Round Table: Faculty Development and Supervision
June 21, 2018 DL 349 2:30 – 3:20pm
Facilitator: Dr. Jim Green – INTO University of South Florida

Supplemental Document
INTO University of South Florida
Faculty Annual Performance Review Documents

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INTO University of South Florida
Annual Performance Reviews - Senior Faculty

All USF faculty/staff are required to complete an annual performance evaluation or review each year. This requirement is listed on the job description. Below are instructions and forms for the faculty annual review process.

What is the annual performance review process (APR)?

The annual review or performance evaluation is an assessment of the performance, goals/growth and contributions made by a faculty or staff member. USF uses the terminology "evaluation"; however, the ELP faculty/staff have chosen to use the term "review" to indicate that our processes help teachers identify which aspects they are doing well and which can be developed for further growth.

What are the elements of the ELP's APR for faculty?

The APR process for faculty is informed by multiple data sources. The main components are:

1. Teaching Innovation
2. Teaching Observation
3. A self-assessment (completed by faculty member)
4. A performance assessment (completed by supervisor using rubrics and information on performance)

What are teacher's evaluated on for the performance assessment?

A faculty member's performance assessment is based on assigned workload areas as identified on the job description:

- 90% Teaching Effectiveness
- 10% Service/Professional Development

Each of these areas is scored on a scale of 1-5 (1=poor, 5= outstanding) on the performance assessment. To determine what is assessed to arrive at a score, the following percentages were co-constructed with ELP faculty and appear on the performance assessment form.

- **Teaching Effectiveness Rating**
  - **Teaching Innovation** (30%): We believe that effective teachers are continuously working to innovate their approach to teaching or their activities and lessons.
  - **Markers of Best Practice** (50%): We believe that effective teachers in the ELP align their teaching around four markers of best practice:
    - Content-based Language Instruction
    - Student-centeredness
    - Use of formative and summative assessment
    - Intercultural competence and culturally responsive teaching
  - **Job Duties** (20%): As a member of the faculty, teachers have job duties connected to their jobs. These duties include attending meetings, completing required training, holding office hours, answering emails, submitting grades/attendance, assisting with orientation week duties, requesting/reporting leave, and conducting oneself in a professional manner (see here for a list of unprofessional behaviors at USF). Your supervisor will evaluate your performance in the area of job duties and will discuss with you any issues.

- **Service/Professional Development Rating**
  - As a member of the faculty, you are expected to demonstrate commitment to your own professional development and/or be of service to USF, the ELP, the community, or the field.

Note: Student course evaluations are reviewed each semester independently of the APR process. A comment is made by the supervisor on the performance assessment about the instructor's annual course evaluations. Instructors are expected to maintain a 3.5 overall average for course evaluations across the past three semesters. Please read the handbook section on student evaluations for more information.

How many areas do I need to provide evidence for?

<table>
<thead>
<tr>
<th></th>
<th>Teacher Innovation</th>
<th>Markers of Best Practice</th>
<th>PD/Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Instructors</td>
<td>1</td>
<td>2</td>
<td>see PD impact matrix</td>
</tr>
<tr>
<td>Adjunct / PhD TA Instructors</td>
<td>1</td>
<td>2</td>
<td>see PD impact matrix</td>
</tr>
</tbody>
</table>

*Part-time faculty who teach .50 FTE for two semesters during a calendar year need to complete the APR process. Part-time faculty who teach less than .50 FTE for two semesters do not need to complete the APR process.

How often/when does the ELP faculty APR process take place?
In general, the APR process occurs each calendar year as follows:

- **January-March (goal setting for that calendar year).** Goal forms are available below and a blank copy is placed inside each instructor’s P:drive APR folder by their supervisor. It is a requirement that an instructor completes a teaching innovation form and makes it available in their P:drive folder. Feedback on the innovation form may be given by a supervisor upon request, while recommended, it is not required.

- **March - November (work on innovation and teaching).** Check-ins can be provided by supervisors or can be arranged with peers (e.g., peer check ins). However these are not required. The purpose of a check in is to talk with someone about your progress on your goals and/or to share ideas for goal achievement areas or to ask questions about the APR process/forms. Classroom observations also begin in March.

- **October - December (complete a self-assessment).** Self-assessment forms are available at the bottom of this page. Instructors should save a copy of the self-assessment to their P: drive APR folder.

- **October - end of February (complete a performance assessment with supervisor).** Each instructor is responsible for making an appointment with their supervisor to meet in-person for a performance assessment. Two weeks before the meeting, the instructor must have available and complete in their APR P:drive folder a self-assessment form and any supporting documents mentioned in the self-assessment appropriately labeled or hyperlinked.

- **Deadline for completing an annual performance assessment meeting is February 1st for the prior year.**

**Note:** You must have decided on your teaching innovation and informed your supervisor of it by the second week of the Fall semester.

**Who is my supervisor?**

Current information about faculty and supervisor is maintained on the following [Google document here.](#)

**How do I arrange an Annual Performance Review meeting with my supervisor?**

To arrange a meeting with a supervisor, please follow these steps:

1. Check the ELP Faculty Supervisor/APR Assignments Google list which is linked [here](#) to find out who you should arrange an APR meeting with.

2. Send an email to the supervisor you will conduct your APR with to let them know that your self-assessment and evidence are ready in their P: drive folder.

3. Within three days, that supervisor will check the P: drive folder to make sure that all documents are there. If something is missing, the supervisor will communicate this to you. Your P: drive folder is considered ready when:
   - The self-assessment form is complete, all aspects of the process are covered (goals, markers, PD/Service), all links to evidence work.
   - Evidence referenced in the self-assessment is available in the P: drive folder in some form (scanned, images or docs).

4. Once all documents are in the P: drive folder, the supervisor will email you to arrange a meeting. This meeting will take place at the earliest two weeks after this email is sent. Please note, meeting dates will not be booked unless a complete P:drive folder has been observed.

5. Before the meeting, the supervisor will read the self-assessment, review evidence, and will provide feedback for you to review. You can make changes or respond to the supervisor’s comments before the meeting.

6. You and the supervisor will meet to discuss the self-assessment and performance assessment draft.

7. After the meeting, the supervisor will have one week to place a pdf copy of the final performance assessment rating form in your P: drive folder. You will be notified by email when the form is ready. You are expected to read the assessment, print it, sign it and return a signed paper copy to the supervisor within one week of receiving the document. The supervisor will sign the form, scan the signed copy and give the paper copy to INTO USF HR to file in your personnel folder. The scanned signed copy will be placed in the your P: drive folder and will replace the unsigned version. Please contact the supervisor you will conduct your APR with if you have any questions about this process.

