

Supervisor's Evaluation Form for Teaching Faculty

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Supervisor Evaluation For: Susan LeRoy

Academic Year: 2019-2020

Performance Levels Definitions:

Performance exceeds the requirements of the current rank.
 Performance meets the requirements of the current rank.
 Performance is below the requirements of the current rank.
 Does not apply to faculty member.

Exceeds Expectations
 Meets Expectations
 Needs Improvement
 Not Applicable

Faculty Member's Current Rank: Instructor

Directions:

The supervisor will review the faculty member's self-evaluation in addition to student evaluations, classroom observations, review of course materials, review of annual goals, and any other relevant information to complete this Supervisor Evaluation. **If the supervisor's rating differs from the faculty member's self-rating, the supervisor should include a substantive explanation. The supervisor's executive summary should address the overall job performance of the faculty member.**

| Performance Criteria – General | Exceeds Expectations | Meets Expectations | Needs Improvement | Not Applicable |
|---|---|-------------------------------------|--------------------------|--------------------------|
| Maintains at least 5 office hours per week (face-to-face or online) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: Click here to enter text. | | | | |
| Participates in Departmental, Division, and In-Service Meetings | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: Click here to enter text. | | | | |
| Above & Beyond Examples – Search committee membership, demonstrates leadership in the Annual Internal Giving campaign, Building Proctors | Comments: Susan offers at least two additional hours per week of office time and is also available on Fridays another two-four hours per week. | | | |
| Performance Criteria – Teaching Expectations | Exceeds Expectations | Meets Expectations | Needs Improvement | Not Applicable |
| Attends classes as scheduled in the designated modality | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: Click here to enter text. | | | | |
| Prepares course documents (syllabi, CCOS, assessment plans, etc.) (to include measurable SLO's) and updates as necessary | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: Click here to enter text. | | | | |
| Maintains a presence in the Learning Management System (LMS) as required by the College | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: Click here to enter text. | | | | |
| Posts syllabi and contact information on faculty webpage and in LMS | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: Click here to enter text. | | | | |
| Prepares and maintains course materials, textbooks, ... | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: Click here to enter text. | | | | |
| Submits reports in a timely manner (FTE, midterm and final course grades) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: Click here to enter text. | | | | |
| Above & Beyond Examples -- Course Lead, mentors new faculty, develop a new course, elaborate presence in LMS, teaches in Cambridge, distance learning, night classes, modalities, dedicated high schools, etc. | Comments: Click here to enter text. | | | |
| Performance Criteria – Assessment | Exceeds Expectations | Meets Expectations | Needs Improvement | Not Applicable |
| Collects and reports assessment data to the course lead in a timely manner | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | |
|--|---|-------------------------------------|--------------------------|-------------------------------------|
| Comments: Click here to enter text. | | | | |
| Participates in updating course assessment plan(s) as needed (SLOs, targets, etc.) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: Click here to enter text. | | | | |
| Participates in the development of the action plan based on assessment data | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: Click here to enter text. | | | | |
| Participates in course and/or program-level assessment, when applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Comments: Click here to enter text. | | | | |
| Participates in course and/or program review, when applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Comments: Susan has researched other community colleges to examine potential best practices in ENG developmental education and has shared what she has discovered with ENG Developmental Director Lori Riley and colleagues. Susan did this out of professional interest and a desire to help our students succeed. As a co-course lead to ENG 101, Susan has collected and collated data, entered it in TracDat and has started to develop an action plan for improvement that she will be discussing with colleagues. | | | | |
| Above & Beyond Examples -- Course Lead, Course/Program Review Coordinator, etc. | Comments: Click here to enter text. | | | |
| Performance Criteria – Governance | Exceeds Expectations | Meets Expectations | Needs Improvement | Not Applicable |
| Participates in Faculty Assembly | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: Click here to enter text. | | | | |
| Participates in one annually assigned standing faculty or institutional committee designated by the President as fulfilling a faculty member's committee assignment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Comments: New FT faculty have been asked to attend a variety of faculty committees to observe functionality, but are not required to serve on a committee in their first year. Susan has been attending committee meetings as requested. | | | | |
| Above & Beyond Examples -- Faculty Assembly office, Committee office, Academic Council rep, ad hoc committee membership, Participation on Middle States steering committee or subcommittee (team) | Comments: Click here to enter text. | | | |
| Performance Criteria – Student Centeredness | Exceeds Expectations | Meets Expectations | Needs Improvement | Not Applicable |
| Maintains ongoing communication with students to foster student retention and success | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: Click here to enter text. | | | | |
| Participates in Student Advising as required by the College | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Comments: New FT faculty have been asked to observe professional advisors, but are not required to advise in their first year. Susan has been fulfilling this obligation. | | | | |
| Above & Beyond Examples -- Student Mentoring, Clubs, Activities, Letters of Recommendation, Recruiting, Honors Contracts, Volunteer Tutoring in the Academic Support Center | Comments: Susan provides her personal cell number to students to allow them virtually constant access to her should they have questions or concerns about an assignment. Though not required, Susan engaged in student life by giving an Author Talk to the student Writing Club, which was very well attended and received. | | | |

