

The AFMTE Guide for Assessing
Massage Therapy
and **Bodywork**

Educator's
Guide



"The giant tree grows
from a grain."

Senegalese
Proverb



Alliance for
Massage Therapy
Education

The AFMTE Guide for Assessing Massage Therapy and Bodywork Educators

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I Introduction

Overview of the Assessment Guide

This guide was developed to help educators assess themselves and assist administrators to effectively develop faculty assessments for the required level of mastery of each of the Core Competencies.

The guide contains information about types of assessments and how to select the appropriate method for the specific material presented. Our hope is that this guide helps you better understand how to apply the Core Competencies, how to assess each type of competency, and be able to reference the table as a way to create similar tables for all the Core Competencies.

To effectively assess a competency, you must be able to identify measurable outcomes and the tasks necessary to demonstrate the requisite level of mastery. The sample table of Standard One includes the competencies with examples of associated measurable outcomes, assessment types, and identifiable tasks. Details about assessment methods and outcomes can be found in Sections 2 and 3.

The guide concludes with a listing of additional resources and a glossary.

The material for this guide was provided by Gloria Lawrence. Cherie Sohnen-Moe and Stan Dawson collaborated with Gloria to determine the focus and content to be included in the guide. The Assessment Table was produced by the NTTCDC Committee: Dawn Hogue (chair), Gloria Lawrence (BOD Liaison), Iris Berman, Su Bibik, Brent Jackson, Sandy Grover Mason, Juleibeth Mezzy, John Morgan, and Brenda Rayner.

Disclaimer

This guide contains information from assessment material, resources, and documents shared among the educators who contributed to the AFMTE National Teacher Education Standards Project work on the Core Competencies, as well as this Assessment Guide.

Numerous colleges, universities, and educational organizations' assessment manuals were accessed to comprise the information contained within this guide. It is standard practice for assessment material to be borrowed liberally among educators. As such, we do not wish to misrepresent any of this content as authentically original.

Extensively accessed sources include:

- Radford University, Office of Academic Assessment, Academic Assessment Handbook, First Edition, 2014
- The University of New Mexico, Academic Program Assessment Manual, First Edition - July 2015
- Benedict College, Office of Institutional Research and Assessment, Institutional Effectiveness and Assessment Plan Manual, 2010-2011

- Colorado Mesa University, Student Learning Assessment Handbook, 2016-2017
- Slippery Rock University of Pennsylvania, Institutional Assessment
- The [National Institute for Learning Outcomes](#) Assessment navigated many of the searches for usable assessment resources-

Overview of the NTESP

Central to the mission of the Alliance for Massage Therapy Education is our commitment to strengthen and improve the quality of massage therapy and bodywork education. In support of this, the Alliance has been consistently working on a comprehensive effort called the National Teacher Education Standards Project ([NTESP](#)). We believe that improvements in the quality of teaching will directly translate into an increased quality of therapeutic services provided to the public. [<http://www.afmte.org/education/ntesp/>]

The initial phase of this project involved the development of the competency standards for teachers, which are broadly applicable across the continuum of entry-level, continuing education, advanced massage therapy and bodywork training programs, and specialty certification programs. Overall, the goal of the NTESP is to create a culture of teaching excellence in our field.

The vision for the NTESP is a progression of five phases: 1) Develop Core Competencies; 2) Assemble Teacher Education Resources; 3) Design a Model Teacher Training Curriculum Outline; 4) Develop Teacher Certification; 5) Encourage Industry Adoption of Teacher Education Standards.

Phase 1 (Core Competencies) was finalized in January 2013. This guide is a supplement to that document. Phase 2 (Teacher Education Resources) was launched in late 2013, and is continually updated. Phase 3 (Model Teacher Training Curriculum Outline) was approved in early 2017. Phase 4 (Teacher Certification) is in beta testing and will be available to the public before the end of 2017. Phase 5 (Industry-wide adoption of the Standards and Teacher Certification). We estimate Phase 5 taking 5-10 years to implement.

Overview of the Core Competencies

The [Core Competencies](#) document is organized into four general categories and ten standards. Each category and standard begins with a descriptive narrative and lists the competencies needed to reliably carry out that element of the educational process. These elements are presented in the matrix of knowledge, skills and attitudes (KSAs), which form the basis for effective and successful teaching. [<http://www.afmte.org/wp-content/uploads/2013/02/AFMTE-Core-Competencies-Jan2013-Final-Adopted-Version-1.pdf>]

Knowledge is something an individual has learned or discovered. Skill is the ability to do something well and consistently. Attitude is an internal state, value or belief that influences an individual's choices or decisions to act in a certain way under particular circumstances.

II The Assessment Process

Assessing Educators

The process of assessing massage therapy and bodywork educators focuses on determining if the educator is competent to teach. While much of the information that follows can apply to the assessment of students, our focus here is the educator. Assessment is the continuous process of collecting, evaluating and using information to determine if and how well performance matches learning or service expectations. An assessment of an educator involves choosing required competencies; the systematic process of determining measurable outcomes; selecting appropriate assessment methods; identifying tasks needed to prove competency; gathering, using and analyzing information about the outcomes; and gauging the educator's progress or accountability.

Assessments cover three major domains:

Cognitive Skills (Knowledge) - What does the educator know?

Performance Skills (Skills) - What can the educator do?

Affective Skills (Attitudes) - What does the educator think?

Assessments should not be unfamiliar to our profession. As therapists, we begin each treatment session with an assessment of the client in order to develop the treatment care plan and end with further evaluation to assess the effectiveness of the session. In our model of developing a treatment care plan, our focus is the client.

The Purpose and Benefit of Assessments

The four main purposes of assessment identified by the American Association of Higher Education & Accreditation (AAHEA) are to improve, inform, validate, and support. Educators who undergo regular assessment of their teaching competence tend to be more effective teachers.

Basic Characteristics of an Effective Assessment Model

The basic characteristics of an effective model for the ongoing assessment of educators address the following questions:

1. What are you trying to do?
2. How are you doing it?
3. How are you assessing it?
4. How well are you doing it?
5. How can you improve?

Assessment Plan Overview

Assessment Plans that allow for continuous evaluation in a systematic format provide an environment where measurable outcomes can be attained and educators flourish. Utilizing the Core Competencies in self-assessment or faculty review will enhance the educator's effectiveness.

Assessment plans should include the following:

1. What are you assessing? (Which competencies.)
2. What type of measure assessments will you use? (Indirect, direct, formative, summative, portfolio.)
3. When will you use the assessments? (Before hiring an educator, after every course an educator teaches, and/or annually.)
4. What rubrics will be used? (Qualitative, quantitative.)
5. How will you use the results? (Develop action steps for improvement relative to the specific competency.)
6. When will you use the results? (End of course feedback, annual performance reviews, any time for self-assessment.)

