

Training Specialist Evaluation

I. General Provisions

- A. Evaluation is peer-led and undertaken to support the continuous professional growth and development of City Colleges of Chicago training specialists. Evaluation of training specialists is non-punitive, and at no point will the results of any part of the evaluation process be used for disciplinary action (oral and written warnings, suspension, or termination) against any training specialist. No separate administrative review of the training specialist shall be part of this process or any other evaluation.
- B. It is acknowledged that training specialists provide valuable instruction and can benefit from the same evaluation process required of faculty. As such, beginning in 2021, training specialists will follow the process and requirements of faculty evaluation adapted herein for Training Specialists.
- C. Instructional evaluation at City Colleges of Chicago values and promotes teaching that:
 - 1. Engages students in learning;
 - 2. Includes all learners in a welcoming environment;
 - 3. Provides timely feedback to students; and
 - 4. Is up to date in the discipline or profession.
- D. The material generated in the course of an evaluation shall be confidential and limited to members of the Department Evaluation Committee, the Visitation Team, the Evaluee, and the Administration.
- E. The procedures and instruments used in the evaluation are subject to review and revision by joint agreement between the Board and the Union.

II. Process

- A. The evaluation shall be completed in the academic year it is conducted and in accordance with the following steps and timeline.
 - 1. Training specialists to undergo evaluation will be selected and notified no later than March 1 of the academic year prior to the year of evaluation in order to allow training specialists to schedule student feedback in spring semester if desired. Notification will also be made to the College President and the College Union Chapter Chair.
 - 2. Selection of D.E.C. and Visitation Teams no later than October 1.
 - 3. Classroom or instructional observations by the Visitation Team completed before the end of Fall semester.
 - 4. Post-observation discussion between Visitation Team and training specialist (recommended).

5. Peer Observation Form completed by Visitation Team member and submitted to D.E.C. and to training specialist.
 6. Student Feedback Forms completed in courses during the last 50% of the scheduled term. Forms submitted to D.E.C. and to the training specialist after grades are posted but in time to inform the Self-Evaluation. Collection and copying of feedback forms shall be handled by department administrative staff.
 7. Self-Evaluation Form completed by training specialist.
 8. Portfolio compiled and submitted to D.E.C. by February 1.
 9. Evaluation conference between the D.E.C. and the training specialist takes place, initiated by the D.E.C.
 10. D.E.C. evaluation report completed and submitted along with portfolio to Vice President by April 1.
- B. Selection of Training Specialist to be Evaluated. Twenty percent of training specialists of each department should be evaluated each academic year; the individual training specialists to be evaluated in any one year shall be determined first by volunteerism and secondly by lottery conducted by department. No training specialist shall be evaluated more than once every five academic years. If a training specialist goes six years without being evaluated, that training specialist will be selected as among the 20% for evaluation the following year. Faculty members with department chair duties will not be expected to conduct more than four (4) evaluations in a year inclusive of post-tenure faculty and training specialist evaluations.
- C. Department Evaluation Committee
1. A Department Evaluation Committee (D.E.C.) shall be established in every department with training specialist(s) due to be evaluated to oversee the administration of evaluation.
 2. The D.E.C. shall consist of the department chair, the academic Vice President or designee, and two other members selected by the department. In cases where there is no department chair, the evaluatee and the Vice President jointly agree on a faculty member to serve on the D.E.C. in the place of the department chair. The D.E.C. shall perform the following functions:
 - a. Conduct an evaluation that draws on evidence from Student Feedback, Peer Observations, and the contents of the training specialist's Portfolio.
 - b. Hold the evaluation conference to inform the evaluatee of the results and recommendations of the evaluation.
 - c. Allow the evaluatee to respond to the evaluation utilizing the dedicated field in the evaluation report.

- d. Forward the evaluation report signed by all members by April 1 of each academic year to the Vice President to be included in personnel file of the evaluatee.

