

# ELEMENTS OF PROFESSIONAL PRACTICE for McPherson College Faculty

## Table of Contents

### Domain I: Teaching/Student Learning

<b>Indicator A: Knowledge of Content and Pedagogy</b> .....	1
Criterion 1: Knowledge of content .....	1
Criterion 2: Knowledge of content-related pedagogy .....	1
Criterion 3: Knowledge of students' developmental characteristics ..	1
Criterion 4: Awareness of students' skills, knowledge, goals .....	2
<b>Indicator B: Course Design and Preparation</b> .....	2
Criterion 1: Design of courses and units .....	2
Criterion 2: Clarity and appropriateness of instructional goals .....	2
Criterion 3: Knowledge of teaching/learning resources .....	3
Criterion 4: Design of learning activities and assignments .....	3
<b>Indicator C: Classroom Environment</b> .....	4
Criterion 1: Quality of teaching-student interaction .....	4
Criterion 2: Quality of student-student interaction .....	4
Criterion 3: Level of teacher's excitement about content .....	4
Criterion 4: Level of student pride in work .....	4
<b>Indicator D: Instruction</b> .....	5
Criterion 1: Quality of oral and written expression .....	5
Criterion 2: Quality of discussion techniques .....	5
Criterion 3: Quality and timeliness of feedback .....	5
Criterion 4: Responsiveness to student needs .....	6
Criterion 5: Quality of presentation of course content .....	6
Criterion 6: Effective use of laboratories/practical instruction .....	6
Criterion 7: Effective use of technology .....	7
<b>Indicator E: Professional Responsibilities</b> .....	8
Criterion 1: Persistence in seeking successful strategies .....	8
Criterion 2: Enhancement of pedagogical skill .....	8
Criterion 3: Use of self-reflection to improve teaching .....	8
Criterion 4: Use of assessments to improve student learning .....	9
Criterion 5: Thoroughness of student records .....	9
Criterion 6: Quality of student advising .....	9
Criterion 7: Quality of relationships with colleagues .....	10
Criterion 8: Quality of relationships with students .....	10

### Domain II: Scholarship

<b>Indicator A: Research and Publication</b> .....	11
Criterion 1: Research and publication .....	11
Criterion 2: Creative productions and performance .....	11
Criterion 3: Modeling liberal arts .....	11
<b>Indicator B: Scholarship of Teaching</b> .....	12
<b>Indicator C: Integration of Faith/Values in Scholarly Activities</b> .....	12

### Domain III: Participation

<b>Indicator A: Contributions to College's Academic Enterprise</b> .....	13
Criterion 1: Contributions to faculty committees .....	13
Criterion 2: Fulfillment of institutional assessment requirements ...	13
Criterion 3: Involvement in academic enrichment activities .....	13
<b>Indicator B: Participation in College Projects and Events</b> .....	14
Criterion 1: Support of students and student activities .....	14
Criterion 2: Support of institutional projects and activities .....	14
<b>Indicator C: Integration of Faith/Values in Participatory Activities</b> .....	15

### Domain IV: Service

<b>Indicator A: Service to the Teaching Profession/Academic Discipline</b> ..	16
<b>Indicator B: Service to the Local Community</b> .....	16
<b>Indicator C: Service to the Global Community</b> .....	17
<b>Indicator D: Integration of Faith/Values in Service Activities</b> .....	17

ELEMENTS OF PROFESSIONAL PRACTICE  
**for McPherson College Faculty**  
 adapted from Charlotte Danielson,  
*Enhancing Professional Practice: A Framework for Teaching*

Domain I: Teaching/Student Learning

**Indicator A: Knowledge of Content and Pedagogy**

	Standards of Measure			
Criteria	Needs Work	Basic	Proficient	Distinguished
<b>I.A.1</b> <b>Knowledge of content</b> <i>The professor...</i>	<ul style="list-style-type: none"> <li>• Makes content errors.</li> <li>• Does not correct students' content errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays acceptable mastery of course content.</li> <li>• Struggles to articulate connections within and across disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays solid content knowledge.</li> <li>• Makes cross-disciplinary connections.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays extensive content knowledge.</li> <li>• Makes insightful cross-disciplinary connections.</li> </ul>
<b>I.A.2</b> <b>Knowledge of content-related pedagogy</b> <i>The professor...</i>	<ul style="list-style-type: none"> <li>• Displays little understanding of pedagogical issues involved in student learning of content.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays basic pedagogical knowledge.</li> <li>• Inconsistently uses best pedagogical practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits thorough knowledge of current research on best pedagogical practices.</li> <li>• Frequently uses best pedagogical practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently uses and continuously seeks best teaching practices.</li> </ul>
<b>I.A.3</b> <b>Knowledge of college students' developmental characteristics</b> <i>The professor displays...</i>	<ul style="list-style-type: none"> <li>• Minimal knowledge of students' developmental characteristics.</li> <li>• Minimal knowledge of different learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally accurate knowledge of developmental characteristics of students.</li> <li>• Generally accurate knowledge of learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Thorough understanding of developmental characteristics.</li> <li>• Solid understanding of learning styles.</li> <li>• Ability to accommodate students' different levels of development and different learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of developmental characteristics and dominant learning styles of individual students.</li> </ul>

