

# QUALITY TEACHING MENTORING PROCESS (QTMP) FACULTY EVALUATION

## 4 QUALITIES 12 CHARACTERISTICS

High levels of these qualities lead to maximum student success and satisfaction.

Qualities are delivered and assessed through these 12 core characteristics

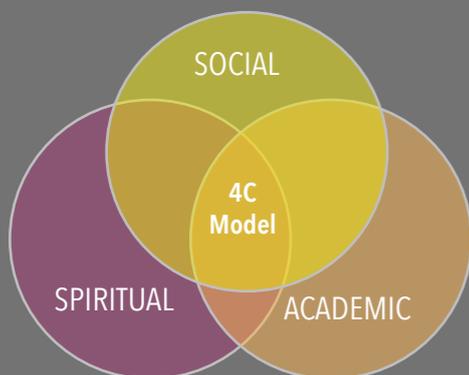
The weekly faculty mentee evaluation is designed as a tool for coaching and offering practical suggestions for teaching within the OKWU online classroom. The evaluation is based off of student feedback, classroom assessment, and standard online best practices. If you have any questions or comments on how you were evaluated, please do not hesitate to contact your mentor. They are here to assist you and help you succeed in the Online Classroom!

<b>Faculty Mentee</b>	
<b>Course Name/Number</b>	
<b>Course Dates</b>	
<b>Week / Dates Evaluated</b>	
<b>Mentor Name</b>	

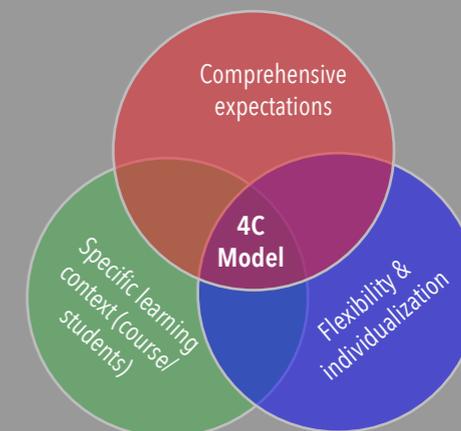
Final Evaluation Ratings				
	Competence	Caring	Commitment	Connection
Rating (0-3)				

Comments:

### STUDENT SUCCESS



### FACULTY SUCCESS



## QUALITY TEACHING MENTORING PROCESS (QTMP) FACULTY EVALUATION

The QTMP evaluation uses a holistic rubric to provide a single rating (from 0-3) for each of the 4 assessment areas. When completing the evaluation form, the mentor should review and mark the appropriate column for each of the 6 criteria within each section. The individual ratings serve to give both the mentor and mentee a more specific idea of which items may need to be addressed.

However, the overall rating for each of the four sections should be determined using the chart below. The total rating is a holistic evaluation rather than a totaling of individual scores. You can use the individual criterion ratings to help you better determine the overall final rating, but your final assessment needs to look at the performance of the faculty member as a whole.

### Assessment Rubric for Faculty Mentee Evaluation

3 - Exceptional	2 - Satisfactory	1 - Weak	0 - Unsatisfactory
Faculty member's performance in all 6 criteria substantially exceeds expectations for quality teaching.	Faculty member's performance satisfactorily meets expectations for quality teaching.	Faculty member's performance partially meets expectations for quality teaching.	Faculty member's performance does not meet the minimum expectations for quality teaching.
Exceptional work demonstrates a significant and obvious level of skill or experience, shows little need for mentoring or ongoing training, or represents work that could be held up as a standard for training others.	Satisfactory work demonstrates a strong grasp on all criteria, minimal need for further mentoring, and a readiness to teach. Ongoing growth areas are identified and instructor is ready for regular teaching assignments.	Weak work demonstrates a deficiency in one or more of the criteria. However, instructor should readily be able to address weak areas with additional mentoring.	Poor work demonstrates a deficiency in 3 or more criteria, an overall lack of competence in teaching, or disregard for the expectations.
In this area, this instructor not only demonstrated the necessary skills and abilities of a quality teacher but could serve as a model for others.	In this area, this instructor demonstrated the necessary skills and abilities of a quality teacher.	In this area, further mentoring and coaching should help this instructor adequately demonstrate the necessary skills and abilities of a quality teacher.	In this area, this instructor lacks or failed to demonstrate the necessary skills or abilities of a quality teacher

“Green” rating - faculty member has successfully completed the Teaching Mentor stage and is ready to be credentialed as an Adjunct Instructor

“Yellow” rating - faculty member will be assigned an additional class and work through any yellow areas with their mentor. Upon successful (“green”) completion of that course, the faculty member will be credentialed as an Adjunct Instructor.

“Red” rating - a red rating in any of the four Quality Teaching areas will result in the faculty member being dropped from the faculty pool. They will not be credentialed as an Adjunct Instructor.