D. Visitation Team

1. A Visitation Team, to be selected by the department chair in consultation with the training specialist, shall consist of not less than three members, with one member being from outside the department and one member of the academic administration. The evaluatee shall have the right to choose one member (faculty, training specialist, or administrator), of the Visitation Team.
2. The Visitation Team shall perform the following functions:
 - a. Gather and review relevant documentation from each class being evaluated, including syllabus, assignments, exams, etc.
 - b. Consult with the evaluatee to arrange for mutually convenient date(s) for the class visitation(s).
 - c. If an online class is among the classes being evaluated, the evaluatee and the Visitation Team will agree on a one-week window during which to access the course for observation, including any synchronous sessions.
 - d. Visit the class(es) of the evaluatee.
 - e. Discuss the visitation(s) with the evaluatee (optional). Arrange for further visits if needed or requested.
 - f. Submit completed Peer Observation Forms to the D.E.C. and to the training specialist within one week of the observation.

E. Portfolio Preparation. The Portfolio presents documentation that, taken together, provides a broad view of the evaluatee's professional work as a training specialist. The portfolio is evidence-based. It begins with the training specialist's self-evaluation and includes peer observations, student feedback, and additional supporting evidence selected in support of the training specialist's self-evaluation.

1. Self-Evaluation Form
2. Peer Observation Forms and syllabi from observed course(s). Peer observations are not, by themselves, evaluations of the training specialist, but are instead data to be considered in a holistic portfolio evaluation by the D.E.C.
3. Student Feedback forms from two to four courses (for-credit courses only) since the last evaluation. The training specialist may select the terms and the courses in which student feedback is administered up to and including the fall semester of the evaluation year. Student Feedback forms are not, by themselves, evaluations of the training specialist, but are instead data to be considered in a holistic portfolio evaluation by the D.E.C.

4. Additional supporting evidence. Supporting evidence is to be added by the training specialist. Documentation from no more than five (5) of the categories below is to be included. Additional Information constitutes evidence in support of the Self-Evaluation Form.
 - a. Department activities.
 - b. College activities (including Union-related activities).
 - c. Service to the District (including Union-related activities).
 - d. Service to the profession.
 - e. New courses developed.
 - f. Courses redesigned/improved.
 - g. Conferences attended and lessons applied.
 - h. Professional or conference presentations.
 - i. Published works (abstracts are acceptable).
 - j. Progress toward new or enhanced credentials.
 - k. Community service performed.
 - l. Awards and honors received.
 - m. Other

III. Evaluation Forms

SELF EVALUATION FORM

Note: In the self-evaluation form, the terms “course(s)” or “class(es)” should be understood as “instruction” for librarians.

Self-evaluation is intended to be reflective: to encourage a process of looking back in order to understand how you (the instructor) experienced teaching and how students experienced learning and to inform instruction moving forward. The purpose of self-evaluation is to document growth in teaching that has occurred since the last evaluation cycle and to identify areas for improvement over the coming cycle, reflecting on information you have gathered from sources including peer observations and student feedback.

1. What were your goals since the last evaluation, and have you met them? Please explain.
2. What is your approach to ensuring that your courses are organized to maximize student learning? In your response, please comment on:
 - a. Use of written course outlines and objectives.
 - b. Class policies and procedures, e.g. attendance and grading that impact learning.
 - c. Innovative teaching practices.
 - d. Any other materials or supports that you provide students.
3. Please describe how you support students outside of classroom instruction, including but not limited to your use of office hours.
4. Please describe your participation in non-classroom departmental, college, or district activities, including but not limited to developing new courses/instruction, textbooks, and/or curricula. How do these activities enhance your work as an educator?
5. Have you participated in any activities designed to further your professional development (e.g., conference, workshops, etc.) since your previous evaluation? Please explain:
6. Do you actively refresh and refine your class/instructional preparations and materials? Please explain:
7. Plan for Professional Growth: Identify at least one goal or activity that would enable you to:
 - a. Improve teaching and learning
 - b. Explore new content or instructional techniques
 - c. Further your professional development
 - d. Contribute to college and district activities
 - e. Other

