

EVALUATION INFORMATION AND PROCEDURES

- I. Early Childhood will follow the University procedures for evaluations as explained above, in the university manual, and in the California State University Bargaining for Unit 3. In addition, the Early Childhood Department evaluation process will include the following specific components for all instructors without a three-year contract unless specified below:
 - a) For all adjunct and visiting instructors that do not have at least a one-year entitlement in Early Childhood Studies at CPP, the instructor will receive at least one observations of their teaching by a tenure-line, early childhood faculty member during their first semester of teaching for each modality in which they teach (face-to-face, synchronous online, and/or asynchronous online classes). They will receive at least one additional observation during their second term if:
 - i. They receive “needs improvement” or “does not meet standards” on any of the criteria described in the peer observation scale in Appendix D and if an online course also Appendix E.
“or”
 - ii. Receives a pattern of student evaluations above 2 (2-5) on the student evaluation form.
 - b) For all instructors who have a one-year entitlement and received all satisfactory peer evaluations, student evaluations of better than 2 (0-2), and a satisfactory annual evaluation in the preceding academic year, the adjunct instructor will only need to receive one peer observation of their teaching per academic year by a tenure-line ECS faculty member.
 - i. This only relates to teaching in the same modality (e.g., face-to-face, synchronous online, and/or asynchronous online classes). For instance, if the two preceding semesters the instructor taught face-to-face and this semester they are teaching face-to-face and asynchronous online classes, then refer to 1a above.
 - ii. If the instructor does not meet the requirements in 1b, then refer to 1a above.
 - c) At least five (5) days before the intended observation, the observer will contact the lecturer to arrange for the observation and request the required syllabus and other course material as relevant for the evaluation. A face-to-face or synchronous online meeting with the instructor and observer(s) will follow these observations, with the observation evaluation(s) being put in the instructor’s PAF. The instructor’s syllabus for the course being observed will be part of the review by the observer. Please provide the syllabus when the observation time is set up.
 - d) Within 10 days of notification, lecturers have the right to submit a written rebuttal to any material in their PAF or scheduled to be placed in your PAF after notification.
 - e) Below (Appendices D and E) are the observation form and rubric the observer will use for their observation.
- II. Other considerations and requirements for lecturer annual review evaluation:

- a) All instructor syllabi for courses taught during the review period will be considered during the annual review and are required to be sent (digitally and printed) to the ASC for Early Childhood Studies within the first two weeks of classes for any term.
- b) Syllabi will be evaluated in terms of how thoroughly they meet the CPP syllabi requirements, their clarity, and alignment with the ECO for the course.
- c) At least two key assignments will be considered during the annual review.
 - i. Please provide the assignment requirements and one example of a student's completed assignment for each of the key assignments.
 - ii. Please provide those to the ASC for Early Childhood Studies within the third week of classes for Spring Semester (these key assignments can be for either Fall or Spring Semester taught during the review period).
- d) To continue teaching in the Early Childhood Studies Department, adjunct instructors must receive:
 - i. Consistent satisfactory evaluations on all categories for all faculty peer evaluations,
 - ii. Consistent student evaluations with mostly 2 or better, and
 - iii. Satisfactory annual evaluations.
- e) If the instructor does not meet the above criteria (II.d), the instructor may be put on a mentoring program in order to help them achieve the criteria or may not be rehired to teach in the future. Keep in mind, mentoring is not a guaranteed right under in the California State University Bargaining for Unit 3, and thus the decision to offer mentoring instead of declining to rehire sits with the department chair.
- f) If after, two full semesters of mentoring, the faculty member still does not meet the above criteria (II.d), then the department chair may offer one additional semester of mentoring, or not rehire the lecturer.

III. The mentoring process will consist of:

- a) The department chair will assign the lecturer a mentor. After the mentor is assigned, the lecturer and mentor will meet and set up the mentoring schedule. At this time, the lecturer, the mentor, and the department chair will sign a mentoring agreement, detailing the goals and desired outcomes of the mentoring.
- b) The schedule must include at least one face-to-face or synchronous online meeting between the mentor and lecturer every two weeks, as well as at least one teaching observation by the mentor every two weeks in the classroom (face-to-face preferred but online is acceptable). Unless, (a) there are not sufficient tenured/tenured-line faculty to complete the observations without including the mentor or (b) the lecturer requests the mentor to do the evaluation, the mentor will not serve as a faculty evaluation observer.
- c) The purpose of mentoring is to increase the lecturer's teaching effectiveness, including planning and assessing coursework and lectures. The lecturer is required to make substantive changes to their instruction over the mentoring and to meet the required II.d. above by the end of mentoring.
- d) The adjunct instructor is responsible for meeting the agreed upon goals at the end of the mentoring term.

IV. Questions on instructional assessments (student evaluations):

Because the questions can change from time to time, be sure to obtain a copy of the department's current student evaluation form from the ECS Administrative Support Coordinator. The form will be available no later than 14 days after the beginning of classes for a specific term.

V. ECS online modality peer observation evaluation form (online modalities –synchronous and asynchronous classes)

Because the online peer observation form is only a pilot for 2020-21 Academic Year, a copy has been sent to each lecturer and will only be used for formative evaluations with the goal of moving towards satisfactory and/or exemplary on each item.