	Standards of Measure			
Criteria	Needs Work	Basic	Proficient	Distinguished
<b>I.A.4 Awareness of students' skills, knowledge, and goals</b>  <i>The professor...</i>	<ul style="list-style-type: none"> <li>Displays little knowledge of students' skills, knowledge, and goals and does not indicate that such knowledge is valuable.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes the value of understanding students' skills, knowledge, and goals, but displays this knowledge for the class as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>Displays knowledge of students' skills, knowledge, and goals for groups of students and recognizes the value of this knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Displays knowledge of each individual student's skills, knowledge, and goals, including those with special needs.</li> <li>Uses (where appropriate) knowledge of students' varied approaches to learning in instructional planning.</li> </ul>

**Domain I: Teaching — Indicator B. Course Design and Preparation**

	Standards of Measure			
Criteria	Needs Work	Basic	Proficient	Distinguished
<b>I.B.1 Design of courses and units</b>  <i>Courses and units...</i>	<ul style="list-style-type: none"> <li>Do not responsibly cover accepted content.</li> <li>Are illogically sequenced.</li> <li>Are built upon unreasonable or unrealistic time allocations.</li> </ul>	<ul style="list-style-type: none"> <li>Cover most all expected/accepted content.</li> <li>Are understandably sequenced for the most part.</li> <li>Are built upon mostly reasonable time allocations.</li> </ul>	<ul style="list-style-type: none"> <li>Responsibly cover accepted content.</li> <li>Are logically sequenced.</li> <li>Are built upon reasonable time allocations.</li> </ul>	<ul style="list-style-type: none"> <li>Extend content beyond the accepted/expected.</li> <li>Possess a unity of concept and design.</li> <li>Are structured so as to maximize learning in reasonable time allocations.</li> </ul>
<b>I.B.2 Clarity and appropriateness of instructional goals</b>	<ul style="list-style-type: none"> <li>Goals are not clear or are inappropriate.</li> <li>Goals do not permit viable methods of assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Goals are sometimes inappropriate or only moderately clear.</li> <li>Some goals do not permit viable methods of assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Most goals are clear and appropriate.</li> <li>Most goals permit viable methods of assessment.</li> </ul>	<ul style="list-style-type: none"> <li>All goals are clear and appropriate.</li> <li>All goals permit viable methods of assessment.</li> </ul>

	Standards of Measure			
Criteria	Needs Work	Basic	Proficient	Distinguished
<b>I.B.3</b> <b>Knowledge of teaching/learning resources</b>  <i>The professor...</i>	<ul style="list-style-type: none"> <li>Is unaware of, or does not know how to use, teaching resources available through the college and the Internet/technology.</li> </ul>	<ul style="list-style-type: none"> <li>Displays limited awareness of teaching resources available through the college and/or the Internet/technology.</li> <li>Only occasionally uses such resources.</li> </ul>	<ul style="list-style-type: none"> <li>Is fully aware of resources available through the college and the Internet/technology.</li> <li>Frequently uses these resources in effective ways.</li> </ul>	<ul style="list-style-type: none"> <li>Is fully aware of resources available through the college and the Internet/technology.</li> <li>Is fully aware of locally available teaching/learning resources.</li> <li>Actively seeks and uses new resources from professional organizations and the community to enhance instruction.</li> </ul>
<b>I.B.4</b> <b>Design of learning activities, assignments, and instructional materials</b>	<ul style="list-style-type: none"> <li>Activities, assignments, and materials are not suitable to students or instructional goals.</li> <li>They do not follow an organized progression.</li> <li>They do not reflect recent professional research.</li> </ul>	<ul style="list-style-type: none"> <li>Only some activities, assignments, and materials are suitable to students or goals.</li> <li>Progression of activities is sometimes dubious.</li> <li>Only some activities reflect recent professional research.</li> </ul>	<ul style="list-style-type: none"> <li>Most activities, assignments, and materials are suitable to students and instructional goals.</li> <li>Progression of activities is reasonable.</li> <li>Most activities reflect recent professional research.</li> </ul>	<ul style="list-style-type: none"> <li>Activities, assignments, and materials are highly relevant to the students and instructional goals.</li> <li>They progress coherently and produce a unified whole.</li> <li>They reflect recent professional research.</li> </ul>