**What about regular faculty coaching besides the APR process?**

In the ELP, we believe that students do well when they have teachers who are not only knowledgeable and caring but who are also supported in their teaching efforts. The ELP believes that when faculty receive ongoing and meaningful feedback, teaching and student learning improves. ELP faculty coaches are available for support on

- Practical issues in your classes
- Teaching/instructional practices or applications
- Understanding the markers of best practice
- Navigating the ELP teaching culture

To ensure that faculty receive the support they need, teachers can work with any of the faculty coaches for general advice. APR questions/advising should be directed to your supervisor.

- Ariadne Miranda (ariadnem@usf.edu)
- Jim Green (jgreen@usf.edu)

Questions about the curriculum or requirements for a course should be directed to the Curriculum and Assessment Coordinators:

- Tor Nielsen (tnielsen@usf.edu)
- Elena Eric (elena@usf.edu)
Teaching Observations
Policy & Procedure
In the ELP, we want to create a culture where classroom observations are used to:

- provide effective feedback on instructors' teaching practice
- support an understanding of what it means to be an effective teacher in our context
- help determine professional development needs for individual instructors and for the ELP as a whole
- develop teachers' self-awareness as to their own teaching practices
- build accountability for the quality of teaching and learning taking place in the ELP

Initially, classroom observations will be used as a tool to aid instructors in providing evidence for meeting the markers of best practice. Eventually, the observation report will include aspects of teaching such as classroom management and leadership, student engagement, pacing and use of class time, etc. The Faculty Affairs Team developed the **Annual Performance Review Observation Report** together with the members of a faculty task force.

For the 2018 APR, the observation cycle starts in March and ends in November. Check the ELP calendar for specific dates. All faculty must complete an observation each year as part of their APR. Here is the chart with information on when individual observations will take place in 2018:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Timeline</th>
<th>Observer</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-month faculty not observed in Fall</td>
<td>March 19-April 19, 2018</td>
<td>Coach</td>
</tr>
<tr>
<td>12-month faculty not observed in Fall</td>
<td>May 29-July 19, 2018</td>
<td>Coach</td>
</tr>
<tr>
<td>9-month faculty observed in Fall</td>
<td>Fall 2018</td>
<td>Coach</td>
</tr>
<tr>
<td>Adjunct Faculty and Ph.D. TAs</td>
<td>Fall 2018</td>
<td>Coach</td>
</tr>
</tbody>
</table>

**An observation consists of 3 parts:**

- **Pre-Observation Meeting**
  - No more than two days before observation
  - Observer & instructor meet & discuss upcoming class
  - Instructor brings APR Observation Report with column 1 completed
  - Discuss the students in class, interesting dynamics, what they're working on, etc.

- **Observation and video taping**
  - Class is videotaped
  - Observer notes effective implementations of Markers of Best Practice (MBP)
  - Observer also notes teaching practices in general (e.g. how teacher elicits feedback)
  - These additional aspects not scored as part of the APR process

- **Post-Observation Meeting**
  - Within three to five days after observation
  - Observer and instructor talk about MBP seen during observation
  - Instructor provides additional information to clarify the class observed
1. **Pre-observation meeting**: No more than two days before the actual observation, the observer (faculty coach) and instructor will meet to talk about the class to be observed. The instructor should bring a completed *Annual Performance Review Observation Report* on which they indicate which Markers of Best Practice they expect to be able to demonstrate during the class. During this meeting, the instructor should also share general information as to the students in the class, any interesting dynamics in the class, and in general, what the class is working on.

2. **The Observation and video review**: During the observation, the observer will videotape the class and will note aspects of the lesson that demonstrate effective implementation of the Markers of Best Practice. In addition, the observer may make notes of teaching practices not related to the markers of best practice. For instance, the observer may note how the teacher elicits feedback from students. These additional aspects of teaching may provide additional topics for discussion and areas for further professional development. These will not be scored as part of the APR process, but hopefully this feedback will help teachers boost the performance of all students as they continue in their growth as a professional..

3. **Post-observation meeting**: This should take place within three to five days after the observation. This will allow enough time for both the instructor and the observer to look at the video from the lesson observed. During the meeting, the observer and instructor will talk about what was seen or not seen during the observation. In addition, the instructor can provide additional information to help the observer understand what happened during the class that was observed.

   It is not expected that an instructor will fulfill all markers of best practice during a single observation. Instead, an instructor can provide additional evidence during the post-observation meeting as to how they meet other markers of best practice which were not seen during the observation. For instance, during an observation, it may be possible to observe how an instructor incorporates formative assessment within the lesson, but it may not be possible for the instructor to provide evidence of summative assessment during the same lesson. However, during the post-observation meeting, the instructor can bring examples of summative assessments administered to students along with teacher feedback. This can also be included with the APR self-assessment.

   After the post-observation meeting, the observer will complete the *Annual Performance Review Observation Report* and place it in the instructor’s P:Drive folder. The report will provide the instructor with information as to how she/he met each descriptor.

Note: With the number of senior instructors in the ELP, we are dividing the observations between the associate director for faculty (Ariadne) and the faculty coordinator (Jim). For observation and coaching purposes, observations will be conducted by your coach as assigned.
ELP Annual Senior Instructor Performance Review: Teaching Innovation

Name: Click to enter text. Review Year: 2018
Performance Coach: Click to enter text.

Teaching Innovation for the Next Performance Review Year
To allow you maximum time to prepare / implement / evaluate the process, you should plan your teaching innovation and inform your performance coach of the plan as soon as possible / practicable at the beginning of a new year; or at the very latest, by the beginning of the fall semester (beginning of September). If your plan changes either before or as you develop and implement it, please update your performance coach. Our goal for this process is that it provide teachers with meaningful and personal growth in their positions in the ELP.

Teaching Innovation
(Innovation in the APR is connected to the benchmarks for promotion in the ELP)

1. Describe a new/modified activity (not provided by the program) or approach you would like to add to your “Teacher’s Toolbox”, including how it connects to / incorporates the Markers of Best Practice and the specific SLOs for the class in which you plan the implementation.
   Click to enter text.

2. Briefly explain why you chose to develop this innovation in your career at this time.
   Click to enter text.

3. How and from where have you obtained information or ideas / will you get information for the foundation of this innovation?
   Click to enter text.

4. Briefly discuss how the planned innovation is connected to / drawn from / based upon the foundational ideas / information the ideas that form your foundation.
   Click to enter text.

5. Describe / visualize the steps you will take in the planning / implementation / evaluation stages of this innovation?
   Click to enter text.

6. How do you anticipate it will impact you as a teacher? How do you anticipate it will impact your students’ learning?
   Click to enter text.

7. How will you measure / demonstrate the success (or degree thereof) of your implementation of this innovation? [Ideally, your evidence will demonstrate your implementation of the innovation, reflect alignment to the markers of best practice, and exemplify real outcomes (e.g. what you did/produced, samples of student work, etc.)]
   Click to enter text.
Teaching Observations
Observation Feedback Form: Pre, During, and Post
## Annual Performance Review: Observation Feedback Form: Pre, During, and Post

**Instructor’s name:** Click to enter text.  
**Observer:** Click to enter text.  
**Year of evaluation:** 2018  
**Class Observed/Date:** Click to enter text.

