



COUNSELING FACULTY PERFORMANCE REVIEW

Confidential

To Vice President/Provost: _____

From Dean: _____

For:

*Name of Counseling Faculty
Member*

**Current type of
appointment:**

Campus

G

R

TP/SS

Discipline

PEER REVIEWERS

Department Chair: _____

Peer Reviewer(s): _____

Contract Type		Contract Year					
<input type="checkbox"/>	1 Year Term	<input type="checkbox"/>	Year 1	<input type="checkbox"/>	Year 2	<input type="checkbox"/>	Year 3
<input type="checkbox"/>	3 Year Term	<input type="checkbox"/>	Year 1 (optional)	<input type="checkbox"/>	Year 2		
<input type="checkbox"/>	6 Year Term *	<input type="checkbox"/>	Year 3				
<input type="checkbox"/>	Rolling Term**	<input type="checkbox"/>	Every 5 years				
<input type="checkbox"/>	Tenured Term	<input type="checkbox"/>	Every 5 years				

Recommendation	
Term Appointments	Tenured
Reappoint	Satisfactory
Do not Reappoint	Unsatisfactory

Overview

The elements of the Counseling Faculty Performance Review include a self-evaluation, student evaluations, peer reviews, observations, and an administrative evaluation.

The purposes of performance review are to

- promote the highest quality of counseling and advising
- promote the highest quality instruction (teaching/learning)
- encourage the highest quality performance by faculty
- encourage professional growth and development of faculty
- assess strengths and weaknesses in counseling faculty performance
- assess service to the College community (beginning with the 2nd year evaluation)

FOCUS AREAS OF THE REVIEW

Counseling Faculty members will be evaluated with consideration of the following elements:

Counseling Faculty:

- Advising
- Counselor's techniques
- Counselor's knowledge and expertise in the dynamics of student needs

Instructional Faculty:

- Teaching materials, including syllabi, and mastery of subject matter
- Teaching techniques
- Instructor's knowledge of subject matter
- Instructor's availability to students

All Faculty:

- Individual and unit responsibilities
- Academic and/or activity responsibilities
- Other responsibilities and activities, such as curriculum development, textbook review and selection, and program accreditation
- Interpersonal relations
- Professional growth and development
- Professional contributions and achievement
- Service to the College community
- Progress on individual annual objectives
- Submission of non-instructional assessment data (CAR and OA) in accordance with established deadlines
- Timely submission of student grades and participation in assessment practices

COUNSELING FACULTY PERFORMANCE REVIEW, Cont

Confidential

Over the first three years, the expectations increase for the faculty member, based on the following:

Year 1 Performance Review is based on documentation that the counseling faculty member has attended to the art of counseling, classroom instruction, and advising; enhancing competencies in counseling and advising to a diverse student body; providing comprehensive educational and career planning; using technology in the delivery of instruction and services; and, building knowledge of College programs, policies, and procedures.

Year 2 Performance Review is based on documentation that the counseling faculty member has continued to attend to the improvement of counseling, classroom instruction and advising; is actively participating in professional development opportunities; and, is providing support and service to the Campus.

Year 3 Performance Review is based on documentation that the counseling faculty member has continued to attend to the art of counseling, classroom instruction and advising; continuation of professional development and service to the Campus; and has taken advantage of the opportunities to learn the variety of ways to provide service to the College through membership in committees or special assignments.

After the first 3 years, Performance Review is based on documentation that the counseling faculty member has continued to attend to teaching and counseling and on projects selected in consultation with the Dean or designee. The faculty member will show continued improvement in counseling instruction, active participation in professional organizations, service to the College community, and growth of knowledge in the content area.

Occasionally, a faculty member is selected to work on an alternate assignment that replaces 50% or more of his/her regular duties. If a faculty member is to be evaluated during this time, s/he will be evaluated on the same criteria as Instructional/Counseling faculty, except that the focus will be on the current assignment as opposed to classroom teaching or advising. For this evaluation period, faculty should disregard any parts of the evaluation process that are not relevant. An evaluative memo from the faculty member's immediate supervisor in the alternate assignment should be included with the performance review packet.

Forms to be included in the performance review packet:

- [Form A: Self Evaluation](#)
- [Form B.1: Classroom Observation or](#)
- [Alternate B.1: Distance Learning Course Observation](#)
- [Form B.2: Individual Student Session Observation](#)
- [Form C: Peer Review](#)
- [Form D: Department Chair Review](#)
- [Form E: Dean Evaluation](#)

Performance Review Process

Self Evaluation (Form A)

In concise and specific paragraphs, indicate your own evaluation of your performance since your last review. Include the following in the self evaluation:

Counseling/Advising:

- Reflect on your counseling/advising, noting how you have grown professionally and changed as a counselor.
- Identify what counseling/advising skills or knowledge you would like to develop further.
- Evaluate your success in performing activities and obligations related to counseling/advising.