The Six Steps of an Assessment Cycle Process

An assessment cycle starts with statements of expectations or intended outcomes and progress through a series of assessment measures collected and analyzed to improve, to inform, to validate and to support the necessary action steps that may or may not need to be taken based on the assessment.

The following is a diagram that visualizes the six steps of an assessment cycle as it relates to the Core Competencies:



- 1 Identify Measurable Outcomes
- 2 Identify Assessment Types and Specific Tasks, and Administer Assessments
- 3 Collect and Aggregate the Data
- 4 Conduct Data Analysis
- 5 Develop Action Steps for Improvement
- 6 Carry Out the Action Steps for Improvement

III Identifying Assessment Methods

This section is comprised of information from the following sources. It is mainly from a student learner point of view, yet can easily be applied to assessing the educator.

Define Measurable Outcomes

Measurable Outcomes are precise, specific, and clear statements describing the required, expected knowledge, skills, and attitudes. Outcomes are not activity-based, such as “Educator will design learning objectives, lesson plans and assessment tools appropriate for learner stage of development.” These activities don’t demonstrate the achievement of the overall competency (e.g., “Educators know how to make instructional decisions that build upon the learner’s strengths and needs, based on each learner’s physical, cognitive, emotional, spiritual and social development.”). Continuing with this example, a Measurable Outcome is, “Able to list the stages of psychosocial development.”

They should be written to answer the following questions:

1. What should the educator know? (Knowledge/Cognitive.)
2. What should the educator be able to do – demonstrate? (Skill/Performance Skill.)
3. What should the educator be able to reason/think? (Affective skills.)

Measurable Outcomes should be stated simply and not bundled. They should describe the intended learning outcome because they are statements of expectations not actual outcomes that can only happen after the assessment process has taken place.

P.F. Drucker SMART Model

In 1954, P.F. Drucker developed what has become popular among academics in writing student learning outcomes (SLOs) the model known as the SMART Model. We have adapted it to address assessing educators. The components of the SMART Model:¹

• Specific

- Define outcomes specific to your requirements of an educator. Include in clear and definite terms the expected abilities, knowledge, values and attitudes an educator is expected to have.
- Focus on intended outcomes critical to your program.
- When the data from the assessment process are known, these outcomes should create opportunity to make improvements in the educator’s performance, as well as the program being offered to your students.

• Measurable

- The intended outcome should be one for which it is feasible to collect accurate and reliable data.

¹ *The Practice of Management*, Peter F. Drucker, Harper Business 1954/2006

- Consider your available resources (e.g., staff, technology, assessment support, institutional level surveys, etc.) in determining whether the collection of data for each specific outcome is a reasonable expectation.
- Include more than one measurement method that can be used to demonstrate the educator has achieved the expected outcomes.
- **Aggressive but Attainable**
 - When defining the outcomes and setting targets, use targets that will move you in the direction of your vision, but don't try to “become perfect” all at once.
 - What would “perfect” outcomes look like?
 - What would “good” outcomes look like?
- **Results-oriented and Time-bound**
 - When defining the outcomes, it is important to describe where you would like to be within a specified time period (e.g., Within one year, the teacher receives a 10% improvement in the Students’ evaluations of the teacher).
 - Also, determine what standards are expected from educators in your program. For some outcomes, you may want 100% of all educators to achieve them. This expectation may be unrealistic for other outcomes.
 - You may want to determine what proportion of your educators achieve a specific level (e.g., 80% of educators pass the written portion of the standardized test on the first attempt).
 - If you have previously measured an outcome, it is helpful to use this as the baseline for setting a target for next year.

Criteria for Selecting Assessment Methods

When selecting appropriate assessment methods, it is important to remember that assessment serves to **improve** educator performance; **inform** the learning environment which includes the student, teacher, and program; **validate** that the outcomes, including program outcomes are being accomplished, and **support** the teaching, learning processes, curricula **and**, additionally regional-state-federal-and professional compliance and/or accreditation.

Assessment Selection Criteria

In the book *Assessment Essentials*, the authors identify six criteria for selecting assessment methods:²

1. **Relationship to Assessment Method:** The Department of Education (1998) states that the, “ability of an assessment method should address specific objectives of assessment questions.
2. **Reliability:** Indicates the assessment method does yield consistent responses over time, therefore is dependable.

² *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*

Catherine A. Palomba, Trudy W. Banta, 1999 Jossey-Bass Publishers San Francisco

3. **Validity:** The Joint Committee on Standards for Educational Evaluation (1993) states that the assessment method selected does, “measure what you want to measure.”
4. **Timeliness and Cost:** A concern for faculty, administrators and institutions, particularly where faculty and administrators are one and the same person – time is a commodity. Costs based on budget should utilize nationally developed entrance, exit, and prep instruments.
5. **Motivation:** Encourages engagement and participation of the educator in their teaching outcome; specific attainment and mastery.
6. **Other:** May be informed by institution, regional, state, federal and professional compliance and/or accreditation requirements.

The following three questions should be used in the selection process of assessment methods:

1. What method is most appropriate for the stated outcome?
2. What resources exist to support your chosen assessment process?
3. How useful is the information you will gain from the selected assessment method?

Example:

Educator understands and explains principles of the ergonomics of body mechanics including angle, force, and load.

1. What method(s) is most appropriate for the stated outcome?

Measure: (Direct/Summative/Formative)

- Educator demonstrates proper body mechanics in a massage. Assessor uses an established and approved grading rubric.
- Educator takes a test on the principles of body mechanics.

2. What resources exist to support your chosen assessment process?

- Textbooks that describe and illustrate proper body mechanics.

3. How useful is the information you will gain from the selected assessment method?

Proper body mechanics are crucial to the performance of a massage and the practitioner’s longevity.

Direct and Indirect Assessment Methods

Direct assessment methods specifically **measure** the mastery or competence. Direct assessment methods typically utilize a detailed standardized grading/scoring rubric that delineates criteria that may be used by any educator/evaluator. Direct assessment is quantitative.

Cognitive: What does the educator know?

Performance: What is the educator able to do?

Affective (Attitude) : What does the educator think or care about?

Indirect assessment methods provide opportunities for educators to express their **perception** of their knowledge, usually through qualitative survey and question and answer instruments, some written, some oral, which allow for instantaneous feedback.

Cognitive: What does the educator “perceive” that s/he knows?

Performance: What does the educator “perceive” that s/he can do?

Affective (Attitude): What does the educator “perceive” as important?

Types of Direct and Indirect Assessment Measures

Direct assessment measures will specifically quantify and standardize educators knowledge and skills. The evaluation process will provide all stakeholders in the learning environment with a definitive objective scoring that assesses outcomes.