**Directions:** This feedback form is a tool intended to guide the focus of our discussion throughout the observation process. The “Step 1” column needs to be completed prior to the pre-observation meeting. On this form, please indicate which of the “Markers of Best Practice” should be observed. After the observation, via the format of your choice, I will use the same checklist as a discussion medium. After our discussion, this observation should then simplify the APR process by reducing it to a narrative of some markers and goals.

## Markers of Best Practice

<table>
<thead>
<tr>
<th>INSTRUCTOR Completes this column</th>
<th>OBSERVER Completes these columns</th>
<th>APR Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion</strong></td>
<td>For each aspect to be observed, describe how your objectives/outcomes, activities, and/or materials meet the marker.</td>
<td><strong>Seen</strong> (S, P, or N)</td>
</tr>
<tr>
<td>A. Content-based language teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Clearly demonstrate a connection between target content-learning objectives, learning activities, &amp; materials.</td>
<td>Click to enter text.</td>
<td></td>
</tr>
<tr>
<td>2. Integrate target content, language, &amp; academic skills—with little or no imbalanced focus on any single element—by using learning activities that help students understand the target content; practice / improve language skills; &amp; develop their understanding &amp; use of the language of the text or task.</td>
<td>Click to enter text.</td>
<td></td>
</tr>
<tr>
<td>3. Provide opportunities to comprehend content, demonstrate understanding and/or application of the target content through a variety of class activities &amp; projects.</td>
<td>Click to enter text.</td>
<td></td>
</tr>
<tr>
<td>4. Integrate critical thinking &amp; higher order thinking skills throughout learning activities that engage the content, language, &amp; academic skills connected to the course SLOs.</td>
<td>Click to enter text.</td>
<td></td>
</tr>
<tr>
<td>B. Student-centered teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Engage students in active learning through a variety of collaborative, team, and/or problem-solving activities in which students do most of the talking &amp; “doing” in the classroom.</td>
<td>Click to enter text.</td>
<td></td>
</tr>
<tr>
<td>2. Give students decision-making power over how they learn &amp; how they demonstrate their learning.</td>
<td>Click to enter text.</td>
<td></td>
</tr>
<tr>
<td>3. Use student-centered activities / approach at most stages of lesson: knowledge / content acquisition, practice, and assessment</td>
<td>Click to enter text.</td>
<td></td>
</tr>
<tr>
<td>4. Use learning activities/assignments, etc. based on student-generated content/input and/or allows students to “teach” or “create” learning activities based on the SLOs</td>
<td>Click to enter text.</td>
<td></td>
</tr>
</tbody>
</table>
### C. Formative and summative assessment

<table>
<thead>
<tr>
<th></th>
<th>Give both formative &amp; summative feedback that is oral and/or written (appropriate to the situation) that is descriptive, constructive, &amp; specific; clearly identifying specific areas of strength &amp; areas to work on.</th>
<th>Click to enter text.</th>
<th>Score</th>
<th>Click to enter text.</th>
<th>...</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Lead &amp; enable students in making level-appropriate descriptive, specific, informed assessment of their own &amp; their peers' work.</td>
<td>Click to enter text.</td>
<td>Score</td>
<td>Click to enter text.</td>
<td>...</td>
</tr>
<tr>
<td>3</td>
<td>Use scores and weighting systems on rubrics, quizzes, etc. that result in grades that reflect achievement of the SLOs.</td>
<td>Click to enter text.</td>
<td>Score</td>
<td>Click to enter text.</td>
<td>...</td>
</tr>
<tr>
<td>4</td>
<td>Use assessment criteria / rubrics frequently in planning learning activities and in class to remind students of what &amp; why they are learning, &amp; enable them to fulfill the objectives / SLOs</td>
<td>Click to enter text.</td>
<td>Score</td>
<td>Click to enter text.</td>
<td>...</td>
</tr>
<tr>
<td>5</td>
<td>Provide students individualized, relevant, specific summative assessment comments.</td>
<td>Click to enter text.</td>
<td>Score</td>
<td>Click to enter text.</td>
<td>...</td>
</tr>
</tbody>
</table>

### D. Intercultural competence and culturally responsive teaching

<table>
<thead>
<tr>
<th></th>
<th>Create an open, tolerant class environment in which students feel welcome to express &amp; discuss their own as well as other’s unique perspectives on class topics.</th>
<th>Click to enter text.</th>
<th>Score</th>
<th>Click to enter text.</th>
<th>...</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Plan learning activities that intentionally &amp; explicitly model, communicate, &amp; promote respect for &amp; openness to the different backgrounds &amp; experiences of the students &amp; teacher.</td>
<td>Click to enter text.</td>
<td>Score</td>
<td>Click to enter text.</td>
<td>...</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate and encourage sensitivity &amp; willingness to openly discuss cultural issues in class.</td>
<td>Click to enter text.</td>
<td>Score</td>
<td>Click to enter text.</td>
<td>...</td>
</tr>
</tbody>
</table>
Self-Assessment Form
IMPORTANT
All evidence submitted should meet these overall criteria:
- Connect to the relevant content objectives of the course (if appropriate)
- Are aimed at moving students forward in their mastery of the SLOs
- Meet the learning needs of the target group of students

Section A: Teaching Innovation
Please describe your implementation of a Teaching Innovation.

Briefly describe your Teaching Innovation (1 or 2 sentences at most): Click to enter text.

Describe the activities you have undertaken to work on this Teaching Innovation:

Some aspects to consider:
- What sources did you consult to find foundational information / ideas to support your innovation?
- How did this information connect to / apply in the formation of your rationale, implementation, and assessment of the innovation?
- Describe the steps / process you followed for developing, implementing, and assess the impact of the teaching innovation.

Describe and reflect on how your work on this Teaching Innovation affected your students’ learning:
Did it result in greater learning? If not, why do you think it didn’t? (Evidence should be provided in support of your ideas.)

Describe and reflect on how this process impacted you as a teacher:
Has the teaching innovation affected your teaching in a lasting way? If yes, how? If not, why do you think that might be? Have you continued with any changes in your teaching as a result of this innovation? If so, describe how you have maintained the changes.

Explain how the evidence that you have provided along with your self-assessment demonstrates your work on this Teaching Innovation:

You might include:
- Lesson plans/outlines
- Student work that demonstrates how this goal impacted them
- Graded assessments
## Section B: ELP Markers of Best Practice

Did you have a teaching observation that completely or partially met any of the Markers of Best Practice?

