DEPARTMENT OF SCHOOL LEADERSHIP AND MIDDLE/SECONDARY TEACHER EDUCATION

FACULTY STANDARDS AND PERFORMANCE CONTRACT

Name ___________________________________________  Rating Period (one academic year) _____________________________

Position Description ____________________________________________________________________________________________

<table>
<thead>
<tr>
<th>Standards Percentages</th>
<th>Performance Ratings</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING (50.65%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching ..................</td>
<td>__________ x _______</td>
<td>= ________</td>
</tr>
<tr>
<td>Advising ..................</td>
<td>__________ x _______</td>
<td>= ________</td>
</tr>
<tr>
<td>Supervision of Field Experiences. .........</td>
<td>__________ x _______</td>
<td>= ________</td>
</tr>
<tr>
<td>SCHOLARLY ACTIVITY (15.40%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publications/Technology..................</td>
<td>__________ x _______</td>
<td>= ________</td>
</tr>
<tr>
<td>Research ..................</td>
<td>__________ x _______</td>
<td>= ________</td>
</tr>
<tr>
<td>Presentations ..................</td>
<td>__________ x _______</td>
<td>= ________</td>
</tr>
<tr>
<td>SERVICE (10 - 25%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To the Department ..................</td>
<td>__________ x _______</td>
<td>= ________</td>
</tr>
<tr>
<td>To the University ..................</td>
<td>__________ x _______</td>
<td>= ________</td>
</tr>
<tr>
<td>To the Profession ..................</td>
<td>__________ x _______</td>
<td>= ________</td>
</tr>
<tr>
<td>To the Community ..................</td>
<td>__________ x _______</td>
<td>= ________</td>
</tr>
<tr>
<td>SUMMARY, ........................</td>
<td>100% x (___________) = ________ Points</td>
<td></td>
</tr>
<tr>
<td>Average Rating</td>
<td></td>
<td>Possible 400</td>
</tr>
</tbody>
</table>

Standards Percentages Reviewed by:

Faculty Member_________________________________________  Date____________________

Department Chair_________________________________________  Date____________________

Performance Ratings Reviewed by:

Faculty Member_________________________________________  Date____________________

Department Chair_________________________________________  Date____________________

Performance Ratings

PERFORMANCE RATING SCALE

1 = Does Not Meet Standards  Standards are based on the extent to which a faculty member is making a difference in teaching, scholarly activity and service.
2 = Meets Standards “Making a difference” is expressed in terms of goals, means of accomplishing goals, means of goal assessment, and the documentation which verifies the accomplishment of goals.
3 = Exceeds Standards
4 = Exceptional
TEACHING (50 – 65%)

ACADEMIC YEAR

Teaching___________%  Advising___________%  Supervision___________%

Teaching

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):

Advising

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):
Supervision

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):

Rubrics

TEACHING: Faculty members create goals that focus on enhancing the learning of their students. Goals are justified in terms of the most recent research and practice in teaching and learning. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented.* Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

ADVISING: Faculty members create goals that focus on improving the quality of advisement. Goals are justified in terms of ESU standards for good advisement. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

SUPERVISION: Faculty members create goals that focus on improving the quality of field supervision. Goals are justified in terms of ESU/professional standards for good supervision. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

*The Kansas Board of Regents and Emporia State University require that student evaluations of instruction be included in the assessment of this goal. Non tenured faculty must include student evaluations from each course taught in the academic year. Tenured faculty must include student evaluations from at least one semester.
SCHOLARLY ACTIVITY (15 – 40%)

ACADEMIC YEAR

Publications _________%  Research _________%  Presentations__________%

Publications

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):

Research

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):
Presentations

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):

Rubrics

PUBLICATIONS: Faculty members create goals that focus on enhancing the growth of their professional peers. Goals are justified in terms of publications accepted,* feedback regarding publications, and actual improvements made as a result of those publications. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

RESEARCH: Faculty members create goals that focus on the conduct of research and evaluation activities. Goals are justified in terms of the effect such research and evaluation activities have on improving the profession. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

PRESENTATIONS: Faculty members create goals that focus on enhancing the growth of their professional peers. Goals are justified in terms of presentations made, feedback regarding presentations, and actual improvements made as a result of those presentations. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

*Technology development is viewed as equal to publications.
SERVICE (10 – 25%)

ACADEMIC YEAR

Department ____%  University ____%  Profession ____%  Community ____%

Department

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):

University

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):
Profession

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):

Community

Goal:

Means of Accomplishing Goal:

Means of Goal Assessment:

Documentation Verifying Accomplishment of Goal (list):
Rubrics

DEPARTMENT: Faculty members create goals that focus on enhancing the work of this department. Goals are justified in terms of meeting the needs of the department as an organization, achieving its goals, and serving the professional colleagues assigned to it. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

UNIVERSITY: Faculty members create goals that focus on enhancing the work of Emporia State University. Goals are justified in terms of the meeting the needs of the university as an organization, achieving its goals, and serving the professional colleagues assigned to it. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

PROFESSION: Faculty members create goals that focus on enhancing the work of their profession. Goals are justified in terms of meeting the needs of organizations which represent the profession, helping them meet their goals and serving professional colleagues who are also members. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.

COMMUNITY: Faculty members create goals that focus on improving the quality of the communities in which they reside. Goals are justified in terms of professional contributions made. The means of accomplishing a goal is practical and is aligned with the intent of the goal itself. The means of goal assessment is aligned with the goal statement and can be documented. Documentation is pertinent to the goal assessment process and provides easily discernible evidence.