VI. Peer observation evaluation form (all modalities – face-to-face, synchronous, and asynchronous classes):

OBSERVATION SUMMARY REPORT

Instructor's Name _____ Evaluator's Name _____

Position _____

Date(s) of Pre-Observation Arrangements _____

Course Observed _____ Date of Observation _____

Date of Post-Observation Conference _____

Commendations

1. Planning & Instruction: Understanding & Organizing Subject Matter for Student Learning	
Commendation	Evidence
2. Equity & Engagement: Engaging and Supporting All Students in Learning	
Commendation	Evidence

3. Environment: Creating and Maintaining Effective Environments for Student Learning	
Commendation	Evidence

Recommendations

1. Planning & Instruction: Understanding & Organizing Subject Matter for Student Learning	
Recommendation	Evidence
2. Equity & Engagement: Engaging and Supporting All Students in Learning	
Recommendation	Evidence
3. Environment: Creating and Maintaining Effective Environments for Student Learning	
Recommendation	Evidence

Date/Time of Post-Observation Conference: _____

Instructor's Signature

Observer's Signature

1. Planning & Instruction: Understanding & Organizing Subject Matter for Student Learning	Exemplary	Satisfactory	Needs Improvement	Does Not Meet Standard
<p><i>Exhibits in-depth working knowledge of subject matter, curricular goals, and knowledge of adult learning.</i></p> <p><i>Organizes curriculum to facilitate student understanding of the subject matter.</i></p> <p><i>Utilizes instructional strategies that are appropriate to the subject matter.</i></p> <p><i>Monitors student learning and provides clarification.</i></p>	<p>Demonstrates expert knowledge of the subject and research regarding adult learning.</p> <p>Has a clear, detailed plan for course instruction tightly aligned to course outline, program curricular goals, and departmental values to facilitate deep student understanding.</p> <p>Teaches using theory to practice, big ideas, essential questions, knowledge, skills, and learning transfer appropriate to the subject.</p> <p>Uses a variety of effective methods to check for understanding; immediately addresses confusion and clarifies.</p>	<p>Demonstrates strong knowledge of the subject and has a good grasp of research regarding adult learning.</p> <p>Plans instruction generally aligned with the course outline, program’s goals, and departmental values to facilitate student understanding.</p> <p>Teaches using theory to practice, big ideas, essential questions, knowledge, and/or skills appropriate to the subject.</p> <p>Frequently and/or appropriately checks for understanding and gives students helpful information if they seem confused.</p>	<p>Is familiar with the subject and has a few ideas of ways adults learn.</p> <p>Demonstrates some thinking about how to cover curricular goals and facilitate student understanding.</p> <p>Teaches with some thought to larger goals and objectives, theory to practice, and/or skills appropriate to the subject.</p> <p>Rarely checks for understanding during instruction or uses inappropriate strategies.</p>	<p>Has little familiarity with the subject and few ideas on how to teach it or how adults learn.</p> <p>Plans lesson by lesson and has little familiarity with curricular goals, and does little to prepare students for learning.</p> <p>Teaches on an <i>ad hoc</i> basis with little consideration for long-range curricular goals appropriate to the subject.</p> <p>Does not check for understanding.</p>

2. Equity & Engagement: Engaging and Supporting All Students in Learning	Exemplary	Satisfactory	Needs Improvement	Does Not Meet Standard
<p><i>Connects learning to student backgrounds and prior knowledge, and to meaningful, real-life educational contexts.</i></p> <p><i>Uses a variety of instructional strategies and resources, including technology, to meet the diverse learning needs of students.</i></p> <p><i>Promotes critical thinking through inquiry, problem solving, and reflection.</i></p>	<p>Purposefully and frequently connects learning to student backgrounds, and/or prior knowledge, and/or to meaningful, real-life educational contexts.</p> <p>Thoughtfully and appropriately uses a variety of instructional strategies and resources, including technology, to support student learning and engagement for all students throughout the lesson.</p> <p>Purposefully promotes critical thinking through problem solving, inquiry, and reflection to drive instruction.</p>	<p>Often connects learning to student backgrounds and/or prior knowledge, and/or to meaningful, real-life educational contexts.</p> <p>Uses several instructional strategies and resources, including technology, to support student learning and engagement for most students throughout the lesson.</p> <p>Promotes problem solving, inquiry, and reflection.</p>	<p>Superficial or little effort to connect learning to student backgrounds and/or prior knowledge, and/or to meaningful, real-life educational contexts.</p> <p>Includes few strategies to support student learning or engagement.</p> <p>Occasionally addresses problem-solving, inquiry, and reflection.</p>	<p>Does not connect learning to student backgrounds and/or prior knowledge, and/or to meaningful, real-life educational contexts.</p> <p>Rarely includes strategies to support student learning; students are disengaged.</p> <p>Provides little or no evidence of problem-solving, inquiry, or reflection.</p>

3. Environment: Creating and Maintaining Effective Environments for Student Learning	Exemplary	Satisfactory	Needs Improvement	Does Not Meet Standard
<p><i>Promotes a caring community where all students are treated fairly and respectfully.</i></p> <p><i>Creates a physical or virtual learning environment that respects diverse perspectives and encourages constructive interactions.</i></p> <p><i>Develops, communicates, and maintains high standards for professional individual and group conduct.</i></p>	<p>Shows warmth, caring, respect, and fairness for all students and builds strong relationships.</p> <p>Creates a learning environment that routinely promotes diverse perspectives and constructive interactions.</p> <p>Directly, specifically, and consistently communicates, models, and enforces professional conduct.</p>	<p>Is fair and respectful toward students and builds positive relationships.</p> <p>Creates a learning environment that promotes some diverse perspectives and constructive interactions.</p> <p>Clearly communicates, models, and consistently enforces high standards for professional conduct.</p>	<p>Is fair and respectful toward most students and builds positive relationships with some.</p> <p>Does not consistently foster positive interactions.</p> <p>Does not consistently communicate, model, or enforce high standards for professional conduct.</p>	<p>Is sometimes harsh, unfair, and disrespectful with students and/or plays favorites.</p> <p>Does not foster interactions.</p> <p>Does not communicate, model, or enforce standards for professional conduct.</p>

*Ratings at Satisfactory and above are considered meeting the department requirements for teaching.