**Domain I: Teaching — Indicator C. Classroom Environment**

	Standards of Measure			
Criteria	Needs Work	Basic	Proficient	Distinguished
<b>I.C.1</b> <b>Quality of teacher-student interaction in the classroom</b>	<ul style="list-style-type: none"> <li>Students exhibit disrespect for the professor.</li> <li>Only a few students participate in class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Students exhibit minimal respect for teacher.</li> <li>Teacher attempts to engage all students in discussion, but with only limited success.</li> <li>Teacher monitors the entire classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Students exhibit respect for teacher.</li> <li>Teacher successfully engages all students in discussion.</li> <li>Teacher demonstrates warmth and friendliness.</li> <li>Teacher uses praise effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Students exhibit respect for teacher as an individual, beyond that for the role.</li> <li>Students themselves ensure that all voices are heard in the discussion.</li> <li>Teacher demonstrates warmth and friendliness</li> <li>Teacher uses praise effectively.</li> </ul>
<b>I.C.2</b> <b>Quality of student-student interaction in the classroom</b>	<ul style="list-style-type: none"> <li>Student interactions are characterized by conflict, sarcasm, put-downs, or disrespect.</li> </ul>	<ul style="list-style-type: none"> <li>Students do not demonstrate negative behavior toward one another.</li> </ul>	<ul style="list-style-type: none"> <li>Student interactions are generally polite and respectful.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate genuine caring for one another as individuals and as students.</li> </ul>
<b>I.C.3</b> <b>Level of teacher's excitement about content</b>	<ul style="list-style-type: none"> <li>Teacher conveys a negative attitude toward the content, suggesting that the content is not important or is mandated by others.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher conveys genuine enthusiasm for the subject.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's level of enthusiasm and excitement infects students, who demonstrate through active participation and attention to detail that they value the course's content.</li> </ul>
<b>I.C.4</b> <b>Level of student pride in work</b>  <i>Students ...</i>	<ul style="list-style-type: none"> <li>Seem to be motivated by the desire to complete a task rather than do high-quality work.</li> </ul>	<ul style="list-style-type: none"> <li>Minimally accept the responsibility to "do good work" but invest little of their energy in the quality of that work.</li> </ul>	<ul style="list-style-type: none"> <li>Accept teacher insistence on work of high quality and demonstrate pride in that work.</li> </ul>	<ul style="list-style-type: none"> <li>Take obvious pride in their work and initiate improvements in it so that high quality work is displayed.</li> </ul>

**Domain I: Teaching — Indicator D. Instruction**

	<b>Standards of Measure</b>			
<b>Indicator</b>	<b>Needs Work</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>I.D.1</b> <b>Quality of oral and written expression</b>	<ul style="list-style-type: none"> <li>Teacher's spoken language is inaudible, or written language is illegible.</li> <li>Spoken or written language may contain grammar and syntax errors.</li> <li>Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's spoken language is audible, and written language is legible.</li> <li>Both are used correctly.</li> <li>Vocabulary is correct but limited or is not appropriate to students' preparation or backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's spoken and written language is clear and correct.</li> <li>Vocabulary is appropriate to students' preparation and interests.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.</li> </ul>
<b>I.D.2</b> <b>Quality of questioning and discussion techniques</b>	<ul style="list-style-type: none"> <li>Teacher's questions are mostly of poor quality.</li> <li>Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's questions are a combination of low and high quality. Only some invite a response.</li> <li>Teacher makes some attempt to engage students in a true discussion, with uneven results.</li> </ul>	<ul style="list-style-type: none"> <li>Most of teacher's questions are of high quality.</li> <li>Adequate time is available for students to respond.</li> <li>Classroom interactions represent true discussion, with teacher stepping to the side (when appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's questions are of uniformly high quality, with adequate time for students to respond.</li> <li>Students formulate many questions.</li> <li>Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.</li> </ul>
<b>I.D.3</b> <b>Quality and timeliness of feedback to students</b>  <i>Feedback is ...</i>	<ul style="list-style-type: none"> <li>Either not provided or is of uniformly poor quality.</li> <li>Not provided in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent in quality. Some elements of high quality are present; others are not</li> <li>Not always provided in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently high quality.</li> <li>Consistently provided in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently timely and of high quality.</li> <li>Incorporated into instructional planning in such a way that students use it to aid their learning processes.</li> </ul>

	Standards of Measure			
Indicator	Needs Work	Basic	Proficient	Distinguished
<b>I.D.4</b> <b>Responsiveness to student needs and questions</b>  <i>The professor...</i>	<ul style="list-style-type: none"> <li>• Ignores or brushes aside students' questions or interests.</li> <li>• Adheres rigidly to an instructional plan, even when change will clearly improve a lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.</li> <li>• Attempts to adjust lesson, with mixed results.</li> </ul>	<ul style="list-style-type: none"> <li>• Successfully accommodates students' questions or interests.</li> <li>• Makes a minor adjustment to a lesson, and the adjustment occurs smoothly.</li> </ul>	<ul style="list-style-type: none"> <li>• Seizes a major opportunity to enhance learning, building on a spontaneous event.</li> <li>• Successfully makes a major adjustment to a lesson.</li> </ul>
<b>I.D.5</b> <b>Quality of presentation of course content</b>  <i>Presentation of content ...</i>	<ul style="list-style-type: none"> <li>• Is inappropriate, disorganized, and/or unclear.</li> <li>• Lacks examples and analogies or uses poor ones.</li> </ul>	<ul style="list-style-type: none"> <li>• Is inconsistent in quality: some is done skillfully, with good examples; other parts are difficult to follow.</li> </ul>	<ul style="list-style-type: none"> <li>• Is appropriate, clear, and well organized, and highlights most important points.</li> <li>• Uses good examples and analogies.</li> <li>• Is presented in multiple ways to appeal to different learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Is not only well-organized and clear and presented in such a way as to highlight important material, but is also lively and engaging.</li> <li>• Examples are vivid and memorable as well as appropriate.</li> <li>• Skillfully incorporates visual, auditory, and kinetic components.</li> </ul>
<b>I.D.6</b> <b>Effective use of laboratories or practical instruction</b>	<ul style="list-style-type: none"> <li>• Teacher or assistant is seldom present or engaged with students.</li> <li>• Laboratories are not relevant to lectures.</li> <li>• Laboratories are unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher or assistant is present.</li> <li>• Laboratories are somewhat related to lectures.</li> <li>• Laboratories are safe</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher and/or assistant is present and observes and engages students during lab.</li> <li>• Laboratories are planned to reflect lecture schedule and topics.</li> <li>• Laboratories are safe and teacher and/or assistant models safe practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher actively engages students and uses mistakes and successes to further learning.</li> <li>• Laboratories are integrated into class material and vice versa.</li> <li>• Laboratories are safe and teacher and/or assistant model safe practices.</li> </ul>