- **YES** (Ensure a copy of your Observation Report is in your P-drive's current year APR Folder)
- **NO**

Which markers did the observation demonstrate? For each marker observed, what Degree of Completion does your observation report indicate? (Please check only those markers supported by the observation)

<table>
<thead>
<tr>
<th>Content-Based Instruction</th>
<th>Degree of Completion</th>
<th>Assessment</th>
<th>Degree of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Complete</td>
<td></td>
<td>Complete</td>
</tr>
<tr>
<td></td>
<td>Partial</td>
<td></td>
<td>Partial</td>
</tr>
<tr>
<td>Culturally Responsive</td>
<td>Complete</td>
<td>Student-Centered Teaching</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>Partial</td>
<td></td>
<td>Partial</td>
</tr>
</tbody>
</table>

- If **YES** and at least two markers are checked Complete, you may go to Section C: Professional Development.
- If **YES** and one of the two markers is checked Partial, provide additional evidence to support the marker(s) below.
- If **NO**, complete this section below and provide evidence for at least two of the markers.

### Evidence Provided with this Self-Assessment

Please list the materials provided as evidence for your APR:

- **ITEM 1:**
- **ITEM 2:**

(More than 2 items? Press the TAB key 2 times at the end of a row to add another.)

### Content Based Instruction

Which items of evidence listed above demonstrate the Content-Based Instruction benchmarks below?

- Demonstrate a direct connection between target content-learning objectives and materials and activities.
- Integrate the teaching of target content with the teaching of language and skills by using activities that help students understand the target content, master reading, listening, speaking or writing strategies, and develop their understanding and use of the language of the text or task.
- Provide students opportunities to demonstrate understanding and application of the target content in class activities and projects.
- Help students develop critical thinking skills by explicitly teaching strategies to achieve the rhetorical genres in the SLOs (e.g. persuasive, compare/contrast, cause/effect, etc.).

### Student-Centered Teaching

Which items of evidence listed above demonstrate the Student-Centered Teaching benchmarks below?

- Engage students in active learning through collaborative, team, and/or problem-solving activities.
- Give students decision-making power over how they learn.
- Use student-centered activities and approach at different stages of a lesson.
- Base activities/assignments, etc. around student-generated content/input.
### Formative and Summative Assessment

<table>
<thead>
<tr>
<th>Which items of evidence demonstrate the <strong>Formative and Summative Assessment</strong> benchmarks below?</th>
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<td>1. Give both formative and summative feedback that is oral and written that is descriptive, specific and constructive, and clearly identifies specific areas of strength and areas to work on.</td>
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<td>2. Involve students in informed assessment of their own and their peers’ work using descriptive and specific language.</td>
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<td>3. Use scores and weighting systems on rubrics, quizzes, etc. that result in grades that reflect achievement of the SLOs.</td>
</tr>
<tr>
<td>4. Use assessment criteria from the beginning of the teaching process and plan instruction around the criteria.</td>
</tr>
<tr>
<td>5. Identify specifically and in detail what will be assessed.</td>
</tr>
<tr>
<td>6. Include individualized summative assessment comments.</td>
</tr>
</tbody>
</table>

### Intercultural Competence and Culturally Responsive Teaching

<table>
<thead>
<tr>
<th>Which items of evidence demonstrate the <strong>Intercultural Competence and Culturally Responsive Teaching</strong> benchmarks below?</th>
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</thead>
<tbody>
<tr>
<td>You should consider/describe how your evidence supports that you:</td>
</tr>
<tr>
<td>1. Incorporate the backgrounds and unique experiences of the students by integrating culture-specific information and offering opportunities for students to express their own unique perspectives on topics discussed.</td>
</tr>
<tr>
<td>2. Plan learning activities that explicitly communicate and foster respect for and openness to the different backgrounds and experiences of the students.</td>
</tr>
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<td>3. Show sensitivity when discussing complex cultural issues in class.</td>
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### Intercultural Competence and Culturally Responsive Teaching

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<tr>
<td>2. Plan learning activities that explicitly communicate and foster respect for and openness to the different backgrounds and experiences of the students.</td>
</tr>
<tr>
<td>3. Show sensitivity when discussing complex cultural issues in class.</td>
</tr>
</tbody>
</table>
Section C: Professional Development/Service

1. List the Professional Development and Service activities you completed in 2017
   
   a. Enter a description of each of your PD activities in the box that best relates to your activity (more than 1 per category is ok)

<table>
<thead>
<tr>
<th>Type</th>
<th>Impact Level 4</th>
<th>Impact Level 3</th>
<th>Impact Level 2</th>
<th>Impact Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>PD in ELP</td>
<td>Mentoring a teaching intern. Working formally with the Curriculum &amp; Assessment team on a long-term curriculum project. Click to enter text.</td>
<td>Attending in-house extended workshop series- e.g. SLA research summer workshop series. Click to enter text.</td>
<td>Keeping a pedagogical journal. Collaborating regularly with another teacher(s) on a course or project. Click to enter text.</td>
<td>Attending a Professional Development Workshop or Reading Circle. Click to enter text.</td>
</tr>
<tr>
<td>PD outside the ELP</td>
<td>Completing an ELP training program (e.g. Mentor Training Certificate Program). Click to enter text.</td>
<td>Completing a USF course related to teaching or language learning (e.g. foreign language, SLA, higher education teaching). Completing a course outside of USF related to teaching or language learning (e.g. Coursera/EdX ESL-related courses). Click to enter text.</td>
<td>Attending a conference - local, national or international. Attending on-campus workshops (e.g. ATLE workshops, library). Click to enter text.</td>
<td>Attend webinars (e.g. TESOL). Click to enter text.</td>
</tr>
<tr>
<td>Service to ELP/INTO USF</td>
<td>Serving as a chair or member of an ELP standing committee (e.g. search committee, promotion committee). Leading an ELP creative team or working group. Collaborating formally with the ELP admin team on a long-term administrative project. Offering non-ELT related life-enhancement activities to faculty/staff or students for a semester (e.g. yoga, mindfulness, management). Participating in the Sub Rotation Click to enter text.</td>
<td>Actively participating in working groups or creative teams for one semester. Collaborating formally with the ELP admin team on a short-term administrative project. Leading and facilitating the Faculty Forum for one semester. Presenting a workshop at Teacher Development Day. Click to enter text.</td>
<td>Leading a Reading Circle or Tech Talk session. Formally mentoring a colleague (e.g. instructor new to a class). Collaborating formally with the ELP admin team for a one-time workshop/presentation, etc. Click to enter text.</td>
<td>Attending Faculty Forum one semester. Serving as a Faculty Buddy for one semester. Serving as an office space representative for a semester. Click to enter text.</td>
</tr>
<tr>
<td>Service to USF</td>
<td>Serving as an advisor to a USF club for one semester. Serving as a conference planning committee chair. Click to enter text.</td>
<td>Actively participating in USF committees (Latino, International Festival, etc.) Participating as a member of a conference planning committee. Click to enter text.</td>
<td>Representing INTO USF or the ELP at campus events. Click to enter text.</td>
<td>Allowing MA TESL students to observe your classes and reflecting on it. Click to enter text.</td>
</tr>
<tr>
<td>Service to profession</td>
<td>Serving in a leadership position in TESOL, BART, etc. Publishing an article in a journal. Completing training to be a CEA reviewer. Presenting at a conference (national/int’l, state, or local) Click to enter text.</td>
<td>Publishing an article in a newsletter. Submitting a presentation proposal to a national conference. Click to enter text.</td>
<td>Submitting a presentation proposal to a local or state conference. Volunteering to work at a convention/conference. Click to enter text.</td>
<td>Joining a professional organization (e.g. TESOL). Reviewing a textbook or materials for a publisher. Click to enter text.</td>
</tr>
<tr>
<td>Service to community</td>
<td>Volunteering in the community related to ESL (e.g. writing a curriculum for a not-for-profit organization; volunteer teaching in the community). Click to enter text.</td>
<td>Serving as a regular volunteer in an educational capacity (e.g. school, zoo docent, community garden). Click to enter text.</td>
<td>Volunteering or teaching for one-time events or activities in the community. Click to enter text.</td>
<td>Including service learning activities in ELP courses. Click to enter text.</td>
</tr>
</tbody>
</table>