# QUALITY TEACHING MENTORING PROCESS (QTMP) FACULTY EVALUATION



*Faculty understands subject, students, and classroom. Adds depth & breadth to student learning beyond the course materials or prepared content. Demonstrates expertise in subject matter, lifelong learning, good teaching, and technology skills. Models passion for teaching and learning subject matter. Focus is on continually mastering their own skills and knowledge.*

**Subject Matter**

Highly knowledgeable in their subject area and continually learning new ideas or skills

**Technological**

Uses technology and other learning tools to be more effective in teaching and to better engage students

**Methodological**

Understands different ways learning; utilizes effective teaching tools and instructional skills appropriate to each

	Mid-Course Evaluation	Final Evaluation	COMMENTS	RECOMMENDED ACTIONS
<b>CRITERIA</b>				
Appropriately answered student questions or clarified topics.				
Demonstrated scholarly competence in providing feedback, giving instruction, and grading rigor.				
Demonstrated good grammar and spelling, and proper APA formatting.				
Used learning technology and tools in an engaging and effective way.				
Utilized effective teaching strategies and instructional skills appropriate to the students and context of this particular class.				
COMPETENCE goals from the Personal Teaching Profile were appropriately implemented.				
<b>Overall Competence Rating (0 to 3)</b>				

# QUALITY TEACHING MENTORING PROCESS (QTMP) FACULTY EVALUATION



*Faculty is compassionate and concerned for life issues or circumstances, learning goals, and academic performance of students. Sensitive to needs of learners and able to be flexible in dealing with timelines, performance, and conflict. Values students as people beyond the course-work. Focus is on the end result of the student's growth as a whole person.*

<b>Student Needs</b>	Shows concern for student needs and life circumstances
<b>Academic Performance</b>	Helps students accomplish individual and program learning outcomes and reach their academic potential
<b>Spiritual Life</b>	Concerned for and helps nurture student's spiritual growth in their walk with God

	Mid-Course Evaluation	Final Evaluation	COMMENTS	RECOMMENDED ACTIONS
<b>CRITERIA</b>				
Showed personal interest in and sensitivity to the students.				
Demonstrated spiritual support for or encouragement of students.				
Promoted a positive learning environment for all students.				
Showed the appropriate level of grace, flexibility, or firmness where needed, depending on the situation.				
Encouraged students in their learning journey				
CARING goals from the Personal Teaching Profile were appropriately implemented.				
<b>Overall CARING Rating (0 to 3)</b>				

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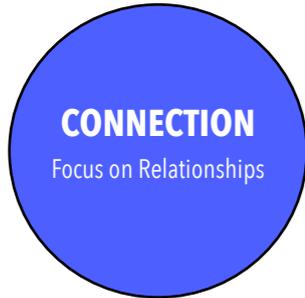


*Faculty demonstrates commitment to mission of the university and to helping students grow academically and spiritually within a robust biblical worldview. Upholds program policies and best practices while demonstrating initiative & creativity in the teaching vocation. Focus is on the profession of teaching as a calling for the transformation of lives.*

- Mission Priority**                      Committed to advancing the University's mission and cultivating a biblical, Christian worldview
- Creative Initiative**                Takes ownership of teaching and classroom and demonstrates intrinsic motivation for professionalism, excellence, and creativity
- Institutional Processes**           Appreciates and abides by institutional processes and policies that support student success, retention, and engagement

	Mid-Course Evaluation	Final Evaluation	COMMENTS	RECOMMENDED ACTIONS
<b>CRITERIA</b>				
Personally communicated the classroom, grading, and participation expectations to students.				
Communicated and enforced OKWU policies (Such as, attendance, late assignment submission, discussion forum, netiquette, etc.)				
Integrated personal faith and biblical worldview in the course interaction and/or content.				
Provided feedback, used rubrics, and posted grades in an appropriate and timely manner.				
Addressed course issues or made recommendations for revisions, where appropriate.				
COMMITMENT goals from the Personal Teaching Profile were appropriately implemented.				
<b>Overall COMMITMENT Rating (0 to 3)</b>				

# QUALITY TEACHING MENTORING PROCESS (QTMP) FACULTY EVALUATION



*Faculty meaningfully engages with students and is noticeably connected to all aspects of the classroom experience. Provides useful feedback & direction, challenges & motivates students, and manages classroom issues through timely and personal communication. Faculty's personality, passions, and unique skillset comes through. Focus is on the relationships with students and colleagues.*

**Active Engagement**

Engages and interacts with students in a variety of meaningful ways or times and is responsive and accessible

**Personalized Classroom**

Works to go beyond the basic shell of course to make it their own, suited to their passions, interests, expertise, and teaching skills

**Mentor Modeling**

Models scholarship, critical / reflective thinking, worldview integration, and holistic learning for students

	Mid-Course Evaluation	Final Evaluation	COMMENTS	RECOMMENDED ACTIONS
<b>CRITERIA</b>				
Maintained presence and engaged with students at appropriate intervals throughout the week.				
Responded to questions and emails within 24 hours.				
Modeled a rigorous but positive and encouraging learning environment through personal interactions.				
Helped to direct and guide students in their work tasks, including individual or learning team tasks as needed.				
Provided additional resources to enhance the students' experience (YouTube videos, Excel examples, lecture notes, devotionals).				
CONNECTION goals from the Personal Teaching Profile were appropriately implemented				
<b>Overall CONNECTION Rating (0 to 3)</b>				