	Standards of Measure			
Indicator	Needs Work	Basic	Proficient	Distinguished
<b>I.D.7</b> <b>Effective use of technology</b> <i>The professor...</i>	<ul style="list-style-type: none"> <li>• Uses little, if any, technology to enhance the quality of student learning.</li> <li>• Does not use electronic communication tools to enhance communication with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses basic programs such as e-mail, word processing, and/or the Internet to prepare materials, complete office functions, or to enhance communication with students.</li> <li>• Occasionally interjects technology into the teaching-learning process.</li> <li>• Occasionally requires students to examine or use technology to complete assignments.</li> <li>• Occasionally takes advantage of available staff development opportunities to enhance technology skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly interjects technology into the teaching-learning process.</li> <li>• Regularly interjects technology requirements into student assignments.</li> <li>• Makes consistent use of some technology to organize academic tasks and to communicate with students.</li> <li>• Regularly takes advantage of available staff development opportunities to enhance technology skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively and creatively integrates technology into the teaching-learning process.</li> <li>• Frequently engages students in hands-on technology experiences to further student learning.</li> <li>• Consistently uses technology to organize academic tasks effectively and efficiently and to communicate with students.</li> <li>• Regularly seeks out professional development opportunities to improve student learning through use of technology</li> </ul>



**Domain I: Teaching— Indicator E. Professional Responsibilities**

	<b>Standards of Measure</b>			
<b>Criteria</b>	<b>Needs Work</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>I.E.1</b> <b>Persistence in seeking successful teaching strategies</b>  <i>The professor...</i>	<ul style="list-style-type: none"> <li>• Gives up when a student fails to learn.</li> <li>• Blames the student or the environment for students' lack of success.</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.</li> </ul>	<ul style="list-style-type: none"> <li>• Persists in seeking approaches for students who have difficulty learning.</li> <li>• Possesses a moderate repertoire of teaching strategies to help students learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Persists in seeking effective approaches for students who need help.</li> <li>• Possesses an extensive repertoire of teaching strategies.</li> <li>• Solicits additional teaching resources.</li> </ul>
<b>I.E.2</b> <b>Enhancement of content knowledge and pedagogical skill</b>  <i>The professor...</i>	<ul style="list-style-type: none"> <li>• Engages in no professional development activities to enhance knowledge or skill.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in professional activities to a limited extent when they are convenient.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks out opportunities for professional development and makes systematic use of classroom assessment techniques to enhance instruction.</li> </ul>
<b>I.E.3</b> <b>Use of self-reflection to improve teaching performance</b>  <i>The professor...</i>	<ul style="list-style-type: none"> <li>• Can make only vague suggestions for improving a teaching activity or course.</li> <li>• Has no teaching journal or other documentation of self-reflective practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Can make general suggestions for improving a course or teaching activity.</li> <li>• Has a teaching journal or other record documenting sporadic self-reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Can make some specific suggestions for improving a course or teaching activity.</li> <li>• Has a teaching journal or other record documenting regular self-reflection</li> <li>• Has revised assignments and syllabi that demonstrate follow-through on self-reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Can offer specific alternative actions, complete with rationale, to improve success of classes and teaching activities.</li> <li>• Has a teaching journal or other record documenting continuous self-reflection.</li> <li>• Has revised assignments and syllabi that demonstrate follow-through on self-reflection.</li> </ul>