   b. Activities that do not fit any of the categories in the Professional Development Activities Matrix: Click to enter text.

2. Write a reflection on the activities that had the most impact on your professional growth within the ELP.
   Click to enter text.
Teaching Innovation
Rubric
# Teaching Innovation Rubric

<table>
<thead>
<tr>
<th>RATINGS</th>
<th>The evidence submitted showed the teacher:</th>
</tr>
</thead>
</table>
| **OUTSTANDING** | • FOUNDATION  
Used multiple sources (e.g., research, conversations with colleagues, articles, conference presentations, etc.) to find information / ideas in the formation of all of the following:  
- a strong rationale for the innovation,  
- methods of implementation informed by and consistent (focused on) with the rationale,  
- a valid (truly measures what it is designed to measure) assessment of the results of the implementation  
• APPLICATION  
It is clearly apparent how the planned innovation is connected to / drawn from / based upon the foundational ideas / information  
• IMPLEMENTATION  
Described in a detailed, salient narrative the process for developing the foundation for the innovation, the process used for implementation of the innovation, and the assessment of impact of the innovation on student learning.  
• REFLECTION  
Reflected in detail on the entire process, including the planning, research, implementation, and outcomes of the innovation and the impact (or lack thereof) of the innovation on student learning and its wider impact on the teacher’s thoughts/philosophy and practice of teaching.  
(e.g., did things go as expected, what insights did the instructor gain, was it as worthwhile as originally anticipated, did it have a greater or lessor effect on student learning than was anticipated, what might have been done differently and why, will the instructor continue with this innovation with or without modifications?) |
| **STRONG** | • FOUNDATION  
Used more than one source (other than him/herself) to find information / ideas in the formation of at least 2 of the following:  
- a strong rationale for the innovation,  
- a method of implementation consistent with the rationale,  
- a mostly valid (see above) assessment of the results of the implementation  
• APPLICATION  
How the planned innovation is connected to / drawn from / based upon the foundational ideas / information is mostly clear, though some aspects may need more development.  
• IMPLEMENTATION  
Though some aspects may need additional details for clarification, the instructor provided a somewhat detailed narrative of: 1) the development / use of the foundation information for planning the innovation, 2) the process used for implementation of the innovation, and 3) the assessment of impact on student learning.  
• REFLECTION  
Reflected with some degree of detail on the planning, research, implementation, and outcomes of the innovation and the impact (or lack thereof) of the innovation on student learning |
### Teaching Innovation Rubric

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Weak</th>
</tr>
</thead>
</table>
| **FOUNDATION** | Consulted at least one outside source (other than him/herself) to find information / ideas used as:  
  a. a general reason/rationale for the innovation,  
  b. methods of implementation related to some degree to the rationale,  
  c. a generalized overview/assessment of the result of the implementation | Did not consult outside sources (other than him/herself) to find information / ideas; however, there is an attempt at:  
  a. a general reason / rationale for the innovation; possibly vague / unclear.  
  b. a semblance of an outline of a procedure / method of implementation  
  c. general comments about the expected result of the implementation |
| **APPLICATION** | The innovation is generally connected to foundational ideas / information | A connection between the foundational ideas and the innovation is unclear / difficult to ascertain |
| **IMPLEMENTATION** | Described in general/broad/somewhat imprecise terms 1) why the innovation was chosen,  
  2) the process for implementation of the innovation, and 3) the impact on student learning. | Briefly described the process of implementation in broad/sweeping terms, leaving out or only briefly discussing the reason for the innovation, many important / clarifying details of the process used for implementation, and / or any impact on student learning. |
| **REFLECTION** | Reflected somewhat, often in only general terms or summary, on the planning, implementation, and outcomes of the innovation, including some attention to the impact (or lack thereof) of the innovation on student learning. | Narrowly reflected upon / overviewed the entire process with only a little consideration of the planning, implementation, and outcomes of the innovation and little or no attention to the impact (or lack thereof) of the innovation on student learning |

**Unacceptable**  
**Did not work on an innovation**

*Note: All evidence submitted must demonstrate planning, research and reflection implemented over time on the teacher’s part. The deadline for changing a teaching innovation during an APR year is September 1st of the current calendar year.*
Markers of Best Practice
Rubric

INTO NORTH AMERICA
2018 Academics Conference

INTO USF UNIVERSITY OF SOUTH FLORIDA
## Markers of Best Practice Rubric

*All evidence for submitted should: 1) Connect to the relevant content objectives of the course (if appropriate); 2) Be aimed at moving students forward in their mastery of the SLOs; 3) Meet the learning needs of the target group of students.*