PEER OBSERVATION FORM

Instructor_____

Evaluator_____

Class Observed_____

Date of Observation_____

This form is to be completed by a member of the Visitation Team performing peer observations for inclusion in a training specialist's evaluation portfolio. This form should be completed and returned to the training specialist within one week of the peer observation. At least one member of the Visitation Team is encouraged to meet with the training specialist after the observation to review feedback in person.

Please provide comments for each of the categories below. In your comments, please outline the training specialist's observed strengths and, if applicable, any areas for growth.

LEARNING ENVIRONMENT

1. There is a pleasant, positive, cooperative atmosphere.

Comments:

2. The instructor creates a learning environment that actively engages students.

Comments:

3. The instructor responds to students with encouragement and constructive feedback.

Comments:

INSTRUCTION

1. Interaction between instructor and students encourages thinking and learning.

Comment:

2. The scheduled class/instructional time is used efficiently and effectively to maximize student learning and reflects thoughtful planning and preparation aligned to objectives.

Comment:

3. The instructor exhibits effective verbal and written communication skills.

Comment:

CONTENT (This section to be completed only by observers with discipline training)

1. The content that was presented, covered, or discussed is appropriate and relevant to the learning objectives.

Comment:

2. Instructor's command of subject matter is evident.

Comment:

STUDENT FEEDBACK FORM

Teacher's Name _____

Semester _____

Course Name and Section _____

Your instructor wants to know, from your perspective, what worked well and what did not work well in this class. Your feedback matters. Please take the time to provide insight and examples in response to the questions below

Questions about you and your approach to this class:

1. What is your major or main area of study?
2. How satisfied are you with your effort in this course?
3. What goals did you have for this class when you began it?
4. Have you achieved these goals? Please explain.
5. Did this class help you to grow intellectually or to think in new ways?
6. What is the most useful and/or interesting this you learned in this class?

Questions about your instructor:

1. Did you experience a welcoming environment? Please explain.
2. Did the instructor value different ideas and opinions from you and your classmates?
Please explain.
3. Did the instructor use class time effectively to help you understand the course material?
Please explain.
4. Did the instructor help you understand the course concepts? Please explain.
5. Did you receive timely feedback so that you know how you were doing in the class?
Please explain.
6. Would you recommend this instructor to a friend who is serious about learning the material? Why or why not?

Overall experience:

1. Please provide any additional comments.

EVALUATION REPORT

This report is completed by the D.E.C. and includes both formative and summative evaluation. Upon completion of the report, a copy is submitted to the academic Vice President, and a copy is returned to the training specialist.

1. Has the evaluatee met all requirements of the evaluation process? If no, please explain.
2. Based on the information presented, provide a brief summary of the professional strengths and areas of growth for the evaluatee.
3. Does the evaluatee identify an appropriate Plan for Professional Growth in the Self-Evaluation?
4. If the answer to question 3 is no, does the D.E.C. recommend any changes to the Plan for Professional Growth? Please be specific, identifying also the resource needs to complete the Plan for Professional Growth.

Signature of D.E.C. Chairperson_____

Comments from evaluatee (optional):

Signature of evaluatee_____

Signature of Vice President / Designee_____

If the D.E.C. and the evaluatee cannot agree on a Plan for Professional Growth, the academic Vice President will make the final determination in consultation with the department chair (or D.E.C. chair if there is no department chair) and with assurance that activities or milestones included are achievable and able to be supported with available Professional Development and Conference Travel funds. In all circumstances the Plan for Professional Growth shall be advisory and not compulsory. Furthermore, at no point will the results of any part of the evaluation process be used for disciplinary action (oral and written warnings, suspension, or termination) against any training specialist.