	Standards of Measure			
Criteria	Needs Work	Basic	Proficient	Distinguished
<b>I.E.4</b> <b>Use of assessments to improve quality of teaching and student learning</b> <i>The professor ...</i>	<ul style="list-style-type: none"> <li>• Seldom uses results of assessment to improve teaching and student learning.</li> <li>• Makes few, if any, adjustments to syllabi to ensure a greater level of success in student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally uses student assessments to evaluate teaching and makes adjustments accordingly.</li> <li>• Makes some adjustments to syllabi based on assessments and student evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses student assessments to determine the need for altering one's teaching style to assure student success in learning.</li> <li>• Makes adjustments to syllabi based on student assessments and evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently evaluates student assessments to determine their success in learning.</li> <li>• When needed, changes strategies and/or re-teaches objectives to ensure student learning.</li> <li>• Analyzes student and institutional assessments to revise strategies, assignments, and syllabi for future use.</li> </ul>
<b>I.E.5</b> <b>Thoroughness of student records</b> <i>The professor's student records are...</i>	<ul style="list-style-type: none"> <li>• In disarray.</li> </ul>	<ul style="list-style-type: none"> <li>• Rudimentary.</li> <li>• Only partially effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Fully effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Fully effective.</li> <li>• Students participate in or take responsibility for some of the maintenance of records.</li> </ul>
<b>I.E.6</b> <b>Quality of student advising</b>	<ul style="list-style-type: none"> <li>• Advisee's records are missing, inaccurate, or out of date.</li> <li>• Advisees commonly mis-advised about most efficient ways to meet graduation requirements.</li> <li>• Little or no contact with advisee's beyond pre-enrollment meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Advisee's records easily accessed.</li> <li>• Advisees rarely mis-advised about best ways to meet requirements.</li> <li>• Adviser available at other times than pre-enrollment to help student with academic problems and issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Records accessible and efficiently organized.</li> <li>• Advisees receive sound advice about best ways to meet requirements and educational objectives.</li> <li>• Adviser works with students to help them identify life goals and the appropriate educational experiences to meet those goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Records efficiently organized and current.</li> <li>• Adviser works with advisees to identify innovative ways to meet educational objectives.</li> <li>• Adviser helps students identify goals and values they want to pursue.</li> </ul>

<p><b>I.E.7</b> <b>Quality of relationships with colleagues</b></p> <p><i>The professor's...</i></p>	<ul style="list-style-type: none"> <li>Relationships with colleagues are negative or self-serving.</li> </ul>	<ul style="list-style-type: none"> <li>Relationships with colleagues are cordial and do not interfere with fulfillment of professional duties.</li> </ul>	<ul style="list-style-type: none"> <li>Relationships with colleagues are characterized by mutual support and cooperation in fulfilling professional duties.</li> </ul>	<ul style="list-style-type: none"> <li>Relationships with colleagues are characterized by mutual support and cooperation in fulfilling professional duties.</li> <li>Contributions to the academic community are respected and acknowledged by peers through appointment to leadership roles.</li> </ul>
<p><b>I.E.8</b> <b>Quality of relationships with students</b></p>	<ul style="list-style-type: none"> <li>Fosters relationships that are negative or self-serving.</li> <li>Has strained relationships with some students.</li> </ul>	<ul style="list-style-type: none"> <li>Is generally supportive of students.</li> <li>Is accessible to students, as needed.</li> <li>Deals with student concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Is supportive, encouraging, and accessible to students.</li> <li>Treats student concerns with respect.</li> </ul>	<ul style="list-style-type: none"> <li>Is supportive and encouraging to all students, reflecting the goal of helping students succeed.</li> <li>Treats all students, and their concerns, with respect and dignity in and out of the classroom.</li> </ul>

## Domain II: Scholarship

**Indicator A. Research and Publication**

	<b>Standards of Measure</b>			
<b>Criteria</b>	<b>Minimal Involvement</b>	<b>Some Involvement</b>	<b>Active Involvement</b>	<b>Vital Involvement</b>
<b>II.A.1 Research and publication</b>  <i>The professor...</i>	<ul style="list-style-type: none"> <li>Shows minimal interest in current developments in one's field.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains a general interest in current development in one's field.</li> </ul>	<ul style="list-style-type: none"> <li>Performs research to advance one's field of study.</li> <li>Involves students in research when appropriate and possible.</li> </ul>	<ul style="list-style-type: none"> <li>Presents research results at professional meetings and/or in discipline-related publications.</li> <li>Obtains outside sources of funding for research purposes.</li> </ul>
<b>II.A.2 Creative productions and performance</b>  <i>The professor...</i>	<ul style="list-style-type: none"> <li>Shows minimal interest in artistic or creative development.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains a general interest in artistic or creative development.</li> </ul>	<ul style="list-style-type: none"> <li>Is actively involved in performance or production of artistic or creative endeavors.</li> </ul>	<ul style="list-style-type: none"> <li>Presents original material in judged performance or juried exhibitions.</li> </ul>
<b>II.A.3 Modeling liberal arts</b>  <i>The professor...</i>	<ul style="list-style-type: none"> <li>Shows minimal interest in areas outside of one's specialty.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains a general interest in issues relevant to other areas of study.</li> </ul>	<ul style="list-style-type: none"> <li>Is actively involved in areas outside of field of specialization or in interdisciplinary studies.</li> </ul>	<ul style="list-style-type: none"> <li>Provides leadership for activities that promote liberal arts awareness in students and others.</li> </ul>

**Domain II: Scholarship — Indicator B. Scholarship of Teaching**

	Standards of Measure			
Criteria	Minimal Involvement	Some Involvement	Active Involvement	Vital Involvement
<b>II.B.1 Scholarship of teaching</b>  <i>The professor...</i>	<ul style="list-style-type: none"> <li>Shows minimal interest in pedagogical issues related to his or her field.</li> </ul>	<ul style="list-style-type: none"> <li>Has an awareness of pedagogical practices to improve student learning in subject area.</li> </ul>	<ul style="list-style-type: none"> <li>Researches or assesses methods of increasing student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Presents or publishes results of pedagogical research.</li> <li>Listens to conditions inside and outside the academy to enhance the quality of teaching.</li> </ul>