Teaching (where appropriate):

- Reflect on your teaching, noting how you have grown professionally and changed as a teacher.
- Identify what teaching skills or discipline knowledge you would like to develop further.
- Evaluate your success in performing activities and obligations related to teaching.
- Include a copy of your course syllabi.

Professional Development:

- List the professional development and/or workshops in which you have participated since your last review (for year 1 faculty: in this year).
- Identify how the professional development activities supported your work as a faculty member.
- Identify leadership roles you have assumed.

Service:

- Identify your service to the College community. Examples of service include, but are not limited to, the following: workshops conducted, committee membership, leadership roles, clubs sponsored, special assignments or projects, etc.
(Year 1 faculty are not evaluated on contributions to the College Community).

Previous Goals:

- Restate goals from last evaluation.
- Reflect on the outcome of these goals.

Goals for next Performance Review Period:

- State your goals and objectives related to teaching during the next review period.
- Identify what contributions you will make to the College community during the next review period. Contributions may be formal or informal.
- Discuss your plans to develop yourself professionally during the next review period.

Alternate Assignment (if applicable)

On a separate page:

- Briefly and concisely describe your assignment

COUNSELING FACULTY PERFORMANCE REVIEW, Cont

Confidential

- Reflect on your assignment. What projects have you undertaken? What is the status and expected outcomes of the project(s)? Which new skills have you developed while working in this alternate assignment?

Teaching and Individual Student Session Observation (Form B.1 or Alternate Form B.1 {Distance Learning}, Form B.2, and Student Evaluations)

For Alternate Form B.1 (Online course evaluation) refers to procedures at end of this document.

Observations (a minimum of three) are conducted in accordance with a predetermined schedule. The Dean (or Associate Dean) and one peer reviewer will serve as classroom observers and one peer reviewer will observe an individual student session, completing the appropriate observation forms and discussing his/her observations with the faculty member at the appropriate time and providing copies to the faculty member and to the Dean. If there is a concern about the observation, the faculty member has the right to confer with his or her Dean.

*If counseling faculty member is not teaching during the review period, then the two peer reviewers and Dean (or Associate Dean) must complete form B.2.

Peer Review (Form C)

All members of the Peer Review Team, including those completing Classroom and Individual Student Session Observations, must complete the Peer Review Form.

Department Chair Review (Form D)

The department chair will complete the chair's review (Form D), discuss the results with the faculty member, and provide a copy to the faculty member and to the Dean. When the department chair is being evaluated, the Dean, in consultation with the department chair, shall designate someone else to complete Form D (Chair's Review).

Dean Evaluation (Form E)

After the Dean receives the performance review packet, the Dean considers all of the documentation, and his/her own observations, documentations, etc. and gives a written evaluation, judging the faculty member's work to be satisfactory or unsatisfactory and recommends reappointment or non-reappointment. After the Dean has had a conference with the faculty member to discuss the review, s/he sends a memo to the Vice President/Provost and/or Human Resources recommending reappointment or non-reappointment.

Submission Process

The faculty member being reviewed is responsible for ensuring that all components of the performance review packet are completed and submitted to the appropriate individual per their Dean's instructions.

COUNSELING FACULTY PERFORMANCE REVIEW, Cont

Confidential

Activities and Timeline

	Activity	Description	Suggested Timeline (Exact due dates will depend on type of contract)	Faculty Member Check-list Date completed
PRE CONF.	Pre-review conference with Dean	Performance review process reviewed, dates, determine composition of peer review team	September/October	
FEEDBACK COLLECTION	Student evaluations are administered	Student evaluations are administered, preferably in two different courses or sections, using standard College process. Teacher- or department-created forms may also be used.	October/November	
	Classroom/Individual Student Session Observation*	One peer reviewer and the Dean (or Associate Dean) complete Form B.1, or Alternate Form B.1; and one peer reviewer completes Form B.2.	October- December	
	Peer feedback	Completes Form C	November/December	
	Department Chair review	Completes Form D	December	
REFLECTION	Self Evaluation	Completes Form A	October - March	
EVALUATION CONFERENCE	Dean's summary and conference with faculty	Dean completes Form E Discuss performance review, including the Dean's recommendation, and formalize plans for the next evaluation cycle with the Dean	December - March	
	Determination of reappointment or non-reappointment	Dean submits review documentation to Vice President/Provost and notice of reappointment or non-reappointment status to Human Resources	Date as noted in AAUP Contract	

*If counseling faculty member is not teaching during the review period, then the two peer reviewers and Dean (or Associate Dean) must complete Form B.2.

