

Supervisor's Evaluation Form for Teaching Faculty

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Supervisor Evaluation For: Susan Leroy

Academic Year: 2020-2021

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: Contributed to the annual giving campaign this year. Makes herself as accessible as possible to students, so they have access to cellphone and may text or call her seven days a week up until 7 p.m. This is in addition to office hours, email and “Ask The Instructor” sections in the course on Canvas.			
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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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: She is co-course lead for English 101. Additionally, she developed the Master Course for English 240 this past summer, since it was the first time we taught it online in the Fall of 2020. Also, she teaches courses that are dedicated to dual enrollment			

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
Participates in course and/or program review, when applicable	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
Above & Beyond Examples -- Course Lead, Course/Program Review Coordinator, etc.	Comments: As co-lead for English 101, she currently is involved in Gen Ed Review for 101.			
Performance Criteria – Governance	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Applicable
Participates in Faculty Assembly	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
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: She has become a member of the APC committee and serves as the APC Academic Council representative			
Performance Criteria – Student Centeredness	Exceeds Expectations	Meets Expectations	Needs Improvement	Not Applicable
Maintains ongoing communication with students to foster student retention and success	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: Click here to enter text.				
Above & Beyond Examples -- Student Mentoring, Clubs, Activities, Letters of Recommendation, Recruiting, Honors Contracts, Volunteer Tutoring in the Academic Support Center	Comments: She did an Honors Contract in Spring 2020, which was the semester between her last evaluation and this evaluation			

Other (Professional Development, Community Service, College events, etc)
Comments:- She is pursuing a Professional Writing Certificate, which she plans to roll into a second Masters in Writing and Linguistics; she has completed six credits toward that, which brings her to a Master's plus 6 credits at this time.

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:- See Executive Summary				

Supervisor Classroom Visitation Observations (Required)

Comments:--Review of her ENG 102 course

Contact between students and faculty: Before the beginning of the semester, Professor LeRoy posted an announcement welcoming students to the class and explaining it was an asynchronous course but that there would be opportunities to have live sessions through Big Blue Button at different time frames to accommodate various schedules. This was in response to students' questions about whether the course was synchronous or asynchronous. Thereafter, she posted announcements every few days providing updates and friendly reminders. In her introduction module, Ms. Leroy provided a biographical blurb, and a welcome message that tells them they are a valuable member of the learning community and encourages them to reach out to her if they have any questions or concerns. She also provided her cell phone number and said students could text her seven days a week between the hours of 9 am and 7 pm.

Contact between students

Ms. LeRoy included introduction discussion post for student to get acquainted with each other. She asked that each respond to classmates and she responded to each student as well. Thereafter, each module contains discussion posts. One suggestion I have is for Professor Leroy to participate in the discussions here and there to model good responses and to move the conversation along with probing questions. She also had short conferences online for students to come and discuss the readings for that week so that provided an opportunity for students to interact.

Good practice encourages active learning

In their posts and papers, she advises them to cite their sources according to MLA style and includes a Powerpoint to show how to properly cite. The students are assigned project on the play, *Death of a Salesman* in which they work in groups of three to answer specific questions and present in the form of a Powerpoint. In every assignment they are asked to synthesize, reflect, relate, organize, apply, synthesize, or evaluate information. I was particularly impressed with how Ms. Leroy asks students to grapple with the thorny issues of the #Me too and rape culture. Perusing through their response on the discussion board, I found the students to be thoughtful, sensitive, and authentic.

Prompt Feedback

The grade book could be more up to date. Best practices suggest a week turn around but I understand how difficult it can be to teach five classes online simultaneously; given that, I think a reasonable turnaround time is two weeks under these circumstances. One way to make it less onerous is to post general feedback to the entire class that summarizes the conversation and poses some "food for thought" that students can use to inform their next assignment. I appreciated the constructive feedback she provides and the critical questions she posed to deepen their thinking in her feedback for some assignments. It would be good to see more of that. I see that Ms LeRoy has a rubric for the response paper. I encourage her to use it consistently and have one for each kind of assignment so students are very clear on what their grade is based on. It will also cut down the time it takes to grade while still providing meaningful feedback.

Time on task:

I appreciate that Professor LeRoy provides an introduction to each module which provides an overview of the assignments. It could be helpful to provide estimated times for how long each assignment takes. It is good that she staggers when the due dates are for the initial post and the responses to classmates. That encourages them to pace themselves in engaging with the course material.

High Expectations:

I like how Professor Leroy includes this statement in her introduction: "As a member of this class, you are an important member of our learning community. We learn from each other every day and therefore, it is important to be respectful of one another's thoughts and ideas. Also, please do not be afraid to ask questions. That is part of the process of obtaining knowledge." I appreciate that she uses challenging readings in her course. Students really rose to the occasion to tackle these thorny issues and I commend Ms. Leroy for trusting her students to have the maturity and respect to have these conversations.

Diverse ways of learning:

Students are asked to post to discussion boards, submit papers that are researched and cited, and submit journal entries in which they make text to text, text to world or text to self-connections. I like the creative interpretation assignment. I like her poem activity, too. One suggestion I have here is to prompt students to write their own poem in the style of Margaret Atwood's or to write a poem that incorporates specific literary devices.

EVALUATION SUMMARY SHEET

Please Do Not Use Electronic Signatures

Supervisor Evaluation For: Susan Leroy

Academic Year: 2020-2021

Current Rank: Instructor

Evaluation Type: Change of Contract Status

Hire Date: 8-16-2019

Years in Rank: 2

Instructional Area: English

Last Promotion: NA

Highest Degree Earned: Masters

Certifications: [Click here to enter text.](#)

OVERALL JOB PERFORMANCE

This faculty members overall job performance for the period:

☐ Exceeds Expectations ☒ Meets Expectations ☐ Needs Improvement

Recommendation: Issue a third one-year contract

Executive Summary: (Required) Professor LeRoy writes in her teaching philosophy that she “strives to foster a learning community in [her] classroom that is respectful, inclusive and open minded to the consideration of the perspective of others. [She] encourages a desire for intellectual curiosity and lifelong learning in [her] students.” Judging by her student opinion survey results, her students sense this about her: One student wrote, “Susan Leroy was great as a class teacher at Chesapeake College for English Literature. She has all this knowledge at her fingertips and she shares it with us. She makes the course fun, interesting, and challenging all at the same time” Another added, “Mrs. LeRoy was an amazingly nice woman, her teaching was fair and easy to understand. Her definition of things was clear and she took care in helping with anything that was unclear. I would happily take another course if she was teaching it.” Ms. Leroy also seriously considers student comments that provide constructive feedback. After the summer semester concluded, she sent me her responses to feedback she received. I was impressed that she acknowledged that the student had a point about how an assignment was given and formatted and noted that now she had a better idea how to approach it for next time. . After the fall semester concluded, she sent me her responses to student concerns raised in the student opinion surveys. She again addressed all the concerns raised and noted that the Creative Writing is better taught in F2F modality as a student suggested. . She also sent me an email exchange she had with a mother who was upset about her daughter’s grades. I was impressed with the professionalism she maintained. The confusion was cleared up. Outside of the classroom, I am happy to see Professor Leroy venturing into faculty governance. She has joined the challenging committee, APC and is serving as APC’s representative on Academic Council. I look forward to working with Ms. Leroy next year.

Juliet Smith
Supervisor

1/26/2021
Date

I read and received a copy of this evaluation on:

Date:

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

Faculty Member’s Signature

Date