



APPENDIX B

PERFORMANCE STANDARDS AND INDICATORS

MINIMUM GUIDELINES FOR PERFORMANCE

STANDARDS AND INDICATORS

Performance indicators translate each of the four Standards of Instructional Excellence into questions that indicate the degree to which the faculty member demonstrates instructional effectiveness. The indicators are to be considered guidelines for documentation and are not intended to be used as a definitive list of required behaviors. The Standards, as described in Appendix A, are the authoritative source of the guidelines. [Appendix C correlates the performance indicator questions with specific items on the Student Rating, Classroom Observation, and Self-Appraisal forms for four different instructional settings – classroom, laboratory, studio, and ESL] (Note: This last statement is optional depending on how the student rating forms are constructed.)

MOTIVATION: Intrinsic Motivation and the Ability to Motivate Others

Using information from the Student Rating Items, the Instructional Observation items, and the Self-Appraisal items, how and to what degree does the faculty member:

1. Set challenging performance goals for students?
2. Display a positive attitude toward students?
3. Set challenging professional and performance goals?

INTERPERSONAL SKILLS: Interactions with Students and Colleagues

Using information from the Student Rating Items, the Instructional Observation items, and the Self-Appraisal items, how and to what degree does the faculty member:

1. Treat students with respect?
2. Relate with students in a positive way?
3. Make him/herself available to students?
4. Meet classes as scheduled?
5. Respond to students' needs provide helpful feedback as to their academic progress?
6. Communicate clearly to students?
7. Evaluate students' work fairly?
8. Submit grades and other reports on time?
9. Work collaboratively with colleagues?
10. Participate in department/division/college meetings?

KNOWLEDGE BASE: Content and Pedagogical Knowledge

Using information from the Student Rating Items, the Instructional Observation items, and the Self-Appraisal items, does the faculty member demonstrate:

1. An understanding of principles of student learning?
2. Evidence of being current in his/her discipline?
3. Evidence of being current in pedagogy?
4. Ability to conduct a well-prepared and organized class/laboratory/clinical session?
5. Ability to develop clear learning goals and to design and implement instructional activities to carry out those goals?

APPLICATION OF KNOWLEDGE BASE: Applying principles of learning into practice

Using information from the Student Rating Items, the Instructional Observation items, and the Self-Appraisal items, how does the faculty member demonstrate the following:

1. Provide assignments that promote independent thinking?
2. Design curriculum materials and assignments that promote critical thinking?
3. Present curriculum materials in a variety of ways?
4. Clearly relate tests, graded assignments, evaluation procedures to the content and objectives of the course?
5. Provide timely feedback to students about their academic progress?

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