FORM A: Self-Evaluation

The self-evaluation process is designed to provide an opportunity for self-reflection. In concise and specific paragraphs, indicate your own evaluation of your performance since your last review (for year 1 faculty, during the past semester), using the following guidelines and headings, and be sure to include your name:

Counseling/Advising (Academic, Career, Personal)

- Reflect on your counseling/advising – how have you grown professionally and changed as a counselor?
- Identify what counseling/advising skills you would like to develop further.
- Evaluate your success in performing activities and obligations.

Teaching

- Reflect on your teaching – how have you grown professionally and changed as a teacher?
- Identify what teaching skills or discipline knowledge you would you like to develop further.
- Evaluate your success in performing activities and obligations related to teaching.
- Include a copy of your course syllabi.

Professional Development

- List the professional development activities and/or workshops in which you have participated since your last review (for year 1 faculty, in this year).
- Identify how these professional development activities supported your work as a faculty member.
- Identify leadership roles you have assumed.

Service

- Identify your service to the College Community. Examples of service include, but are not limited to, the following: workshops conducted, committee membership, leadership roles, clubs sponsored, special assignments or projects. (Year 1 faculty are not evaluated on the contributions to the College community).

Previous Goals

- Restate goals from last evaluation.
- Reflect on outcome of these goals.

Goals for next Performance Review Period

- State your goals and objectives related to teaching and counseling/advising during the next review period.
- Identify what contributions you will make to the College community during the next review period. Contributions may be formal or informal.
- Discuss your plans to develop yourself professionally during the next review period.

FORM B 1: Classroom Observation

Name of Faculty Member:	Name of Observer:
Course/CRN:	Number of Students in Attendance:
Length of Time of Observation:	Number enrolled:
	Date:

Materials Provided for Observer (as appropriate) a. Syllabus b. Handouts c. Other _____

Observer Lists Instructor Activities	Observer Lists Student Activities
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Instructional Delivery

<p>A. <u>Evidence of Planning</u> (For example, is there evidence that the instructor has planned objectives with learner outcomes; planned instruction to achieve objectives; is prepared with appropriate materials?)</p>	Observations:
<p>B. <u>Implementation</u> (For example, does the instructor implement the planned procedure in logical sequence; foster higher level thinking skills; vary teaching strategies and materials to address learner needs; motivate and involve students; evaluate learner progress and provide feedback; provide closure and preparation for next session?)</p>	Observations:

FORM B.1: Classroom Observation (Continued)

<p>C. <u>Classroom Management and Climate</u> (For example, does the instructor organize instructional learning time and use appropriate pacing; organize and utilize space, equipment and materials effectively; manage student behavior to enhance learning; create a positive learning climate, communicate enthusiasm and respect; use effective communication skills to enhance learning?)</p>	<p>Observations:</p>
<p>D. <u>Mastery of Subject Matter/Discipline</u> (For example, does the instructor present accurate and current information on concepts and skills; provide meaningful definitions, examples and applications related to the content; answer questions correctly or direct learner to appropriate sources?)</p>	<p>Observations:</p>
<p>Additional comments (if any):</p>	

Meeting to discuss the observation was held on _____.

Signature of Dean/Faculty Colleagues

Signature of Faculty Member*

*Signifies only that the faculty member has read the report and does not necessarily imply concurrence with judgments made.

ALTERNATE FORM B 1: Distance Learning Course Observation

Please refer to Online Course Evaluation Procedure (Addendum A) before completing this form.

Name of Faculty Member:

Name of Observer:

Course/CRN:

Number of Students Enrolled:

Length of Time of Observation:

Date:

Materials Provided for Observer (as appropriate)

a. Syllabus

b. Handouts

c. Other _____

<p>Observer Lists Instructor Activities (these may include activities that are not completed in real time. See Online Course Evaluation procedures document for examples) Complete with faculty member.</p>	<p>Observer Lists Student Activities Complete with faculty member.</p>
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Instructional Delivery

<p>A. <u>Evidence of Planning</u> (For example, is there evidence that the instructor has planned objectives with learner outcomes; planned instruction to achieve objectives; is prepared with appropriate materials; designed the site to facilitate student navigation; has provided information about appropriate student support services?)</p>	<p>Observations:</p>
<p>B. <u>Implementation</u> (For example, does the instructor implement the planned procedure in timely and logical sequence; foster higher level thinking skills; vary teaching strategies and materials to address learner needs; motivate and involve students; evaluate learner progress and provide feedback; provide closure and preparation for next unit/module?)</p>	<p>Observations:</p>