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| Other (Professional Development, Community Service, College events, etc) |
| Comments:- Click here to enter text. |

| Overall Job Performance | Exceeds Expectations | Meets Expectations | Needs Improvement | Not Applicable |
|--|--------------------------|-------------------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: The majority of the above ratings point to a "Meets Expectations" overall rating here and that is to be expected in the first year of a full-time faculty member's experience at the college as they acclimate. That being noted, I believe the information that follows in this evaluation indicates that only great things are envisioned for Susan LeRoy's continued service to Chesapeake College. | | | | |

| Supervisor Classroom Visitation Observations (Required) |
|--|
| Comments: On December 3, 2019, I observed Instructor Susan LeRoy's 8:30 ENG 101 class. Susan had been ill for a few days and I know she was not back to 100% on the day I visited her class. Despite that, she powered through and managed to deliver a fabulous class session, albeit with the aid of some tissues! <p>This was the first class session after the Thanksgiving break, and Susan started off by asking students how their break was in a friendly and easygoing manner. She took attendance electronically and it was evident that she knew her students well, including the one or two who were missing.</p> <p>As the classroom technology was coming on, Susan directed students to take out their assignment notes and annotations on the ballad <i>Timothy Winters</i> by Charles Causley and the satirical essay <i>A Modest Proposal</i> by Jonathan Swift. The session then began with an activity that required students to pair up, then choose three categories to record their thinking on charts drawn on the front and side boards. Students could relate their learning on possible themes of either of the two literary works, or on the characteristics of the ballad or satiric styles. Later into the semester, it was apparent that students knew what was expected of them and they immediately engaged in the exercise. This was a great use of both student collaboration and classroom space and Susan made sure to keep students moving and on task. Once the pairs had all recorded their thoughts, class continued with an examination of satire and ballad.</p> <p>Susan cleverly utilized a combination of PowerPoint foundation-building talking points, Socratic teaching, and collaborative class discussion to deliver content and facilitate student learning. Students were engaged and participated, some more than the others, but Susan worked to include those who had not contributed by calling on them with specific questions. She gracefully allowed them to pass if they were unable to answer. The work the student partnerships had charted earlier was examined to help discern overarching themes in the literature under examination. Throughout the discussion, I was very impressed with Susan's use of the authors' personal stories, as well as historical and cultural information to better assist students in understanding a real human connection to the writing.</p> <p>At about 9:15, when class discussion had concluded, Susan asked that the students engage in a "writing workshop" about the literature under consideration in a two-paragraph assignment. This was a great culminating activity to ensure that students had, as individuals, gotten the point of the session. And, as this is a composition class, to assess whether they could effectively express their thinking in written form, including providing examples from the sources and correctly citing those sources. Susan went around and checked on their progress, and answered any questions they had. After about 15 minutes, students were instructed to finish up their work as a home assignment and send via email.</p> <p>The class concluded with a brief discussion about the final research papers and revisions needed as Susan handed out reviewed drafts. Students were reminded that the following week was presentation week and students were prompted to check the class announcements area for assignment criteria.</p> <p>Susan was personable and engaging throughout the session. Her knowledge of the subject was clearly demonstrated in a well-designed lesson that engaged and challenged her students. As a visitor to Ms. LeRoy's classroom, I was inspired by her enthusiasm and passion for her subject matter; I have to imagine that her students feel that on a regular basis under her tutelage.</p> |

EVALUATION SUMMARY SHEET

Please Do Not Use Electronic Signatures

Supervisor Evaluation For: Susan LeRoy

Academic Year: 2019-2020

Current Rank: Instructor

Evaluation Type: First Year

Hire Date: 08/16/2019

Years in Rank: 1

Instructional Area: English

Last Promotion: N.A.

Highest Degree Earned: M.A.

Certifications: N.A.

OVERALL JOB PERFORMANCE

This faculty members overall job performance for the period:

☐ Exceeds Expectations ☒ Meets Expectations ☐ Needs Improvement

Recommendation: Award Contract Renewal

Executive Summary: (Required)

I have mentioned to numerous colleagues that one of my favorite things I've done in my time as the Department Chair for Arts & Humanities is to chair the search committee that recommended the hiring of Susan LeRoy (and Lori Riley). A former stellar adjunct instructor for us, Susan has already proven herself to be an outstanding asset to the college and our students. She is passionate about her content and her enthusiasm is contagious. On numerous occasions, she has conversed with me about an upcoming lesson or idea for student engagement and it's obvious that she revels in the planning and in the potential learning outcome for her students. I have personally valued these collegial conversations as a wonderful sharing of ideas and good pedagogy. It's important to note that while Susan was hired to chiefly teach developmental and composition English, she has a mastery of literature which allows her to teach a variety of higher level courses in addition. This has already served the college well, especially with another full-time faculty member on sabbatical this semester. Susan did not hesitate to pitch in and she should be commended for that as well.

Student evaluations of Susan for her first semester as a FT instructor demonstrate that she has engaged with students in the way she has desired – all of the ratings that speak to her teaching effectiveness are consistently at the “Strongly Agree” or “Agree” mark. Repeatedly, student comments address her ability to understand and connect with them, as well as her readiness to provide help when needed. She has been described as “amazingly nice,” “fair,” and the crème de la crème of student commentary: “best teacher ever.”

My observation of Susan's class is written in full above, but if an overarching shortcut is desired in this executive summary, I will reference my culminating thoughts here: Susan was personable and engaging throughout the session. Her knowledge of the subject was clearly demonstrated in a well-designed lesson that engaged and challenged her students. As a visitor to Ms. LeRoy's classroom, I was inspired by her enthusiasm and passion for her subject matter; I have to imagine that her students feel that on a regular basis under her tutelage.

In summary, Chesapeake is made better through the talent and initiative of instructors like Susan LeRoy and we are very fortunate to have her here as a warm colleague, a skilled and diverse content expert, and as a source of motivation for our students. Ever the learner herself, Susan has been investigating certification programs that will enhance her resume, deepen her knowledge, and perhaps broaden even more the courses she can offer to our students. Her excitement at that prospect is contagious!

Supervisor

I read and received a copy of this evaluation on:

Faculty Member's Comments: [Click here to enter text.](#)

Faculty Member's Signature

Date

Date:

Date