### Content-Based Language Teaching - The evidence submitted showed that the teacher:

<table>
<thead>
<tr>
<th>OUTSTANDING</th>
<th>STRONG</th>
<th>SATISFACTORY</th>
<th>WEAK</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly demonstrates a connection between target content-learning objectives &amp; learning activities &amp; materials.</td>
<td>Mostly demonstrates a connection between target content-learning objectives &amp; learning activities &amp; materials but the connection may occasionally be vague / somewhat unclear.</td>
<td>May occasionally have an imbalanced focus on 1 or 2 elements, but mostly Integrates the learning of target content, language, &amp; academic skills through learning activities that help students understand the target content; practice / improve reading, listening, speaking or writing strategies; &amp; develop their understanding &amp; use of the language of the text or task.</td>
<td></td>
<td>Does not integrate the learning of target content, the learning of language, and/or the learning of academic skills. May focus on these elements, but does so separately and disjointedly.</td>
</tr>
<tr>
<td>Seamlessly Integrates the 3 elements of learning target content, language, &amp; academic skills with little or no imbalanced focus on any single element. The teacher accomplishes this through learning activities that simultaneously help students understand the target content; practice / improve reading, listening, speaking or writing strategies; &amp; develop their understanding &amp; use of the language of the text or task.</td>
<td></td>
<td>Provides students learning opportunities to comprehend content &amp; demonstrate understanding and/or application of the content through class activities &amp; projects; however, activities may often be limited to one or two types (e.g., mostly using group discussion)</td>
<td></td>
<td>Does not provide or provides minimal opportunities for students to demonstrate understanding or application of the content through class activities or class projects.</td>
</tr>
<tr>
<td>Provides students learning opportunities to comprehend content, demonstrate understanding and/or application of the target content through a variety of class activities &amp; projects.</td>
<td></td>
<td>Sporadically integrates some critical thinking skills in learning activities that engage the content, language, &amp; academic skills connected to the course SLOs.</td>
<td></td>
<td>Does not or very minimally integrates critical thinking skills into the learning activities in the class.</td>
</tr>
<tr>
<td>Frequently integrates critical thinking &amp; higher order thinking skills throughout the learning activities that engage the content, language, &amp; academic skills connected to the course SLOs.</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student-centered Teaching - The evidence submitted showed that the teacher can:

<table>
<thead>
<tr>
<th>OUTSTANDING</th>
<th>STRONG</th>
<th>SATISFACTORY</th>
<th>WEAK</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage students in active learning through a variety of collaborative, team, and/or problem-solving activities. Students do most of the talking &amp; “doing” in the classroom.</td>
<td>Engage students in some group &amp; pair activities for a variety of purposes; however, there is still teacher centeredness.</td>
<td>Give students some choices during activities that are mostly teacher-determined.</td>
<td></td>
<td>Use group &amp; pair work activities minimally, if at all. Class is mostly teacher-centered with students in more of a passive role.</td>
</tr>
<tr>
<td>Give students decision-making power over how they learn &amp; how they demonstrate their learning.</td>
<td></td>
<td></td>
<td></td>
<td>Gives minimal or no choice as to how students learn and/or how they demonstrate learning. All or most is teacher-centered &amp; directed</td>
</tr>
<tr>
<td>Uses student-centered activities / approach at all stages of a lesson: knowledge/content acquisition, practice, and assessment.</td>
<td>Uses student-centered activities / approach only to practice/apply/reinforce learning</td>
<td>Uses some student-generated content/input in learning activities that are mostly determined by the teacher</td>
<td></td>
<td>Does not use student-centered activities at any stage of a lesson.</td>
</tr>
<tr>
<td>Uses learning activities/assignments, etc. based on student-generated content/input and/or allows students to “teach” or “create” learning activities based on the SLOs.</td>
<td></td>
<td></td>
<td></td>
<td>Does not use student-generated content/input for learning activities</td>
</tr>
</tbody>
</table>

*Updated: 4/30/2018*
**Markers of Best Practice Rubric**

**Formative & Summative Assessment -** The evidence submitted showed that the teacher can:

<table>
<thead>
<tr>
<th>OUTSTANDING</th>
<th>STRONG</th>
<th>SATISFACTORY</th>
<th>WEAK</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives both formative &amp; summative feedback that is oral and/or written (appropriate to the situation) that is descriptive, constructive, &amp; specific; clearly identifying specific areas of strength &amp; areas to work on.</td>
<td>Two from Outstanding &amp; two from Satisfactory level</td>
<td>Use scores &amp; weightings on rubrics, quizzes, etc. that give prominence to some aspects of the task that may only be loosely SLO-focused.</td>
<td>Provides students general summative assessment comments.</td>
<td>Provides only simple or vague feedback that does not help students identify areas of strength &amp; areas to work on.</td>
</tr>
<tr>
<td>Leads &amp; enables students in making level-appropriate descriptive, specific, informed assessment of their own &amp; their peers’ work.</td>
<td></td>
<td></td>
<td></td>
<td>Does not engage students in peer assessment, or does so only minimally. Peer assessment, if done, focuses only on broad generalities with little or no specifics.</td>
</tr>
<tr>
<td>Use scores &amp; weighting systems on rubrics, quizzes, etc. that result in grades that reflect achievement of the SLOs.</td>
<td>Use criteria and information from assessments to change / create future lessons &amp; activities</td>
<td></td>
<td>Use scores &amp; weightings that bear little relationship to the SLOs.</td>
<td></td>
</tr>
<tr>
<td>Uses assessment criteria / rubrics frequently in planning learning activities and in class to remind students of what &amp; why they are learning, &amp; enable them to fulfill the objectives / SLOs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides students individualized, relevant, specific summative assessment comments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Intercultural Competence & Culturally Responsive Teaching -** The evidence submitted showed that the teacher can:

<table>
<thead>
<tr>
<th>OUTSTANDING</th>
<th>STRONG</th>
<th>SATISFACTORY</th>
<th>WEAK</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates an open, tolerant class environment in which students feel welcome to express &amp; discuss their own as well as other’s unique perspectives on class topics.</td>
<td>Two from Outstanding &amp; two from Satisfactory level</td>
<td>Occasionally encourages students to express their own cultural perspectives on topics discussed</td>
<td></td>
<td>Provides no or minimal opportunities for students to express their own cultural perspectives in class.</td>
</tr>
<tr>
<td>Plans learning activities that intentionally &amp; explicitly model, communicate, &amp; promote respect for &amp; openness to the different backgrounds &amp; experiences of the students &amp; teacher.</td>
<td>Models &amp; implicitly communicates &amp; promotes respect &amp; openness to the different backgrounds &amp; experiences of students &amp; the teacher through learning activities or projects and/or in the classroom environment.</td>
<td>Demonstrates sensitivity when discussing cultural concepts when they come up in class. May occasionally avoid complex or deep cultural issues.</td>
<td>Provides no or minimal opportunities for students to express their own cultural perspectives in class.</td>
<td>Does not or only minimally communicates and/or promotes respect &amp; openness to the different backgrounds &amp; experiences of students &amp; the teacher through learning activities or projects and/or in the classroom.</td>
</tr>
<tr>
<td>Demonstrates and encourages sensitivity &amp; willingness to openly discuss cultural issues in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Updated: 4/30/2018*
Professional Development/Service Impact Matrix
# Professional Development/Service Impact Matrix

