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| **SAMPLE 2 - Based on number of activities and use of data to inform teaching.**  |  |
| **Elements** | **Unsatisfactory (1)** | **Satisfactory (2)** | **Good (3)** | **Very Good (4)** | **Outstanding (5)** | **Score** |
| **Student Data/Feedback** | SPOTs data satisfies requirement for student data. All faculty should receive at least a 2 based on SPOTs collection.  | SPOTs data satisfies requirement for student data. All faculty should receive at least a 2 based on SPOTs collection.  | Faculty reported engaging in **at least (1)** evaluation activity to collect evidence from students in addition to SPOTs **OR** engaged in **at least (1)** feedback collecting activity more exhaustive in nature.  |  Faculty reported engaging in (**2) or more** evaluation activities in addition to SPOTs to collect evidence from students  |  Faculty reported engaging in (**2) or more** evaluation activities to collect evidence from students that are more exhaustive in nature.  |   |
| **Peer Data/Feedback** | Faculty did not engage in evaluation activties to collect peer feedback on their teaching.  | Faculty reported engaging in **at least (1)** evaluation activity to collect feedback from a peer/peers. | Faculty reported engaging in **more than (1)** evaluation activity to collect peer feedback **OR** engaged in **at least (1)** evaluation activity more exhaustive in nature to collect peer feedback |  Faculty reported engaging in **more than (1)** evaluation activities to collect peer feedback |  Faculty reported engaging in **more than (2)** evaluation activities to collect peer feedback that are more exhaustive in nature  |   |
| **Self Data/Feedback** | Did not engage in activities to collect self data on their teaching  | Faculty reported engaging in **at least (1)** evaluation activity to collect evidence from self | Faculty reported engaging in **more than (1)** evaluation activity to collect evidence from self **OR** engaged in **at least (1)** evaluation activity more exhaustive in nature  |  Faculty reported engaging in **more than (1)** evaluation activities to collect evidence from self |  Faculty reported engaging in **more than (2)** evaluation activities to collect evidence from self that are more exhaustive in nature  |   |
| **Growth/Leadership Towards FIU Vision** | Faculty **did not** use the evidence they collected from students, peers, and self, to address/highlught the way(s) in which their instruction—or leadership and advocacy—shows progress towards teaching that is learning-centered, and/or evidence-based, and/or inclusive  | Faculty use the evidence they collected from students, peers, and self, to address/highlught the way(s) in which their instruction—or leadership and advocacy—shows progress towards teaching that is learning-centered, and/or evidence-based, and/or inclusive, and do so in a manner that meets the minimum expectations of the evaluation process | Faculty use the evidence they collected from students, peers, and self, to address/highlught the way(s) in which their instruction—or leadership and advocacy—shows progress towards teaching that is learning-centered, and/or evidence-based, and/or inclusive, and do so in a way that exceeds the expectations of the evaluation in **at least (1) way** (e.g., faculty collects multiple forms of feedback from one or more data source; faculty work on making progress towards more than one pillar at a time)  | Faculty use the evidence they collected from students, peers, and self, to address/highlught the way(s) in which their instruction—or leadership and advocacy—shows progress towards teaching that is learning-centered, and/or evidence-based, and/or inclusive, and do so in a way that exceeds the expectations of the evaluation in **more than (1) way** (e.g., faculty collects multiple forms of feedback from one or more data source; faculty work on making progress towards more than one pillar at a time)  | Faculty use the evidence they collected from students, peers, and self, to address/highlught the way(s) in which their instruction—or leadership and advocacy—shows progress towards teaching that is learning-centered, and/or evidence-based, and/or inclusive, and do so in a way that exceeds the expectations of the evaluation in **several ways (more than 2)** (e.g., faculty collects multiple forms of feedback from one or more data source; faculty work on making progress towards more than one pillar at a time)  |   |
|  |   |   |   |   | Subtotal |   |
| **Other considerations (e.g., additional sources, courses taught, course enrollment, stage of faculty member's career)** | The chair may choose to add or subtract up to two points to the subtotal to account for special circumstances.When the chair exercises this option, they will inform the faculty and provide the reason for the adjustment.  |   |
|  |  |  |  |  | Average |   |