**Domain II: Scholarship — Indicator C. Integration of Faith/Values Expressed in Scholarly Activities**

	Standards of Measure			
Criteria	Minimal Involvement	Some Involvement	Active Involvement	Vital Involvement
<b>II.C.1 Integration of faith/values* expressed in scholarly activities</b>  <i>The professor...</i>	<ul style="list-style-type: none"> <li>Sees minimal overlap between issues of faith/values and scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>Has an awareness of how faith/value issues influence development of his or her field and how they affect student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Chooses areas of scholarship to pursue based on faith/values.</li> <li>Actively pursues research of how faith/values issues influence the development of his or her field.</li> </ul>	<ul style="list-style-type: none"> <li>Presents and/or publishes results of scholarship.</li> <li>Provides leadership in workshops and/or presents or publishes results of scholarship highlighting faith/values integration in his or her field.</li> </ul>

## Domain III: Participation

**Indicator A. Contributions to the College's Overall Academic Enterprise**

	<b>Standards of Measure</b>			
<b>Criteria</b>	<b>Minimal Involvement</b>	<b>Some Involvement</b>	<b>Active Involvement</b>	<b>Vital Involvement</b>
<b>III.A.1</b> <b>Contributions to faculty committees</b>  <i>The professor...</i>	<ul style="list-style-type: none"> <li>Consistently declines appointments and nominations to faculty committees.</li> <li>Is frequently absent from meetings of the faculty and assigned committees.</li> <li>Is chronically unprepared to participate in work of assigned committees.</li> </ul>	<ul style="list-style-type: none"> <li>Accepts appointments and nominations to faculty committees.</li> <li>Regularly attends meetings of assigned committees.</li> <li>Comes to meetings prepared enough to participate and contribute.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Willingly accepts appointments and nominations to faculty committees.</li> <li>Makes substantial contributions to committees' work.</li> </ul>	<ul style="list-style-type: none"> <li>Willingly accepts appointments and nominations to faculty committees.</li> <li>Makes substantial contributions to committees' work.</li> <li>Assumes leadership on one or more faculty committees.</li> </ul>
<b>III.A.2</b> <b>Fulfillment of institutional assessment requirements and reporting responsibilities</b>  <i>The professor...</i>	<ul style="list-style-type: none"> <li>Fails to fulfill assessment requirements and other requested academic reports, or consistently does so past deadline.</li> </ul>	<ul style="list-style-type: none"> <li>Submits assessment data and other requested academic reports in timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>Submits assessment data and other requested academic reports in timely manner.</li> <li>Submits reports of a quality that contributes to accreditation efforts and program improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Submits assessment data and other requested academic reports in timely manner.</li> <li>Submits reports of a quality that contributes to accreditation efforts and program improvement.</li> <li>Provides leadership in improving faculty assessment and reporting practices.</li> </ul>
<b>III.A.3</b> <b>Involvement in academic enrichment activities</b>  <i>The professor...</i>	<ul style="list-style-type: none"> <li>Does not involve him/herself in academic activities outside the classroom <u>and nominal office hours</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally supports through attendance those activities that enrich the college's academic environment.</li> </ul>	<ul style="list-style-type: none"> <li>Makes substantial contributions to activities that enrich the college's academic environment.</li> </ul>	<ul style="list-style-type: none"> <li>Provides creative and energetic leadership to activities that enrich the college's academic environment.</li> </ul>

**Domain III: Participation — Indicator B. Participation in College Projects and Events**

	Standards of Measure			
Criteria	Minimal Involvement	Some Involvement	Active Involvement	Vital Involvement
<p><b>III.B.1</b>  <b>Support of students and their activities</b></p> <p><i>The professor...</i></p>	<ul style="list-style-type: none"> <li>• Rarely if ever attends student athletic contests, performances, exhibits, presentations, etc.</li> <li>• Has little or no interest in students' lives beyond the academic setting.</li> <li>• Avoids or tightly limits contact with students outside the classroom or office.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally attends student athletic contests, performances, exhibits, presentations, etc.</li> <li>• Knows students enrolled in his/her classes by name.</li> <li>• Takes some interest in students' lives outside the academic setting.</li> <li>• Occasionally relates to students in settings outside the classroom and office.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently attends student athletic contests, performances, exhibits, presentations, etc.</li> <li>• Frequently initiates social contact with students in settings outside the classroom or office.</li> <li>• Is receptive to appropriate involvement in students' lives outside the academic setting.</li> <li>• Is a consistent advocate for students.</li> <li>• Enjoys some warm relationships with majors, advisees, or other selected students.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently attends student activities.</li> <li>• Assumes an active role in promoting and supporting student activities.</li> <li>• Hosts or initiates occasions that bring faculty and students together outside the academic setting.</li> <li>• Proactively serves students outside the academic setting, providing or seeking resources to meet students' needs, particularly those traditionally underserved</li> <li>• Enjoys numerous warm relationships with diverse students.</li> </ul>
<p><b>III.B.2</b>  <b>Support of institutional projects and activities</b></p> <p><i>The professor...</i></p>	<ul style="list-style-type: none"> <li>• Rarely if ever voluntarily attends events for the college community.</li> <li>• Remains disengaged from projects vital to the college's ongoing ability to carry out its mission.</li> </ul>	<ul style="list-style-type: none"> <li>• Voluntarily attends some events for the college community.</li> <li>• Is accurately informed about projects vital to the college's ongoing ability to carry out its mission.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently attends events for the college community.</li> <li>• Is actively engaged in projects vital to the college's ongoing ability to carry out its mission.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently attends and visibly supports and participates in events for the college community.</li> <li>• Gives public leadership to projects vital to the college's ongoing ability to carry out its mission.</li> </ul>