The following identifies examples of direct assessment measures:

1. Lecture/Lab/Clinic Learning:

- Multiple Choice Tests
- Quizzes
- Research Pathology Papers
- Case Studies
- Capstone Projects
- Exit Multiple Choice Exam

2. Educator-Based Program/Course Completion:

- Exit Multiple Choice
- Standardized Teacher’s Certification Examination

Indirect assessment methods evaluate educators' experiences, opinions, or perceptions. In and of themselves, indirect assessment methods are **not** considered sufficient nor complete unless they can be combined with direct assessment methods.

Indirect methods ask educators to reflect on their knowledge, skills, attitudes and abilities. Indirect infers rather than directly quantifies what has been learned and what has been mastered.

The following identifies examples of indirect assessment methods:

1. Lecture/Lab/Clinic:

- Surveys
- Entrance Q & A
- Exit Q & A
- Journaling
- KWL Charts (Know-Wonder-Learn)
- Questionnaires

2. Program Completion:

- Program Survey
- Graduation Survey
- Institutional Surveys
- Exit Interviews
- Questionnaires

Summative Versus Formative Assessment Methods

Summative assessment methods are typically used at the **end** of a unit, course, semester or program. This method is used to **cumulatively** measure what has been learned, what skills have been mastered and what attitudes have been acquired. They are used at the conclusion to measure overall success of the learning process. Educators use summative assessments to improve instruction content, format and technique. Summative assessment typically is scored/graded using a standardized rubric. This can also be used to assess an educator's current KSAs or to evaluate KSAs after taking a course to improve his/her teaching abilities.

Formative assessment methods, by contrast, are used **during/throughout** the process of instruction and for learning. They are used to encourage student engagement in the learning process of knowledge, skills and attitudes. Formative assessment emphasizes students' on-going acquisition of knowledge, the students' ability to monitor their progress and take corrective steps toward their own achievements in their KSAs. For the educator, it provides instantaneous feedback on what the students understand, how well they understand "it," and **MOST** importantly, what changes may need to be executed to facilitate learning. This also applies to an educator taking a course on teaching or being in a teacher apprenticeship program.

Paul Black and Dylan Williams postulate that assessments only become "formative assessments" when the evidence is actually used to adapt the teaching work to meet the needs of the students.³

Summative versus formative assessment methods is succinctly summarized best by assessment expert Paul Black: "When the cook tastes the soup, that's **formative** assessment. When the customer tastes the soup, that's **summative** assessment."

Examples of Summative and Formative Assessment Measures

Summative Assessment Measures utilize standardized scoring/grading rubrics. The following are some examples:

- End of Unit Tests
- End of Chapter Tests
- Mid-Term Exams
- End-Term Exams

³ *Inside the Black Box: Raising Standards Through Classroom Assessment* 2001, <http://www.weaeducation.typepad.co.uk/files/blackbox-1.pdf>

- Placement Tests
- Capstone Projects
- Standardized National and State Exams
- Practicals
- End-Term Case Studies

Formative Assessments typically will be qualitative. The following are some examples:

- Entrance Lesson Q & A
- Exit Lesson Q & A
- Surveys
- Questionnaires
- Classroom Journaling
- KWL Charts⁴

⁴ Kuth, G.D., Jankowski, N., Ikenberry, S.O., Kinzie, J. (2014). Knowing what students know and can do: The current state of student learning outcomes assessments in U.S. colleges and universities. ***National Institute for Learning: Outcomes Assessment.***

IV Assessment Table

How to Use the Sample Assessment Table

This assessment table is designed to be used in coordination with Standard One of the Core Competencies. It provides a template or “map” to guide the user (e.g., self-assessor, educational coordinator assessing faculty) through the process of evaluating an educator’s competence in Standard One. We hope this sample table makes it easier for you to create a similar table for assessing any of the other nine Core Competencies. We realize you might not need to assess each of the competencies within all ten, and you might have others we didn’t include (by the way, please share those with us so we can potentially add them to our overall Core Competencies list).

The structure of the Assessment Table is organized into four columns: Competency, Measurable Outcomes, Assessment Type, and Identifiable Tasks. The Assessment Table also progresses sequentially from Level 1 (entry-level educator) to Level 2 (advanced-level instructor).

The Competency column is simply a restatement of the competency elements from Standard One. Each Standard and related competency element is designed as a declaration of expected knowledge, skill, or attitude for the educator - the expected standard of performance.

The Measurable Outcomes column reflects the knowledge, skills, and attitudes (KSAs) an educator would need to possess to demonstrate their adequate competence in the required competency element. For example, The Competency Element 1.1.3 states: Teachers of hands-on courses understand the importance of and strategies for ergonomics and proper body mechanics. We asked ourselves, “What would an educator need to know in order to demonstrate they are competent in understanding the importance of proper body mechanics?” We decided that a resulting measurable outcome could be that an educator would need to: Understand and explain principles of ergonomics of body mechanics, including angle, force, and load.

The Assessment Type column includes the most appropriate methods or forms used to assess an educator’s competence in the required Standard. For example, a direct assessment is most appropriate when an educator is demonstrating knowledge, while an indirect assessment is most effective and appropriate when assessing the Standards related to attitude.

The Identifiable Tasks are those actions or tasks an educator could take, perform, or do to demonstrate their competence in the required Standard. Using our example from the Competency Element 1.1.3. and understanding of proper body mechanics, examples of Identifiable Tasks an educator could perform include: Educator can demonstrate proper body mechanics for performance of a full body massage; and educator can demonstrate incorrect body mechanics to illustrate proper and improper ergonomics.

Stated another way: The Measurable Outcome is related to the knowledge needed by an educator to demonstrate competence. The Identifiable Task is related to the action an educator would take to demonstrate competence. The Assessment Type is related to how that knowledge and action would be assessed and evaluated.

A glossary of terms is also included for additional reference. The reader of this framework should keep in mind that while each competency element emphasizes a discrete aspect of teaching, teaching and learning are dynamic, integrated, and reciprocal processes. The competencies, outcomes, assessment types, and identifiable tasks contain some overlap that is natural and inherent as part of the teaching, learning, and assessment process.