<table>
<thead>
<tr>
<th><strong>Type</strong></th>
<th><strong>Impact Level 4</strong></th>
<th><strong>Impact Level 3</strong></th>
<th><strong>Impact Level 2</strong></th>
<th><strong>Impact Level 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PD in ELP</td>
<td>Mentoring a teaching intern. Working formally with the Curriculum &amp; Assessment team on a long-term curriculum project.</td>
<td>Attending in-house extended workshop series - e.g. SLA research summer workshop series.</td>
<td>Keeping a pedagogical journal. Collaborating regularly with another teacher(s) on a course or project (need evidence of outcome).</td>
<td>Attending an optional professional Development Workshop or Reading Circle.</td>
</tr>
<tr>
<td>PD outside the ELP</td>
<td>Completing an ELP training program (e.g. Mentor Training Certificate Program).</td>
<td>Completing a USF course related to teaching or language learning (e.g. foreign language, SLA, higher education teaching). Completing a course outside of USF related to teaching or language learning (e.g. Coursera/EdX ESL-related courses).</td>
<td>Attending a conference - local, national or international. Attending on-campus workshops (e.g. ATLE workshops, library).</td>
<td>Attend webinars (e.g. TESOL).</td>
</tr>
<tr>
<td>Service to ELP/INTO USF</td>
<td>Serving as a chair or member of an ELP standing committee (e.g. search committee, promotion committee). Leading an ELP creative team or working group. Collaborating formally with the ELP admin team on a long-term administrative project. Offering non-ELT related life-enhancement activities to faculty/staff/ or students for a semester (e.g. yoga, mindfulness, management). Participating in the Sub Rotation</td>
<td>Actively participating in working groups or creative teams for one semester. Collaborating formally with the ELP admin team on a short-term administrative project. Leading and facilitating the Faculty Forum for one semester. Presenting a workshop at Teacher Development Day.</td>
<td>Leading a Reading Circle or Tech Talk session. Formally mentoring a colleague (e.g. instructor new to a class). Collaborating formally with the ELP admin team for a one-time workshop/presentation, etc. Serving as the technology liaison for a semester.</td>
<td>Attending Faculty Forum one semester. Serving as a Faculty Buddy for one semester. Serving as an office space representative for a semester.</td>
</tr>
<tr>
<td>Service to USF</td>
<td>Serving as an advisor to a USF club for one semester. Serving as a conference planning committee chair.</td>
<td>Actively participating in USF committees (Latino, International Festival, etc.) Participating as a member of a conference planning committee.</td>
<td>Representing INTO USF or the ELP at campus events.</td>
<td>Allowing MA TESL students to observe your classes.</td>
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<tr>
<td>Service to profession</td>
<td>Serving in a leadership position in TESOL, BART, etc. Publishing an article in a journal. Completing training to be a CEA reviewer. Presenting at a national/int’l conference.</td>
<td>Publishing an article in a newsletter. Submitting a presentation proposal to a national conference.</td>
<td>Submitting a presentation proposal to a local, state conference. Volunteering to work at a convention/conference. Reviewing a textbook or materials for a publisher</td>
<td>Joining a professional organization (e.g. TESOL).</td>
</tr>
<tr>
<td>Service community</td>
<td>Volunteering in the community related to ESL (e.g. writing a curriculum for a not-for-profit organization; volunteer teaching in the community).</td>
<td>Serving as a regular volunteer in an educational capacity (e.g. school, zoo docent, community garden).</td>
<td>Volunteering or teaching for one-time events or activities in the community.</td>
<td>Including service learning activities in ELP courses.</td>
</tr>
</tbody>
</table>
APR Score Report
ANNUAL PERFORMANCE REVIEWS IN THE ELP
The performance review process in the ELP is designed to support faculty as they work on teaching and professional development/service goals each year. The process ensures that instructors support the program in its goal to deliver high quality instruction based on best practices. Instructors are also expected to fulfill their job duties as found on their job descriptions.

At the end of a performance review cycle, a face-to-face meeting between an instructor and their supervisor takes place during which time the instructor’s self-assessment, evidence and work performance for the past year are discussed and evaluated. Areas evaluated by the performance assessment include the following workload areas:

Instructional Effectiveness (90%)
- Teaching Innovation (scored using the “Teaching Innovation” rubric)
- ELP Markers of Best Practice (scored using the “Markers of Best Practice” rubric)
- Job Duty Performance (scored by supervisor based on past performance)

Service/Professional Activities (10%)
- Professional development and services activities (scored using the “Professional Development/Service Impact” Matrix)

PERFORMANCE ASSESSMENT OVERALL RATING
Performance assessments provide an overall score on a scale of 1-5 to evaluate faculty performance in the assigned workload areas. The final score indicates overall performance levels from outstanding to unacceptable. Below are definitions for interpreting the final overall score.

- **Outstanding (Overall score of 5)**
  Consistent overall excellence in performance. Performance far exceeds all standards/expectations.

- **Strong (Overall score of 4)**
  Professional performance with areas of excellence. Performance frequently exceeds standards/expectations.

- **Satisfactory (Overall Score of 3)**
  Competent and professional performance. Performance consistently meets standards/expectations. Requisite competencies and knowledge are demonstrated.

- **Weak (Overall score of 2)**
  Competent performance with areas for improvement. Performance does not consistently meet standards/expectations. Some requisite competencies and knowledge are demonstrated.

- **Unacceptable (Overall score of 1)**
  Consistent weakness in performance. Performance does not meet standards/expectations. Major deficiencies require immediate attention and improvement.

*While we certainly encourage instructors to strive for “Outstanding” (5) performance, a minimum of “Satisfactory” (3) is expected for continuously employed faculty. All ratings other than “Satisfactory” (3) must be supported by specific comments from the supervisor.*

INSTRUCTIONAL EFFECTIVENESS (90%)

Teacher Innovation (Teaching Innovation Rubric)

<table>
<thead>
<tr>
<th>Teaching Innovation</th>
<th>Rating (1-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To earn a score of 3 (Satisfactory), evidence for this category should substantiate that the teacher:</td>
<td></td>
</tr>
<tr>
<td>• consulted outside sources to find information and ideas related to the innovation</td>
<td></td>
</tr>
<tr>
<td>• applied the ideas or information found to the development &amp; implementation of the innovation</td>
<td></td>
</tr>
<tr>
<td>• provided a description &amp; reflection on the development, implementation, and effect of the innovation on both student learning and the teacher her/himself.</td>
<td></td>
</tr>
</tbody>
</table>

*For ratings other than “Satisfactory” (3), refer to the ELP’s “Teaching Innovation Rubric” for more information.*
# ELP Faculty APR Score Report