**Domain III: Participation — Indicator C. Integration of Faith/Values in Participatory Activities**

	Standards of Measure			
Criteria	Minimal Involvement	Some Involvement	Active Involvement	Vital Involvement
<p><b>III.C.1</b>  <b>Support of integration of faith/values* into the college's co-curricular and extra-curricular programs</b></p> <p><i>The professor...</i></p>	<ul style="list-style-type: none"> <li>Is indifferent to the role student activities can play in shaping students' faith/values.</li> <li>Prefers to avoid discussion of faith/values with students.</li> </ul>	<ul style="list-style-type: none"> <li>Supports colleagues who integrate faith/values into their co-educational and extra-curricular contacts with students.</li> <li>Engages in but does not initiate discussion of faith/values with students.</li> </ul>	<ul style="list-style-type: none"> <li>Values highly the role that co-curricular and extra-curricular programs can play in students' faith formation and/or in teaching students about personal integrity, diversity, social justice, fairness, and responsibility.</li> <li>Initiates and encourages ongoing dialogue between students and faculty/staff about faith/values.</li> </ul>	<ul style="list-style-type: none"> <li>Designs and/or leads organized student activities with the express goal of challenging students on issues of faith/values.</li> </ul>



## Domain IV: Service

**Indicator A. Service to the Teaching Profession and/or Academic Discipline**

	Standards of Measure			
Criteria	Minimal Involvement	Some Involvement	Active Involvement	Vital Involvement
<b>IV.A.1</b> <b>Service to the teaching profession and/or academic discipline</b>  <i>The professor...</i>	<ul style="list-style-type: none"> <li>Seldom becomes involved in service opportunities that contribute to the teaching profession/academic discipline.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally participates in service opportunities that contribute to the teaching profession/academic discipline.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly participates in and promotes service opportunities that contribute to the teaching profession/academic discipline.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and/or assumes leadership roles that contribute to service opportunities in the teaching profession/academic discipline.</li> </ul>

**Indicator B. Service to the Local Community**

	Standards of Measure			
Criteria	Minimal Involvement	Some Involvement	Active Involvement	Vital Involvement
<b>IV.B.1</b> <b>Service to the local community</b>  <i>The professor...</i>	<ul style="list-style-type: none"> <li>Seldom becomes involved in service opportunities that contribute to the local community.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally participates in service opportunities that contribute to the local community.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly participates in and promotes service opportunities that contribute to the local community.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and/or assumes leadership roles that contribute to service opportunities in the local community.</li> </ul>

**Domain IV: Service — Indicator C. Service to the Global Community**

	Standards of Measure			
Criteria	Minimal Involvement	Some Involvement	Active Involvement	Vital Involvement
<b>IV.C.1</b> <b>Service to the global community</b>  <i>The professor...</i>	<ul style="list-style-type: none"> <li>Seldom becomes involved in service opportunities that contribute to the welfare of the global community.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally participates in service opportunities that contribute to the welfare of the global community.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly participates in and promotes service opportunities that contribute to welfare of the global community.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and/or assumes leadership roles in service opportunities that contribute to the welfare of the global community.</li> </ul>

**Domain IV: Service — Indicator D. Integration of Faith/Values in Service Activities**

	Standards of Measure			
Criteria	Minimal Involvement	Some Involvement	Active Involvement	Vital Involvement
<b>IV.D.1</b> <b>Integration of faith/values* in service activities</b>  <i>The professor...</i>	<ul style="list-style-type: none"> <li>Seldom becomes involved in service activities aligned with faith/values-related ideals.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally participates in service activities aligned with faith/values-related ideals.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly participates in service activities aligned with faith/values-related ideals.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates and/or assumes leadership roles in service activities aligned with faith/values-related ideals.</li> </ul>

\* Faith and/or values may involve any of the following: faith- and values-related activities related to religious institutions; activities related to service-oriented institutions; activities involving the values of peace, justice, human rights, equity, personal integrity, the quality of life, animal rights, preservation of the environment, and similar ideals.

## ELEMENTS OF PROFESSIONAL PERFORMANCE CHECKLIST

**NOTE:** THE FOLLOWING RUBRIC REPRESENTS **GUIDELINES ONLY** AND SHOULD BE USED AS SUCH BY THE DEAN OF FACULTY/PROVOST AND FACULTY MEMBER BEING EVALUATED.