ALTERNATE FORM B.1: Distance Learning Course Observation (continued)

<p>C. <u>Classroom Management and Climate</u> (For example, does the instructor organize instructional learning time and use appropriate pacing; organize and utilize technological tools [for example email, discussion boards, Web pages, slide presentations, graphics, etc] and materials effectively; manage student behavior to enhance learning; create a positive learning climate, communicate enthusiasm and respect; use effective communication skills to enhance learning and respond to students in a timely fashion?)</p>	<p>Observations:</p>
<p>D. <u>Mastery of Subject Matter/Discipline</u> (For example, does the instructor present accurate and current information on concepts and skills; provide meaningful definitions, examples and applications related to the content; answer questions correctly or direct learner to appropriate sources; demonstrate the ability to use the platform and tools?)</p>	<p>Observations:</p>
<p>Additional comments (if any):</p>	

Meeting to discuss the observation was held on _____.

Signature of Dean/Faculty Colleagues

Signature of Faculty Member*

*Signifies only that the faculty member has read the report and does not necessarily imply concurrence with judgments made.

FORM B.2: Individual Student Session Observation

Name of Faculty Member: _____

Name of Observer: _____

Length of Observation Session: _____

Date: _____

A. Session Climate

____ Conveys respect for and sensitivity to students; demonstrates effective advising or counseling skills that are appropriate to student's expressed needs and developmental stage.

Comments:

B. Evidence of Preparation

____ Demonstrates knowledge of guidelines for appropriate course placement, curricular/program/transfer requirements and expertise in the dynamics of student's emotional, social, and intellectual development as well as adjustment and life- planning issues.

Comments:

C. Evidence of Implementation

____ Responds effectively to student's needs for academic, career, and life plans; makes appropriate referrals to college and community resources.

Comments:

D. Evidence of Outcomes

_____ Addresses presenting concerns; moves student to a higher-level of functioning as translates into objective actions; plans for follow-up activities as appropriate.

Comments:

Meeting to discuss the observation was held on

Signature of Observer

Signature of Faculty Member*

*Signifies only that the faculty member has read the report and does not necessarily imply concurrence with judgments made.

FORM C: Peer Review

Name of Faculty Member: _____ Peer Reviewer(s) _____ Date: _____

Use the following as prompts to generate feedback for the faculty being evaluated.

Focus Area	Feedback
<p>Counseling and Advising</p> <ul style="list-style-type: none"> • Demonstrates availability to students • Demonstrates knowledge of counseling/advising theories & techniques • Demonstrates sensitivity to and respect for diverse backgrounds and learning styles • Uses appropriate intervention strategies • Helps students with personal concerns • Assists students with the appropriate life transitions, especially high school to college • Provides effective career counseling • Provides comprehensive educational goal setting and planning • Conducts academic advising (through MAPs, IMAPs, eMAPS) • Provides transfer advising • Participates in email advising 	

FORM C: Peer Review (continued)

Focus Area	Feedback
<p>Professional Responsibilities</p> <ul style="list-style-type: none"> • Is on time for walk-in duty and appointments • Participates in department meetings and projects • Participates in unit and discipline meetings • Is available for back-up counseling and advising • Treats colleagues with respect and fosters positive relationships with peers and the College community • Responds to e-mails, phone messages, and calls in a timely manner • Contributes to College Area Review, Outcomes Assessment and other assessment processes • Provides service to the College community 	
<p>Professional Development</p>	
<p>General Comments</p>	

Meeting to discuss the observation was held on _____

Signature of Peer(s)

Signature of Counseling Faculty Member*

*Signifies only that the faculty member has read the report and does not necessarily imply concurrence with judgments made.

FORM D: Department Chair Review

Name of Faculty Member:

Date:

This form addresses counseling faculty responsibilities and is to be completed by the Chair. The Dean will review this form as part of the evaluation process during the conference with the faculty member. Use the following prompts to generate feedback for the counseling faculty being evaluated. Additional comments may be included.