Standard One Assessment Table

STANDARD 1

Learner Development & Well Being

1.1 - KNOWLEDGE

COMPETENCY	MEASURABLE OUTCOME	ASSESSMENT TYPE	IDENTIFIABLE TASKS
Level 1 - 1.1.1: Teachers understand how learners construct knowledge, acquire and embody skills, develop disciplined thinking processes and somatic awareness.	<ul style="list-style-type: none"> Understand stages of psychomotor development Understand stages of psychosocial development Understand stages of personality development 	<ul style="list-style-type: none"> <i>Direct (summative or formative) - quiz, test, assignment</i> 	<ul style="list-style-type: none"> Educator can assess student readiness and preparation for academic material Educator will design learning objectives appropriate for stage of education (ex: beginner, intermediate, advanced)
1.1.2: Teachers understand how each learner's personal development (i.e., physical, cognitive, emotional, spiritual and social development) affects their readiness for learning and academic performance.	<ul style="list-style-type: none"> Understand various models of adult education Understand stages of psychosocial development Understand stages of personality development 	<ul style="list-style-type: none"> <i>Direct (summative or formative) - quiz, test, assignment</i> 	<ul style="list-style-type: none"> Educator can list Knowle's qualities of an adult learner and/or qualities of learners described in other models of adult education Educator can describe Bloom's taxonomy of higher learning
1.1.3: Teachers of hands-on courses understand the importance of and strategies for ergonomics and proper body mechanics.	<ul style="list-style-type: none"> Understand and explain principles of ergonomics of body mechanics, including angle, force and load 	<ul style="list-style-type: none"> <i>Direct (summative or formative) - demonstration, test, quiz, assignment</i> 	<ul style="list-style-type: none"> Educator can demonstrate proper body mechanics for performance of a full body Swedish massage Educator can demonstrate incorrect body mechanics to illustrate proper and improper ergonomics Explain the importance of proper body mechanics
1.1.4: Teachers are aware of resources that enhance learners' study skills.	<ul style="list-style-type: none"> Identify institutional resources to enhance student learning 	<ul style="list-style-type: none"> <i>* Direct (summative or formative) - demonstration, assignment</i> 	<ul style="list-style-type: none"> Educator will provide appropriate resources to learner on how to improve study skills
Level 2 - 1.1.5: Teachers know how to make instructional decisions that build upon learners' strengths and needs, based on each learner's physical, cognitive, emotional, spiritual and social development.	<ul style="list-style-type: none"> Understand various models of adult education Understand stages of psychosocial development Understand stages of personality development Understand how to design instruction for each level of Bloom's taxonomy 	<ul style="list-style-type: none"> <i>Direct (summative or formative) - demonstration, assignment</i> 	<ul style="list-style-type: none"> Educator will design learning objectives, lesson plans and assessment tools appropriate for learner stage of development

STANDARD 1

Learner Development & Well Being

1.2 - SKILLS

COMPETENCY	MEASURABLE OUTCOME	ASSESSMENT TYPE	IDENTIFIABLE TASKS
Level 1 - 1.2.1: Teachers know how to use instructional strategies that promote student learning.	<ul style="list-style-type: none"> Identify and describe various instructional approaches suitable for use in adult education Identify and describe different types of learning styles 	<ul style="list-style-type: none"> <i>Direct (summative or formative) - demonstration, quiz, test, assignment</i> 	<ul style="list-style-type: none"> Educator can demonstrate multiple approaches to instruction applicable for students with different learning styles Educator will prepare course objectives, lesson plans and sample assessment tool
1.2.2: Teachers identify readiness for learning, utilizing the information on how development in any one area may affect performance in others.	<ul style="list-style-type: none"> Identify methods for assessment of learner knowledge and aptitude Describe assessment process of learner knowledge and aptitude 	<ul style="list-style-type: none"> <i>Direct (summative or formative) - assignment, demonstration,</i> <i>Indirect - survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator can accurately determine learner's understanding of subject matter and key course objectives
1.2.3: Teachers regularly assess individual and group performance in order to design and modify instruction to meet learners' needs and set the stage for the next level of learning.	<ul style="list-style-type: none"> Identify methods for assessment of learner performance Describe assessment process of learner performance Outline process of lesson plan modification 	<ul style="list-style-type: none"> <i>Direct (summative or formative) - assignment, demonstration, test</i> <i>Indirect - survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator can demonstrate multiple approaches to instruction applicable for students with different learning styles Educator will prepare course objectives, lesson plans and sample assessment tool
1.2.4: Teachers of hands-on courses present strategies for ergonomics and proper body mechanics to prepare learners to utilize optimal principles of movement and alignment in the practice of massage therapy.	<ul style="list-style-type: none"> Understand and explain principles of ergonomics of body mechanics, including angle, force and load 	<ul style="list-style-type: none"> <i>Direct (summative or formative) - demonstration, quiz, test, assignment</i> 	<ul style="list-style-type: none"> Educator can demonstrate proper body mechanics for performance of a full body Swedish massage Educator can demonstrate incorrect body mechanics to illustrate proper and improper ergonomics
1.2.5: Teachers instruct in a manner that supports learners' self-responsibility and awareness of the body-centered and emotional nature of their learning.	<ul style="list-style-type: none"> Identify instructional strategies that promote active learning in the education process Utilize methods to increase learners' awareness of somatic and emotional responses in the classroom 	<ul style="list-style-type: none"> <i>Direct (summative or formative) - demonstration</i> <i>Indirect - survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator can communicate verbally and in writing course requirements and student responsibilities for successful course completion Educator can communicate about the relationship between mind, emotion and body structure

STANDARD 1

Learner Development & Well Being

1.2 - SKILLS

COMPETENCY	MEASURABLE OUTCOME	ASSESSMENT TYPE	IDENTIFIABLE TASKS
1.2.6: Teachers monitor how learners are responding to the physical and emotional demands that are placed on them by the training program, instruct learners in self-care protocols, and refer them to appropriate administration, professionals or other resources as needed.	<ul style="list-style-type: none"> Understand the role stress plays in the learning environment Identify and describe tools for self-care Identify appropriate resources for learners' self-care and personal support 	<ul style="list-style-type: none"> <i>Direct (summative or formative) – demonstration, assignment, test</i> <i>Indirect – survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator can effectively track learners' responses and behaviors to stress Educator will communicate appropriate resources for learners' self-care and personal support
1.2.7: Teachers work collaboratively with learners and administration to identify and implement new strategies to overcome obstacles to learning.	<ul style="list-style-type: none"> Utilize administrative support to manage learners' academic progress and improve performance when needed Utilize learner input to improve academic progress and performance 	<ul style="list-style-type: none"> <i>Direct (summative or formative) – demonstration, assignment, test</i> <i>Indirect – survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator will meet with learner and administrative staff to create an improvement plan for academic progress and performance Educator will document improvement plan and monitor accordingly
Level 2 - 1.2.8: Teachers create developmentally appropriate instruction that take into account individual learners' strengths, interests and needs, and that enables each learner to advance his or her learning.	<ul style="list-style-type: none"> Understand stages of psychosocial and personality development Understand how to create a lesson plan that includes accommodations for advanced and/or remedial learner progress 	<ul style="list-style-type: none"> <i>Direct (summative or formative) – demonstration, assignment, test</i> <i>Indirect – survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator can assess learners' strengths and challenges with course information Educator will create a lesson plan to include options for advanced and/or remedial learner progress
1.2.9: Teachers effectively engage with learners to help them recognize their feelings and reactions.	<ul style="list-style-type: none"> Understand principles of effective communication Utilize tools for effective interpersonal communication with learners 	<ul style="list-style-type: none"> <i>Direct (summative or formative) – demonstration</i> <i>Indirect – survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator will conduct learner self-evaluations Educator will demonstrate effective interpersonal communication skills with learners
1.2.10: Teachers develop strategies to help learners work through feelings as they focus on clients' needs.	<ul style="list-style-type: none"> Understand transference and countertransference Utilize tools for learner self-care 	<ul style="list-style-type: none"> <i>Direct (summative or formative) – demonstration</i> <i>Indirect – survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator will provide tools for learners' exploration of feelings and emotions while remaining client-centered