THIS RUBRIC IS DESIGNED TO PROVIDE GUIDANCE FOR FACULTY EVALUATION AND SELF-EVALUATION. **THE COLLEGE “RECOGNIZES THAT NOT EVERY ELEMENT IS RELEVANT TO EVERY TEACHER, AND THAT THE LIST MAY OMIT ELEMENTS THAT ARE CRITICAL TO THE PERFORMANCE OF SOME TEACHERS.”**(Per Faculty Handbook, Section 445).

By virtue of McPherson College's role as a teaching institution, *Domain I: Teaching* should rank as #1 in the matrix below. Individual faculty should rank the remaining elements -- *Domain II: Scholarship, Domain III: Participation, and Domain IV: Service* -- from 2 through 4 in order of personal priority.

☐

**Check the box if you have completed the faculty development with the peer partner(s).**

R A N K	McPherson College ELEMENTS OF PROFESSIONAL PERFORMANCE CHECKLIST An Instrument for Formative and Summative Evaluation		Unobserved	Needs Work	Basic	Proficient	Distinguished	Not applicable	Not qualified to rate
Rank #1	I.	Domain I: Teaching/Student Learning							
	A.	<b>Knowledge of Content and Pedagogy</b>							
	1.	Knowledge of content							
	2.	Knowledge of content-related pedagogy							
	3.	Knowledge of college students' developmental characteristics							
	4.	Awareness of students' skills, knowledge, and goals							
<b><u>Comments:</u></b>									
	B.	<b>Course Design and Preparation</b>							

	1.	Design of courses and units							
	2.	Clarity and appropriateness of instructional goals							
	3.	Knowledge of teaching/learning resources							
	4.	Design of learning activities, assignments, and instructional materials							
<b><u>Comments:</u></b>									
	<b>C.</b>	<b>Classroom Environment</b>							
	1.	Quality of teacher-student interaction in the classroom							
	2.	Quality of student-student interaction in the classroom							
	3.	Level of teacher's excitement about content							
	4.	Level of student pride in work							
<b><u>Comments:</u></b>									
	<b>D.</b>	<b>Instruction</b>							
	1.	Quality of oral and written expression							
	2.	Quality of questioning and discussion techniques							
	3.	Quality and timeliness of feedback to students							
	4.	Responsiveness to student needs and questions							
	5.	Quality of presentation of course content							
	6.	Effective use of laboratories or practical instruction							
	7.	Effective use of technology							

<u><b>Comments:</b></u>									
	<b>E.</b>	<b>Professional Responsibilities</b>							
	1.	Persistence in seeking successful teaching strategies							
	2.	Enhancement of content knowledge and pedagogical skill							
	3.	Use of self-reflection to improve teaching performance							
	4.	Use of assessments to improve quality of teaching and student learning							
	5.	Thoroughness of student records							
	6.	Quality of student advising							
	7.	Quality of relationships with colleagues							
	8.	Quality of relationships with students							
<u><b>Comments:</b></u>									
	<b>F.</b>	<b>Integration of Faith/Values* expressed in Teaching/Student Learning Activities</b>							

**Comments:**

*Note: Please rank the remaining elements -- Scholarship, Participation, and Service -- from 2 through 4 in order of your preference.*

R A N K		McPherson College ELEMENTS OF PROFESSIONAL PERFORMANCE CHECKLIST An Instrument for Formative and Summative Evaluation	Minimal Involvement	Some involvement	Active Involvement	Vital Involvement
Rank #__	II.	Domain II: Scholarship				
	A.	Research and Publications				
	1.	Research and publications				
	2.	Creative productions and performances				
	3.	Modeling the liberal arts				
	B.	Scholarship of Teaching				
	C.	Scholarship of Content Knowledge				
	D.	Integration of Faith/Values* expressed in Scholarly Activities				

**Comments:**

R A N K		<b>McPherson College</b> <b>ELEMENTS OF PROFESSIONAL</b> <b>PERFORMANCE CHECKLIST</b> <b>An Instrument for Formative and</b> <b>Summative Evaluation</b>	Minimal Involvement	Some involvement	Active Involvement	Vital Involvement
Rank #__	III.	<b>Domain III: Participation</b>				
	A.	<b>Contributions to the College's Overall Academic Enterprise</b>				
	1.	Contributions to faculty committees				
	2.	Fulfillment of institutional assessment requirements				
	3.	Involvement in academic enrichment activities				
	B.	<b>Participation in College Projects and Events</b>				
	1.	Support of students and their activities				
	2.	Support of institutional projects and activities				
	C.	<b>Integration of Faith/Values* in Participatory Activities</b>				
<b><u>Comments:</u></b>						
Rank #__	IV.	<b>Domain IV: Service</b>				
	A.	<b>Service to the Academic Profession and/or Academic Discipline</b>				
	B.	<b>Service to the Local Community</b>				
	C.	<b>Service to the Global Community</b>				
	D.	<b>Integration of Faith/Values* in Service Activities</b>				

**Comments:**

**\* Faith and/or values may involve any of the following: faith- and values-related activities related to religious institutions; activities related to service-oriented institutions; activities involving the values of peace, justice, human rights, equity, personal integrity, the quality of life, animal rights, preservation of the environment, and similar ideals.**