Focus Area	Feedback
<p>Teaching Performance</p> <ul style="list-style-type: none"> • Distributes complete and updated syllabi that conform to the College template to each class section being taught. (See Guidelines for Syllabi) • Conducts assigned classes in accordance with catalog description and academic and other regulations of the College (drop policy, attendance, etc.) • Holds scheduled classes and fulfills the scheduled number of minutes for each course as assigned • Submits mid-term and final grade reports in accordance with established procedures and deadlines • Submits, as required, to the Dean of Student Development the following items: <ul style="list-style-type: none"> - A copy of the course syllabi, grading policies, assignment schedule, and other materials, such as reading lists or assignment sheets - A copy of the final examination or record of culminating activity if no final is given • Conducts official student evaluations 	
<p>Counseling and Advising</p> <ul style="list-style-type: none"> • Counsels/advises students on academic, career, and transfer planning, and personal issues • Assesses student needs and makes referrals as appropriate • Counsels/advises students on issues regarding transition and adjustment to college • Provides intervention strategies in order to assist students with attainment of personal and academic goals • Maintains knowledge of current Banner system and other technical tools • Knows and adheres to College policies and procedures • Counsels/advises prospective students 	

Meeting to discuss the observation was held on _____

FORM D: Department Chair Review (continued)

Focus Area	Feedback
<p>Professional Responsibilities</p> <ul style="list-style-type: none"> • Is on-time for walk-in duty, appointments, meetings • Attends department, discipline, and other professional meetings as expected • Is available for back-up advising • Responds in a timely manner to e-mails, phone messages, calls, etc • Treats colleagues with respect and fosters positive relationships with peers • Participates actively in campus and college committees, workshops, teams, etc. 	
<p>Professional Development</p> <ul style="list-style-type: none"> • Attends professional development activities, such as Banner training, ELITE, and other instructional workshops; keeps a record of activities attended 	
<p>DSS Counseling Faculty</p> <ul style="list-style-type: none"> • Evaluates diagnostic documentation and intake information to determine eligibility for services • Determines and authorizes appropriate services/accommodations within the context of Section 504 of the Rehabilitation Act and ADA • Conducts initial intake interviews and maintains files to include case notes of on-going contacts • Maintains liaison with Montgomery County Public Schools, Department of Rehabilitation Services and other external agencies and medical/therapeutic providers to share information and referrals for students with disabilities • Maintains liaison and consultative relationship with teaching faculty and staff to ensure provision of disability related accommodations and to promote the understanding of disability-related issues 	
<p>Summary and Overall Performance</p>	

Signature of Counseling Faculty Member*

Signature of Department Chair

*Signifies only that the faculty member has read the report and does not necessarily imply concurrence with judgments made.

Addendum A

ONLINE COURSE EVALUATION PROCEDURE

The procedure is designed to follow the current on-campus observation procedures as closely as possible in the online environment so that deans, chairs, and peers can observe courses. Faculty who are interested in observation of their courses by online teaching experts specifically for improving the online aspects of their courses may contact the E-Learning, Innovation, and Teaching Excellence (ELITE) for more information about Quality Matters.

1. Selection of observers for the online course should follow normal departmental procedures for the selection of classroom observations.
2. Online course observations are done in two parts:
 - a. First, the observer should initially enter the class on his/her own to observe the course and materials.
 - b. Then the observer and instructor should review the course together.
3. When the instructor uses Blackboard as the course management system, if the observer is unfamiliar with Blackboard, he/she should complete the **Blackboard tutorial**.
~~If~~ the instructor uses a different delivery method, he/she should provide the observer with appropriate orientation materials.
4. The observer should review the **Standards for Online Courses at Montgomery College**.
5. The observer and the instructor mutually agree on a specific learning unit to observe and window of time for the observation. Observation forms can be found on the **HRSTM website**
6. As with any observation, ahead of time, the instructor provides the observer with any essential materials (see checklist) or a list of areas on which he/she would specifically like feedback.
7. The instructor e-mails Ms. Jeana Beaulieu from ELITE copying the observer, requesting that the observer be given guest student access to the course for the purpose of observation.
8. The instructor notifies students that an observer will be in the course site during the selected observation period.
9. The observer observes the selected learning unit and materials provided by the instructor during the agreed upon time period.
10. There is a follow-up meeting between instructor and observer to discuss details about the about the instructor's pedagogical techniques that might not be observable (instructions sent through private e-mail, etc)
11. Once the agreed upon window for the observation has passed, the instructor e-mails ELITE, copying the observers, requesting that the guest access be deleted from the course.

CHECKLIST OF MATERIAL INSTRUCTORS MAY WANT TO PROVIDE OBSERVERS (items on this list are not required, but may be distributed at the discretion of the instructor)

- Copy of course syllabus, orientation and/or navigation instructions
- Sample e-mails between instructor and student (with students' names blanked out)
- Rubrics used to evaluate discussion boards or other assignments
- Sample feedback on student work (comments on an essay assignment or discussion board topic with students' names blanked out)
- Outside resources provided to students (list of websites, private tutorials, distributed CDs)