## ELP Markers of Best Practice *(Markers of Best Practice Rubric)*

<table>
<thead>
<tr>
<th>Content-based Language Teaching</th>
<th>Rating (1-5)</th>
</tr>
</thead>
</table>
| Teachers in the ELP develop lessons and learning activities that integrate content knowledge ("content" = subject area/discipline/topic knowledge) with language and skills to prepare students for using English in academic and professional settings.  
*To earn a score of 3 (Satisfactory), evidence* for this category should substantiate that the teacher:
* For the most part demonstrates a connection between target content-learning objectives & learning activities & materials, though the connection may occasionally be vague / somewhat unclear.
* May occasionally have an imbalanced focus on 1 or 2 aspects, but mostly Integrates the learning of target content, language, & academic skills through learning activities that help students understand the target content; practice / improve reading, listening, speaking or writing strategies; & develop their understanding & use of the language of the text or task.
* Provides students learning opportunities to comprehend content & demonstrate understanding and/or application of the target content through class activities & projects; however, activities may be limited to one or two types (e.g., mostly using group discussion)
* Occasionally integrates some critical thinking skills in learning activities that engage the content, language, & academic skills connected to the course SLOs.  
*Comments:* |

<table>
<thead>
<tr>
<th>Student-centered Learning</th>
<th></th>
</tr>
</thead>
</table>
| Effective teachers in the ELP employ various teaching methodologies in higher education (e.g. active learning, collaborative learning, problem-based learning, project-based learning, flipped instruction) which result in student-centered learning and instruction.  
*To earn a score of 3 (Satisfactory), evidence* for this category should substantiate that the teacher:
* Engages students in group & pair activities for a variety of purposes; however, teacher centeredness is still noticeably apparent.
* Gives students some choices during activities that are mostly teacher-determined.
* Uses student-centered activities / approach mostly to practice/apply/reinforce learning
* Uses some student-generated content/input in learning activities that are mostly determined by the teacher  
*Comments:* |

<table>
<thead>
<tr>
<th>Formative and Summative Assessments</th>
<th></th>
</tr>
</thead>
</table>
| Effective teachers in the ELP design and use a variety of formative and summative assessments to give students feedback on learning and to evaluate the achievement of the course student learning outcomes.  
*To earn a score of 3 (Satisfactory), evidence* for this category should substantiate that the teacher:
* Gives both formative & summative feedback that is oral and/or written and that, makes general suggestions as to strengths or areas to work on. May contain feedback that is vague or misses higher priority issues in the students’ work.
* Engages students in level-appropriate peer or self-assessment activities that uses some simple or non-specific language.
* Uses scores & weightings on rubrics, quizzes, etc. that give importance to some aspects of the task that may be only loosely SLO-focused.
* Uses criteria and information from assessments to change / create future lessons & activities
* Provides students non-specific summative assessment comments.  
*Comments:* |

<table>
<thead>
<tr>
<th>Intercultural Competence and Culturally Responsive Teaching</th>
<th></th>
</tr>
</thead>
</table>
| Effective teachers in the ELP demonstrate knowledge of intercultural competence and practice culturally responsive teaching.  
*To earn a score of 3 (Satisfactory), evidence* for this category should substantiate that the teacher:
* Occasionally encourages students to express their own cultural perspectives on topics discussed
* Models & implicitly communicates / promotes respect for / openness to the different backgrounds & experiences of students--as well as the teacher--through learning activities or projects.
* Demonstrates sensitivity when discussing cultural concepts when they come up in class. May tend to avoid complex or deep cultural issues.  
*Comments:* |

*For ratings other than “Satisfactory” (3), refer to the ELP’s “Markers of Best Practice Rubric” for more information.*
# ELP Faculty APR Score Report

## Job Duty Performance *(Performance over the previous year)*

Instructors in the ELP are expected to perform duties as listed on their job descriptions and to behave in a professional manner. These include but are not limited to:

- Arriving on time for classes.
- Teaching classes assigned, delivering stated course student learning outcomes.
- Attending ELP faculty/staff meetings and in-service professional development day.
- Holding office hours.
- Attending assigned orientation duties.
- Entering attendance and midterm and final grades by the deadlines.
- Completing course evaluations and an annual performance review.
- Following USF policies and procedures (e.g. leave requests, copyright, classroom disruptions, and outside activity disclosures).
- Following ELP policies and procedures (e.g. sub/absence procedures, attendance entry).

**Outstanding performance:** duties are completed most of the time with the utmost professionalism.

**Strong performance:** duties are completed most of the time, with rare gaps in performance, attendance or professionalism.

**Satisfactory performance:** duties are completed most of the time; gaps in performance, attendance or professionalism occur but are being addressed and improved by the instructor.

**Weak performance:** duties are not consistently completed and/or are missed entirely; there is a pattern across the year of gaps in performance, attendance or professionalism.

**Unacceptable performance:** duties are ignored on a regular basis after receiving numerous reminders and gaps in performance show no improvement.

**Comments:**

## SERVICE/PROFESSIONAL ACTIVITIES (10%)

### Professional Development/Service Goal *(Professional Development/Service Impact Matrix)*

Instructors in the ELP are expected to engage in regular professional development/service activities for the semesters they are employed by the ELP.

Professional development/service activities include opportunities within the ELP, USF, the ELT profession and the community. Activities vary by “level of impact” defined by the ELP as the amount of time and engagement required to complete an activity. Four impact levels have been identified by faculty in the ELP and are describe on the “Professional Development/Service Impact Matrix.”

To earn a score of 3 *(Satisfactory)*, evidence for this category should substantiate that the teacher:

- *(Senior Instructors)*: Completed one level 3 activity OR two level 2 activities
- *(Adjuncts full-time)*: Completed one level 2 activity OR several level 1 activities
- *(Adjuncts part-time)*: Completed two level 1 or 2 activities

**Comments:**

For ratings other than “Satisfactory” (3), refer to the ELP’s “Professional Development/Service Impact Matrix.”
### SUMMARY & CALCULATION:

**PERFORMANCE RATING** [Senior Instructors report on two markers of best practice; Adjuncts & Part-time faculty report on a reduced / smaller teaching innovation and two markers.]

<table>
<thead>
<tr>
<th>Review Category</th>
<th>Category Scoring Components</th>
<th>Your Score</th>
<th>Average Score</th>
<th>Weighting %</th>
<th>Weighted Score</th>
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</thead>
<tbody>
<tr>
<td>Instructional Effectiveness</td>
<td>Teaching Innovation</td>
<td></td>
<td>X 30%</td>
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<td></td>
<td>Content Based Language Teaching</td>
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<td>Student Centered Learning</td>
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<td>Formative/Summative Assessment</td>
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<td>Intercultural Competence / Culturally Responsive</td>
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<td>Job Duties</td>
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<td>X 20%</td>
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<tr>
<td>Professional Development</td>
<td>Professional Development Score:</td>
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<td></td>
<td>X 10%</td>
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**Instructional Effectiveness Overall Score: X 90%**

**2018 Total APR Score:**

### SIGNATURES

*My signature acknowledges discussion and receipt of this performance review:*

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<th>Employee Signature</th>
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*The employee may attach comments if desired.*

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<tr>
<th>Supervisor’s Signature</th>
<th>Date</th>
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