STANDARD 1

Learner Development & Well Being

1.3 - ATTITUDES

COMPETENCY	MEASURABLE OUTCOME	ASSESSMENT TYPE	IDENTIFIABLE TASKS
Level 1 - 1.3.1: Teachers respect learners' differing strengths, needs and areas of challenge.	<ul style="list-style-type: none"> Understand qualities of multi-generational learners Understand qualities of effective leadership 	<ul style="list-style-type: none"> <i>Indirect - survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator will assess and respond to learners' diverse needs
1.3.2: Teachers support learners' self-responsibility in their process of growth and development.	<ul style="list-style-type: none"> Understand qualities of multi-generational learners Understand qualities of effective leadership Understand stages of psychosocial and personality development 	<ul style="list-style-type: none"> <i>Indirect - survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator will assess and respond to learners' diverse needs Educator will provide appropriate resources to learner
1.3.3: Teachers value the input and contributions of colleagues and other professionals in supporting each learner's process of growth and development.	<ul style="list-style-type: none"> Utilize input from professional and inter-professional community of complementary and alternative medical providers and educators 	<ul style="list-style-type: none"> <i>Indirect - survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator will gather data and input from a variety of professional and inter-professional sources Educator will participate in professional and inter-professional development activities
1.3.4: Teachers value the input and contributions of learners' personal support systems in their process of growth and development when designing instruction.	<ul style="list-style-type: none"> Understand psychosocial needs of multi-generational learners Understand principles of multicultural diversity 	<ul style="list-style-type: none"> <i>Direct (summative or formative) - demonstration, assignment, test</i> <i>Indirect - survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator will gather and analyze feedback from learners' support systems Educators will demonstrate awareness of multicultural sensitivity
1.3.5: Teachers are respectful of the body-centered and emotional nature of somatic-based education.	<ul style="list-style-type: none"> Understand principles of somatic psychology Understand principles of experiential-based learning 	<ul style="list-style-type: none"> <i>Direct (summative or formative) - demonstration, assignment, test</i> <i>Indirect - survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator will assess and respond to learners' diverse needs Educator will provide appropriate resources to learner
Level 2: 1.3.6: Teachers recognize learners' emotional challenges.	<ul style="list-style-type: none"> Understand principles of abnormal psychology Recognize signs of behavioral disturbances and/or mental illness 	<ul style="list-style-type: none"> <i>Direct (summative or formative) - demonstration, assignment, test</i> <i>Indirect - survey, self-evaluation, case study</i> 	<ul style="list-style-type: none"> Educator will assess and respond to learners' diverse needs Educator will provide appropriate resources to learner

Assessment Table Glossary

Advocate: To speak or write in favor of; support or urge by argument; recommend publicly: a person who speaks or writes in support or defense of a person, cause, etc.

Alignment (as pertains to body mechanics): A functional musculoskeletal system is one that presents proper vertical alignment of the main weight bearing joints of the body (shoulders, hips, knees, and ankles), while each joint pair respectively should rest on a horizontal plane. A functional musculoskeletal frame should be positioned as such: The head is centered over level shoulders. The level shoulders sit directly above level hips. The level hips rest above symmetrical knees. The knees and ankles are both pointed straight ahead.

American with Disabilities Act (ADA): The ADA was first created in 1990 to prevent discrimination against disabled workers. As of 1994, the Act covers all private employers and all state and federal agencies employing at least 15 workers. The regulations contained in the Act are enforced by the United States Department of Labor and the U.S. Equal Employment Opportunity Commission.

Andragogy: A theory of learning focused on the specific needs of adults; stands in contrast to pedagogy, which refers to learning in childhood; describes a specific theoretical and practical approach, based on a humanistic conception of self-directed and autonomous learners and teachers as facilitators of learning. This approach can be stated with six assumptions related to the unique nature of adult learning:

- Adults need to know the reason for learning something.
- Experience (including error) provides the basis for learning activities.
- Adults need to be responsible for their decisions on education; involvement in the planning and evaluation of their instruction.
- Adults are most interested in learning subjects having immediate relevance to their work and/or personal lives.
- Adult learning is problem-centered rather than content-oriented.
- Adults respond better to internal versus external motivators.

Assessment: the productive process of monitoring, measuring, evaluating, documenting, reflecting on, and adjusting teaching and learning to ensure students reach high levels of achievement. Assessment systems need to include both formative and summative assessment processes aligned with instructional and curricular goals and objectives. Formative assessment findings should be used as a continuous feedback loop to improve teaching and learning. Summative assessment results should be used to make final decisions about gains in knowledge and skills.

Bloom's Taxonomy: A classification of learning objectives within education first proposed in 1956 by a committee of educators chaired by Benjamin Bloom, who also edited the first volume of the standard text, *Taxonomy of Educational Objectives: The Classification of Educational Goals*. Bloom's Taxonomy refers to a classification of the different objectives that educators set for students (learning objectives). It divides educational objectives into three domains: Cognitive, Affective, and Psychomotor (sometimes described as knowing/head, feeling/heart and doing/hands respectively). Within the domains, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. A goal of Bloom's Taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education.

Body Mechanics: A set of exercises designed to develop an individual's coordination, grace, and stamina.

Competency/Competency-Based Learning or Competency-Based Education and Training:

An approach to teaching and learning more often used in learning concrete skills than abstract learning. It differs from other non-related approaches in that the unit of learning is extremely fine grained. Rather than a course or a module, every individual skill/learning outcome, known as a competency, is one single unit. Learners work on one competency at a time, likely a small component of a larger learning goal. The student is evaluated on the individual competency, and only once they have mastered it do they move on to others. After that, higher or more complex competencies are learned to a degree of mastery and isolated from other topics. Another common component of competency-based learning is the ability to skip learning modules entirely if the learner can demonstrate they already have mastery. That can be done either through prior learning assessment or formative testing.

Construct (verb): To build or form by putting together parts; frame; devise an image, idea, or theory, especially a complex one formed from a number of simpler elements.

