality of faculty performance. This information is gathered for use as a performance review and to create a faculty development plan.

- I** = Improvements needed for performance to meet expected standards. Include information in comments section.
- M** = Performance fully meets expected standards
- E** = Performance consistently exceeds expected standards
- NA** = Not Applicable (Use this option in cases when information is not available.) Include information in comments section.

PERFORMANCE FACTORS	I	M	E	NA	COMMENTS
1. Management of Instructional Time					
1.1 Faculty Member has materials and equipment ready at the start of the lesson or instructional activity.		X			
1.2 Faculty Member starts and ends class as scheduled.		X			
1.3 Faculty Member uses available time for learning and keeps students on task.		X			
2. Management of Student Behavior					
2.1 Faculty Member establishes classroom procedures and rules that enhance learning and communicates high expectations for all students.		X			
2.2 Faculty Member has established a set of rules and procedures that govern the handling of routine administrative matters.		X			
2.3 Faculty Member frequently monitors the behavior of all students during whole-class, small, group, and seatwork activities and during transitions.		X			
2.4 Faculty Member stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.		X			
3. Instructional Design & Delivery					
3.1 Faculty Member bases instruction on adopted curricula for the school.		X			
3.2 Faculty Member develops appropriate student centered lessons to teach instructional objectives.		X			
3.3 Faculty Member links instructional activities to prior learning.		X			
3.4 Faculty Member understands the central concepts of the discipline(s) s/he teaches and creates learning activities that make these aspects understandable.		X			

PERFORMANCE FACTORS	I	M	E	NA	COMMENTS
3.5 Faculty Member provides relevant examples and demonstrations to illustrate concepts and skills.		X			
3.6 Faculty Member asks appropriate levels of questions to advance student learning and check for understanding.		X			
3.7 Faculty Member maintains momentum during instructional delivery while adjusting pace when necessary for student understanding.		X			
3.8 Faculty Member employs a variety of instructional strategies to enhance learning and keep students engaged.		X			
3.9 Faculty Member makes transitions between lessons and between instructional activities within lessons effectively and smoothly.		X			
3.10 Faculty Member creates instructional activities that are adapted to diverse learners and meet individual student learning needs.		X			
3.11 Faculty Member supports cultural diversity in student population through their lesson development and classroom management.		X			
3.12 Faculty Member uses instructional strategies that encourage development of critical thinking, problem solving, and performance skills.		X			
3.13 Faculty Member uses technology to support instruction.		X			
4. Monitoring of Student Performance					
4.1 Faculty Member maintains clear, firm and positive expectations for student performance.		X			
4.2 Faculty Member circulates to check all students' performance.		X			
4.3 Faculty Member routinely uses oral, written, and other work products check student progress.		X			
4.4 Faculty Member uses student responses to adjust teaching as necessary.		X			
4.5 Faculty Member provides resources for additional training to students as necessary.		X			
4.6 Faculty Member monitors student attendance; assists in contacting students to encourage regular attendance.		X			
5. Business Team Approach					
5.1 Faculty Member follows and enforces established school policies and procedures.		X			
5.2 Faculty Member follows grading policies and regulations.		X			
5.3 Faculty Member attends school events such as advisory board meetings, graduations, faculty meetings, in-services, etc.		X			
5.4 Faculty Member maintains accurate and complete student records.		X			
5.5 Faculty Member interacts appropriately with students and other school employees.		X			
5.6 Faculty Member participates in activities that foster professional growth.		X			
5.7 Faculty Member consistently meets student retention performance goals.		X			
6. Student Advising					
6.1 Advisor monitors student progress toward educational/career goals.		X			
6.2 Advisor discusses and reinforces linkages and relationships between instructional program and career.		X			
6.3 Advisor interprets and provides rationale for instructional policies, procedures, and requirements.		x			

6.4 Advisor refers students when academic, attitudinal, attendance, or other personal problems require intervention by other professionals.		X			
6.5 Advisor creates a one-on-one relationship with advisees that is on-going and proactive.		X			
6.6 Advisor informs students of special services available to them for remediation, academic assistance, and other needs.		X			

MAJOR STRENGTHS

Ability to engage the students' in the classroom and to provide quality educational outcomes.

DEVELOPMENTAL NEEDS FOR PERFORMANCE IMPROVEMENT

N/A

ADDITIONAL COMMENTS

Kristy is an asset to the team.

EMPLOYEE SIGNATURE (Confirms receipt and review of this evaluation.)	DATE
SUPERVISOR SIGNATURE	DATE