Direct Assessment: Assessment measures in which the products of student work are evaluated in light of the learning outcomes for the program; evidence from coursework, such as projects or specialized tests of knowledge or skill are examples of direct measures; in all cases, direct measures involve the evaluation of demonstrations of student learning.

Engage (with learners): The process of leading students to actively participate in learning activities and to do what is necessary to ensure their performance and success.

Ergonomics: The study of the design and arrangement of equipment so people will interact with the equipment in a healthy, comfortable, and efficient manner.

The Family Educational Rights and Privacy Act (FERPA): FERPA is a Federal law that protects the privacy of student education records. The law applies to all schools receiving funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18, or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Formative Assessment: A process used by teachers and learners that provides a continuous stream of evidence of learner growth, empowering teachers to adjust instruction and learners to adjust learning to improve student achievement. Formative assessment requires clear articulation and communication of intended instructional outcomes and criteria for success, ongoing descriptive feedback, the use of assessment evidence to make adjustments to teaching and learning, self- and peer-assessment that promote learner awareness of growth and needed improvement, and a partnership between teachers and learners that holds both parties accountable for learner achievement and success.

Indirect Assessment: The process of gathering information about student learning by looking at indicators of learning other than student work output. This assessment approach is intended to find out about the quality of the learning process by getting feedback from the student or other persons who may provide relevant information. Examples of indirect assessments include: surveys of employers, exit interviews of graduates or surveys of focus groups.

Instructional Strategies: Methods used in teaching (in the classroom, online, or in some other medium) to help activate students' curiosity about a class topic, to engage the students in learning, to probe critical thinking skills, to keep them on task, to engender sustained and useful classroom interaction, and, in general, to enable and enhance their learning of course content; the goal of an instructional strategy is to enable learning, to motivate the learners, to engage them in learning, to help them focus. There is NO one best strategy; we can select from several

instructional strategies for just about any teaching scenario. It is important to vary your instruction to not only keep the students' interest but also to allow them to interact with your content in a variety of ways.

Kinesthetic: A kinesthetic-tactile learning style requires that you manipulate or touch material to learn. Kinesthetic-tactile techniques are used in combination with visual and/or auditory study techniques, producing multi-sensory learning

Learner Analysis: Learner analysis is the description of the target population. We analyze learners to discover their characteristics that impact learning and instruction; common tools used to find out more about learners include: surveys, observations, interviews, test scores, etc.

Learning Progressions: A learning progression is a road or pathway that students travel as they progress toward mastery of the skills needed for career and college readiness. Each road follows a route composed of a collection of building blocks that are defined by the content standards for a subject.

Levels of Learning: The New World Kirkpatrick Model:

Level 1: Reaction - To what degree participants react favorably to the training.

Customer Satisfaction - The original definition measured only participant satisfaction with the training.

New World Additions:

Engagement - The degree to which participants are actively involved in and contributing to the learning experience.

Relevance - The degree to which training participants will have the opportunity to use or apply what they learned in training on the job.

Level 2: Learning - To what degree participants acquire the intended knowledge, skills, attitudes, confidence and commitment based on their participation in a training event.

Knowledge: "I know it."

Skill: "I can do it right now."

Attitude: "I believe this will be worthwhile to do on the job."

New World Additions:

Confidence: "I think I can do it on the job."

Commitment: "I intend to do it on the job."

Level 3: Behavior - To what degree participants apply what they learned during training when they are back on the job.

New World Addition:

Required Drivers - Processes and systems that reinforce, encourage and reward performance of critical behaviors on the job.

Level 4: Results - To what degree targeted outcomes occur as a result of the training event and subsequent reinforcement.

New World Addition:

Leading Indicators - Short-term observations and measurements suggesting critical behaviors are on track to create a positive impact on desired results.

Modality: A method of application or the employment of any physical agents and devices. The term is commonly misused to describe forms of massage.

Pedagogy: The study of being a teacher or the process of teaching. The term generally refers to the teaching of children, but is used generically to refer to the art and science of teaching at all levels of education. Pedagogy derives from the ancient Greek word paidagogeō, meaning “to lead the child.” In the realm of adult learning, the analogous term is Andragogy.

Psychomotor: The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. Psychomotor skills range from manual tasks, such as digging a ditch or washing a car, to more complex tasks, such as operating a complex piece of machinery or dancing.

Rubric: A guide listing specific criteria for grading or scoring academic papers, projects or tests.

Sensory: Visual, auditory, kinesthetic (touch and movement-oriented) are the defined areas of sensory learning styles. Sensory preferences tend to be predicated on environmental perception and personal preference.

Somatic Learning: From the Greek word soma, meaning “the body.” The ancient Greek use of the word referred not only to the physical or corporeal body, but the lived and sensate body that the individual can perceive within him or herself. The contemporary term somatics was coined by Thomas Hanna, PhD, who expanded the concept of soma into therapeutic and educational domains. The engagement of the body and internal awareness of the body in the process of acquiring new knowledge and skills. This is a traditional part of massage therapy education.

Subordinate Objectives: Learning goals or objectives that support the primary learning objective and/or outcome.

Summative Assessment: The process of determining learning at the culmination of a given period of time to evaluate the extent to which instructional objectives have been met. Examples of summative assessment include end-of-unit tests, final exams, semester exams, portfolios, capstone projects, performance demonstrations, national certification or licensure examinations.

Terminal Learning Objectives: They state the instructor’s expectations of student performance at the end of a specific lesson or unit. Theories of Learning - conceptual frameworks describing how information is absorbed, processed, and retained during learning; cognitive, emotional, and

environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed and knowledge and skills retained. Behaviorists look at learning as an aspect of conditioning and will advocate a system of rewards and targets in education. Educators who embrace cognitive theory believe that the definition of learning as a change in behavior is too narrow and prefer to study the learner rather than their environment and in particular the complexities of human memory. Those who advocate constructivism believe that a learner's ability to learn relies to a large extent on what he already knows and understands, and the acquisition of knowledge should be an individually tailored process of construction. Transformative learning theory focuses upon the often-necessary change that is required in a learner's preconceptions and world view.

Training: The education, instruction, or discipline of a person or thing that is being trained. The status or condition of a person who has been trained; of relating to, or used in or for training; intended for use during an introductory, learning, or transitional period.

Value (verb): To consider with respect to worth, excellence, usefulness, or importance; to regard or esteem highly.

V Appendix

References and Additional Sources

[Association of American Colleges and Universities](#)

[Assessment Tools and Approaches](#)
[New Zealand Qualifications Authority](#)

[Beyond Confusion: An Assessment Glossary](#)
[Association of American Colleges & Universities](#)

[Certified Nurse Educator \(CNE\) 2016 Candidate Handbook](#)
[National League for Nursing Certification](#)
 Provides a test blueprint

[Direct vs. Indirect Assessment Measures](#)

[Glossary of Assessment Terms](#)
[George Mason University](#)

[National Institute for Learning Outcomes Assessment](#)

[NILOA Publications](#)
[National Institute for Learning Outcomes](#)

[Nurse Educator Core Competency](#)
[National League for Nursing](#)

[Ohio Standards for the Teaching Profession](#)
[Ohio State Board of Education](#)

[Pennsylvania Department of Education: Classroom Teaching Professionals](#)

[Professional Standards for Teachers in Adult Education](#)
[Maryland Department of Labor, Licensing and Regulation.](#)
 This document lists "Sample Evidence of Competency" for each of its standards

Taxonomy Resources

[Anderson and Krathwohl's Taxonomy](#)

[Bloom's Taxonomy of Learning Domains](#)

[Psychomotor Domain Taxonomy](#)

[Writing Student Learning Outcomes in the Syllabus](#)

Sample Assessment Forms

We've included two forms (Class Observations Assessment Form and Faculty Evaluation Form) that you can directly print and use as is, or copy the text into another document and customize the forms to your specific needs.

Class Observation Assessment Form

1. This form is intended for observations of face-to-face class meetings. For online class observations, the dean/supervisor should use Quality Matters or a similar rubric.
2. The dean/supervisor will review with the instructor the class observation process and expectations for the class observation.
3. The instructor should identify possible course(s), section(s), day(s), and time(s) for the class observation. The dean/supervisor will make the final decision about which class will be observed.
4. Part 1: Background Information on this form will be completed by the instructor and forwarded to the dean/supervisor observer at least 24 hours before the class observation.
5. Part 2: Assessment on this form will be completed by the dean/supervisor observer and returned to the instructor no more than one week after the observation.
6. Part 3: Response on this form will be completed by the instructor and returned to the dean/supervisor observer no more than one week after receiving the Part 2 Assessment.
7. The instructor and dean/supervisor observer will meet in person no more than two weeks after the class observation to discuss the class session, the assessment, and the instructor's response. The instructor and supervisor observer will identify both areas of excellence and areas of potential improvement in the instructor's practice. The instructor and supervisor observer will identify specific strategies for addressing areas of potential improvement.

Below are general questions to facilitate a longer discussion of how to grow and support your program.

How do we train potential adjuncts to provide this level of instruction?

How do we spread the word about the level of training in this program? Or expand it to include other, similar programs?

How adequate is the classroom environment? Do you have all the resources you need/require?

Part 1: Background Information

Instructor Name	Position	Title
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Supervisor Observer Name	Position	Title
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Catalog/Section Number	Course	Title
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Observed Class

Date and Start/End Times

Location

Observation Time

PART 2: Assessment

(To be completed by dean/supervisor observer no more than one week after the class observation.)

The instructor was prepared for the class session.

YES NO PARTIALLY

Comments:

The instructor described the learning outcomes to students at the start of the class session.

YES NO PARTIALLY

Comments:

The instructor successfully interacted with students.

YES NO PARTIALLY

Comments:

The instructor facilitated student-to-student interaction to achieve instructional objectives

YES NO PARTIALLY

Comments:

The instructor employed methods to facilitate active learning.

YES NO PARTIALLY

Comments:

The instructor employed methods (evaluating, creating) to develop students' high order cognitive skills (e.g., analyzing).

YES NO PARTIALLY

Comments:

The instructor employed methods to target a variety of student learning styles.

YES NO PARTIALLY

Comments:

Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3-5 specific teaching behaviors the instructor could improve upon. (Note: A behavior targeted for improvement does not necessarily indicate subpar performance, instead, it may indicate the potential to further develop excellence.)

PART 3: Instructor Response

(To be completed by the instructor no more than one week after reviewing the completed Part 2.)
Instructor comments after reviewing Part 2 or after meeting with the supervisor/observer to discuss Part 2.

Comments:

Instructor Signature

Date

Dean/supervisor Observer Signature

Date

Faculty Evaluation Form

Introduction

This form is from the Dabney Lancaster Community College Faculty Development and Evaluation Plan. It lists criteria dean/supervisors use to evaluate whether or not expectations have been met over the entire course of a teaching faculty member's appointment term (one, three, or five years as appropriate). The expectations establish a demonstration and growth baseline for faculty performance that represents high standards with particular emphasis on performance in the teaching domain.

During the evaluation cycle, the senior faculty member must:

- Demonstrate mastery of a significant majority of the individual criteria in each domain.
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed.
- Demonstrate through mastery and satisfactory progress as noted previously, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service Instructions.

Instructions

1. The dean/supervisor will communicate the expectations for senior faculty near the start of the first semester of the evaluation cycle (an in-person conference is recommended).
2. The dean/supervisor will explain to the faculty member the evaluation process, including the evaluation criteria, the data sources for the evaluation, how a summative rating is determined, and the implications of summative ratings of "Meets Expectations," and "Does Not Meet Expectations," including potential impact on continued employment.

Part 1: Faculty Member Information

FACULTY NAME:

EMPLOYEE ID #:

DEPARTMENT/DIVISION:

PERIOD COVERED BY THIS EVALUATION:

Part 2: Evaluator Information

Supervisor

Self

Printed Name of Evaluator

Part 3: Performance Evaluations

TEACHING DOMAIN

Definition: Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, instructional expertise).

Standard: For each component of the teaching domain (instructional delivery, instructional effectiveness, and instructional expertise), in every year of the appointment term, the faculty member must demonstrate a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.

Instructional Design Expectations

- For each course section taught, develop and/or utilize a course syllabus (course policies and course calendar) that is complete, accurate, and compliant with college standards.
- Distribute the syllabus to students on or before the start date, for each course.
- Select high-quality learning resources, such as textbooks, bearing in mind appropriateness, necessity, accessibility, and cost.
- Design learning activities and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes.
- Design assessment strategies that effectively measure student achievement of prescribed course outcomes.
- Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional design.
- Analyze previous semesters' student ratings of instruction and other student feedback about instructional design, identify areas for improvement, and implement an action plan to accomplish that improvement.
- Engage in instructional design activities consonant with the high standards of senior faculty, such as teach a course not previously offered at the college and/or in the VCCS, teach a course in a new delivery mode (e.g. online) that the instructor has not used to teach the course in the previous three years, teach a course not taught by the instructor in the previous three years, or substantially redesign a course the instructor has taught in the previous three years.

Instructional Delivery Expectations

- Align course activities with target learning outcomes.
- Employ activities that foster faculty-student interaction.
- Employ activities that foster cooperative learning among students.
- Employ methods that facilitate active learning.
- Employ methods that develop students' high order cognitive skills, such as analyzing, evaluating, and creating.
- Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives.
- Employ technology and other supporting materials to achieve instructional objectives.

- Respond constructively and respectfully to student comments and questions.
- Respond promptly (usually by the end of the next business day) to student phone, email, or other communications.
- Foster communication with students outside of class meeting times.
- Provide students with prompt feedback (usually within one week) on activities and assignments.
- Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional delivery.
- Analyze previous semesters' student ratings of instruction and other student feedback about instructional delivery, identify areas for improvement, and implement an action plan to accomplish that improvement.
- Engage in instructional delivery activities consonant with the high standards of senior faculty, such as adopt a new textbook or other core learning resource for at least one class; substantially alter a major test, written assignment or other assignment; substantially alter activities or introduce new activities that are substantially different from previous activities in one or more courses; or implement a substantially different pedagogy in one or more courses.

Comments:

Instructional Effectiveness Expectations

- Conduct timely assessments of student learning, including at least one assessment within the first three weeks of class.
- Deliver effective instruction as measured by student performance on learning outcomes assessments.
- Deliver instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable).
- Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional effectiveness.
- Analyze previous semesters' student ratings of instruction and other student feedback about instructional effectiveness, identify areas for improvement, and implement an action plan to accomplish that improvement.
- Engage in instructional effectiveness activities consonant with the high standards of senior faculty, such as implement a new activity to assess instructional effectiveness in a course, implement a new activity to assess instructional effectiveness for students after they exit a course, or utilize an existing assessment of instructional effectiveness in a substantially new way. For any of these activities demonstrate modifications to instructional design and delivery based on the results of the assessment.

Comments:

Instructional Expertise Expectations

- Demonstrate currency in academic discipline.
- Demonstrate currency in methods of teaching and learning.
- Demonstrate currency in instructional technology.
- Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional expertise.
- Analyze previous semesters' student ratings of instruction and other student feedback about instructional expertise, identify areas for improvement, and implement an action plan to accomplish that improvement.
- Engage in instructional expertise activities consonant with the high standards of senior faculty, such as activities to advance one's instructional expertise in the instructor's academic discipline and activities in the area of teaching effectiveness. Provide evidence for how the instructional expertise activities changed instructional design, instructional delivery, and/or instructional effectiveness.

Comments:

<p>TEACHING DOMAIN EVALUATION</p> <p><input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations Not Met</p>
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SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN

Definition: Activities specifically associated with the faculty and creative engagement member's formally recognized area of expertise.

Standard: In at least 2 years of the appointment term, the faculty member must meet the following criteria:

- Engage in and document one or more scholarly and/or creative activities consonant with the high standards of senior faculty. Activities may include, but are not limited to:
 - Publish in peer-reviewed forums in one's academic discipline or the general area of college teaching.
 - Present creative works in forums for which admission/acceptance is competitive.
 - Participate in multiple activities of professional organizations.
 - Present at professional conferences.
 - Organize or lead workshops, seminars, or other training activities for one's peers.
 - Earn graduate credits or a degree.
 - Earn a professional or industry certification.
 - Conduct scholarly research.
 - Write, receive, or review job-related grants.

Comments:

SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations Not Met

INSTITUTIONAL RESPONSIBILITY DOMAIN

Definition: Performing assigned or presumed duties according to one's role at the college. These activities support and advance both the mission of the VCCS and the college to enhance the effective functioning of the college - including the business processes (i.e. advising students, adherence to college and VCCS policy, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job related, then it should be counted in the Institutional Responsibility domain.

Standard: In every year of the appointment term the faculty member must demonstrate mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.

- Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives.
- Demonstrate the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS congruent with the performance of five-year appointment faculty.
- Publish office hours and make oneself available for consultation with students and advisees during those published hours throughout the semester.
- Fulfill responsibilities as an academic advisor to students (if applicable).
- Satisfactorily participate in required department, division, campus, committee, and college meetings.
- Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation.
- Satisfactorily perform assigned administrative, supervisory, leadership, or other non-teaching duties to include program review and assessment as required by SACS, other regulatory agencies, and/or ongoing best institutional practice.
- Demonstrate knowledge of and adherence to college and VCCS policies.
- Contribute to one's peer teaching community at the college.
- Maintain collegial working relationships with faculty, staff, and administrators.
- Engage in and document one or more institutional responsibility activities consonant with the high standards of senior faculty. Activities may include, but are not limited to:
 - Implement and facilitate the adoption by others of an innovative advising best practice.
 - Take a leadership role in one's academic discipline or academic department/division at the college to include chairing a committee or leading a special project.
 - Actively participate on ad hoc college or VCCS committees/projects.

- o Take a leadership role in an activity or initiative that reaches out to staff, administrators, or faculty outside one's department/division to advance a cross functional area approach to student service/success.
- o Mentor a new full-time or new or returning part-time faculty member in one's department/division.
- o Participate in campus student events.

Comments:

INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION

Expectations Met

Expectations Not Met

SERVICE DOMAIN

Definition: Service is the quality participation and commitment to students, college and/or community organizations. Participation in these activities is not done for extra compensation, but is an expectation of one's activities as a professional educator. Activities in this domain are differentiated as follows:

- College Representation—Service activities that involve a direct connection between the faculty member who engages in the specific activity, and his/her position at the college.
- College Citizenship—Service activities that are in support of college or VCCS initiatives in which the participant is not in a leadership role for the activity.
- Community Citizenship—Service activities that are indirect in which the employee is acting as a community resident who also happens to be a college employee.

Standard: In at least 2 years of the appointment term, the faculty member must meet the following criteria:

- Engage in and document one or more service activities consonant with the high standards of senior faculty. Activities may include, but are not limited to:
 - o Take the (co)sponsor role in a student organization.
 - o Take a leadership role in a college or VCCS Foundation activity or participate in activities sponsored by the college or VCCS Foundation.
 - o Attend college activities for which participation is voluntary.
 - o Take a leadership or service role in one or more professional organizations.
 - o Take a leadership role or active participant role in one or more community organizations.
 - o Serve as a judge/juror for a community activity.

Comments:

SERVICE DOMAIN EVALUATION

Expectations Met

Expectations Not Met

Overall Evaluation of Performance

During the evaluation cycle, the faculty member must:

- Demonstrate mastery of a significant majority of the individual criteria in each domain.
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed.
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Meets Expectations

Does Not Meet Expectations

Comments:

ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

Note: Each semester the faculty member, in consultation with the dean/supervisor, will meet with the dean/supervisor to review previous and upcoming performance and professional development objectives. The dean/supervisor will then approve the objectives. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

- Document satisfactory attention to, progress on, assessment of, and reflection on Annual Performance and Professional Development Objectives established by the college.
- In collaboration with the supervisor, establish specific, measurable, attainable, and relevant Annual Performance and Professional Development Objectives for the following calendar year.

Faculty Signature

Date

Evaluator Signature

Date

Comments: