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## **Cégep Heritage College Procedure # P31.1 Concerning New Regular Education Teacher Evaluation**

(This procedure is to be used in conjunction with Policy #15 concerning Faculty Evaluation)

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**Subject:** Procedures relating to the evaluation of new teachers

**Administrator:** Associate Academic Dean and Director of Human Resources

**Issuing Service:** Academic Services and Human Resources

**Coming into Force:** April 18, 2013

**Revised:**

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### **Purpose**

The purpose of this document is to establish a clear process on how to evaluate new teachers<sup>1</sup>.

### **Application**

These procedures apply to all new teachers at Cégep Heritage College as defined in Policy #15 Concerning Faculty Evaluation.

### **Procedures**

#### **1. Scheduling**

- a. Before the beginning of classes, the Associate Academic Dean will identify all new teachers and related courses requiring an evaluation during the semester;
- b. The Associate Academic Dean will send the list of new teachers along with the list of courses to be evaluated to the appropriate Department Coordinator. The Department Coordinator, in consultation with the department, will decide on the evaluation team members for each new teacher to be evaluated. The Evaluation Team consists of two faculty members. Ideally each faculty member on the evaluation team will be tenured, have the knowledge of the discipline, and have taught the course(s) in the past. The Associate Academic Dean sits as ex officio member of the team;
- c. One member of the evaluation team will be designated as the lead. If the Department Coordinator is a member of the evaluation team, he/she will assume this role. If not, the lead will be responsible for communicating with the coordinator throughout the evaluation process;

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<sup>1</sup> See the Glossary at the end of this document for definitions of frequently-used terms.

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- d. After timetables have been made available and before the beginning of classes, the evaluation team will meet with the new teacher to establish the evaluation schedule for the semester. At this meeting, dates and times will be agreed upon for the classroom observation visits, the completion of the student course questionnaire and the peer debriefing interview. Copies of the tools to be used will be shared with the teacher (ex. could be made available via public folders);
- e. The Evaluation Team lead will forward the evaluation schedule to the teacher and the Department Coordinator;
- f. The Department Coordinator will forward the evaluation schedule to the Associate Academic Dean and will keep the Associate Academic Dean informed of any changes;
- g. At any time during the semester, the teacher or the evaluation team may request that an evaluation activity be rescheduled as long as it falls within the time frame indicated in the New Teacher Evaluation Schedule included in Appendix I of this document.

### **2. Classroom Observation Visits**

- a. The classroom visits will be divided among the evaluation team members. Each team member must visit at least one class;
- b. The evaluator will arrive at the classroom on the agreed upon date and time before the class begins and will sit at the back of the classroom;
- c. The evaluator will meet with the teacher as soon as possible after the class for an informal debriefing;
- d. The teacher may request a second visit within two weeks in the case of an atypical class. This subsequent evaluation will be used as the official visit;
- e. The evaluator will write up the results of the visit including any suggestions or recommendations for improvement using the "Classroom Observation Form";
- f. The evaluator will meet with the teacher to review the classroom visit and the comments and recommendations on the completed "Classroom Observation Form";
- g. The teacher may add comments on the form;
- h. The evaluator and the teacher will both sign the form.

### **3. Student Questionnaires**

As part of the teacher's evaluation process, the student questionnaire to be used will either be printed or be available electronically and will include the following:

- a. Five (5) College questions which are mandatory;
- b. Any number of questions selected by the Department from the bank of questions provided or questions developed by the Department;

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- c. Optionally, questions added by the Evaluation Team and/or by the teacher being evaluated.

On the scheduled day, the questionnaires will be distributed to the students either on paper or electronically while respecting the following recommendations:

- The teacher should not be present in the room while the students are completing the questionnaires;
- The students will be given instructions to be constructive and considerate in completing the questionnaires.

### **3.1 Paper Questionnaires**

- a. The teacher will leave the classroom ten or fifteen minutes before the end of a class and a member of the evaluation team will distribute the questionnaires.
- b. The students will complete the questionnaires while the peer evaluator is in the classroom and hand the completed questionnaires in to the evaluator as they leave the classroom.
- c. The peer evaluator will place the completed questionnaires in a sealed envelope and date and sign it.
- d. The Peer Evaluator will deliver the sealed envelope to the Evaluation Team Lead.
- e. The results of the questionnaire will be transcribed by the Evaluation Team Member(s) using the Student Questionnaire Summary Form.
- f. The teacher must never see original completed paper questionnaires.

### **3.2 Electronic Questionnaires**

**One of** the following mechanisms will be used to distribute an electronic questionnaire:

- a. Ten or fifteen minutes before the end of a class, the evaluator will move the students to a computer lab and instruct the students on how to log in and complete the questionnaires. The evaluator will stay in the room with the students until they have completed the questionnaires.
- b. The teacher will send an electronic message to all of the students in the class with a link to the questionnaire and request that they complete the questionnaire by a given date and time. A follow-up reminder electronic message may be necessary.
- c. The teacher will put a link to the questionnaire on Moodle with instructions to complete the questionnaire by a given time and date.

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### **4. Self-Evaluation**

- a. The summary results of the student questionnaires will be provided to the teacher prior to the completion of the New Teacher Self-Evaluation Form so that the teacher may respond to the summary results.
- b. The teacher will complete the New Teacher Self-Evaluation Form and will submit it to the team lead.

### **5. Assessment of Course Materials**

- a. The teacher will provide the evaluation team with sample copies of course material (could include samples of class notes, exercises, assignments, labs and tests), before the peer debriefing interview.
- b. The teacher may also be asked to submit copies of marked student work to the evaluation team.
- c. The evaluation team will review the material and ensure that:
  - it addresses the course competencies and objectives; and
  - the marking scheme and the format of the work required from students are consistent with departmental norms and standards.
- d. The evaluation team will review the work assigned to students paying particular attention that the following are appropriate to the course and to the students' abilities:
  - the volume of work required from the students;
  - the difficulty level of the work;
  - The expectations of the quality of work.

The evaluation team lead will record the results of the course material assessment on the Peer Evaluation Form.

### **6. Peer Debriefing Interview**

#### **6.1. Prior to the peer debriefing interview with the teacher**

- a. The Peer Evaluation Form must be completed;
- b. The members of the evaluation team will decide on the rehiring recommendation and whether or not a subsequent evaluation is required.
- c. The Evaluation Team Lead will document the recommendations on the New Teacher Evaluation Summary Form;
- d. The evaluation team will meet with the teacher to review the Peer Evaluation Form;
- e. If this is not the first evaluation for a teacher, the goals and recommendations (i.e. development plan) from the most recent previous evaluation will be reviewed and compared with the results of the current evaluation;

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- f. The members of the evaluation team will summarize the areas of strength and areas that need improvement that were identified through the various evaluation tools.

### **6.2 At the meeting**

- a. The members of the evaluation team will provide the teacher with suggestions on how to improve and set goals for improvement.
- b. The evaluation team will inform the teacher of the recommendation that will be made to the Associate Academic Dean.

### **6.3 After the meeting**

- a. The Evaluation Team lead will update if necessary the results of the meeting on the Peer Evaluation form and on the New Teacher Evaluation Summary form and forward it to the teacher within (1) one week of the meeting.
- b. The teacher may provide written comments in response to the review on the Peer Evaluation form and on the New Teacher Evaluation Summary form.
- c. The members of the evaluation team and the teacher will sign and date the completed Peer Evaluation form and the New Teacher Evaluation Summary form.
- d. The lead teacher on the evaluation team will send the New Teacher evaluation summary form to the Department Coordinator who will forward a copy to the Associate Academic Dean.

## **7. Development Plan**

- a. Following a recommendation for re-evaluation, the teacher, in consultation with the Evaluation Team and the Associate Academic Dean, will prepare a development plan based on the recommendations made in the evaluation summary. The teacher will submit the development plan to the evaluation team for approval;
- b. The Evaluation Team Lead will forward the development plan to the Department Coordinator;
- c. The Department Coordinator will submit the development plan to the Associate Academic Dean;
- d. Follow-up of the development plan will be covered during a subsequent evaluation.

## **8. Disposal and Archiving of documentation**

- a. The teacher will receive a copy of all pertinent information used during the evaluation process (e.g. forms and summary of results);
- b. The department is responsible for archiving the documentation gathered during the teacher evaluation process and for maintaining it in a secure place accessible only to the Department Coordinator;

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- c. The summary results will be kept in the employee's Human Resources dossier.

### **9. Roles and Responsibilities**

#### **9.1 Board of Governors**

The Board approves the present procedure and any revisions thereto.

#### **9.2 Director General**

The Director General oversees the application of the present procedure.

#### **9.3 Academic Dean**

The Academic Dean is responsible for the application of the present procedure.

#### **9.4 Director of Human Resources**

The Director of Human Resources receives all evaluation results in the event of a recommendation for removal of priority. The Director of Human Resources also informs any teacher of her/his non-renewal by the date established within the current collective agreement and maintains all evaluation summaries in the confidential employee file.

#### **9.5 Associate Academic Dean**

The Associate Academic Dean is responsible for the implementation of the present procedure.

The Associate Academic Dean is specifically responsible for the following:

- a. establishes the list of faculty to be evaluated each semester;
- b. ensures that the teachers being evaluated are informed in writing by the first day of classes of the semester;
- c. receives the summary of the teacher evaluation results;
- d. if applicable, the Associate Academic Dean assists new teachers in preparing a development plan in consultation with the evaluation team following the initial evaluation;
- e. assists the Director of Human Resources in all aspects related to the non-renewal of a teacher.

#### **9.6 Department Coordinator**

The Department Coordinator is responsible for the following:

- a. in consultation with the department, appoints an evaluation team for the new teacher;
- b. receives a copy of the evaluation summary for the new teacher from the evaluation team;

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- c. forwards the evaluation summary to the Associate Academic Dean no later than November 30 for the fall semester or April 30 for the winter semester;
- d. is present during the meeting organized by the College to inform the faculty concerned of the College's decision to remove his or her job priority following an unsatisfactory evaluation.
- e. assists the Associate Academic Dean in the follow-up of the development plan for new teachers.

### **9.7 Department**

The Department is responsible for selecting the questions on Part II of the Student Questionnaire Form (additional questions) and for choosing the means of evaluation (paper or electronic version).

### **9.8 Evaluation Team for New Teachers**

The Evaluation Team is responsible for the following:

- a. meets with the teacher to be evaluated at the beginning of the semester to set the schedule of evaluation activities;
- b. conducts classroom visits and documents the results, reviews course material and documents the findings, and conducts peer interviews with the teacher to provide feedback and suggestions;
- c. completes the peer interview form and the New Teacher Summary Form and provides the teacher with written copies of all evaluation documentation;
- d. if required, assists the teacher in preparing a development plan based on the results of the evaluation;
- e. forwards the New Teacher Evaluation Summary Form to the Department Coordinator no later than November 30 for the fall semester or April 30 for the winter semester.

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### **9.9 Teacher**

A new teacher who is being evaluated is responsible for the following:

- a. submits required documents to the evaluation team when requested and must meet with the evaluation team for the peer interview;
- b. may request a second meeting with the evaluation team to discuss or respond to the evaluation. The teacher has up to ten (10) working days following the meeting with the evaluation team to send a written response. This response will be included in the final evaluation summary;
- c. if required, prepares and commits to following a development plan.

### **9.10 Quality Education Advisory Committee**

The Quality Education Advisory Committee develops and approves all evaluation instruments. The Committee also advises on the coordination of the various departments and services involved with issues of teacher evaluation and professional assistance.

### **9.11 Students**

Students are responsible to complete course evaluations in a fair and honest manner.

## **10. Revision**

The present procedure will be reviewed at least every five (5) years, and revised when deemed necessary.



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### Glossary

- New Teacher:** A teacher who has less than one and a half (1.5) years of seniority and who has never held a full-time teaching load equivalent to at least 0.50 full-time equivalent(FTE) per year for two (2) consecutive contract years..
- Evaluation Team:** Consists of two (2) faculty members. Ideally each faculty team member will be tenured, have knowledge of the discipline, and have taught the course(s) in the past. The Associate Academic Dean sits as an *ex officio* member of the team. In the case where no faculty member with knowledge of the discipline is available, a faculty member from a similar discipline may be invited to participate.
- Evaluation Team Lead:** Teacher member of the Evaluation Team who has been designated as the Evaluation Team Lead.
- Quality of Education Advisory Committee:** Advisory committee to the Academic Dean on the implementation, application and revision of Policy 15 Concerning the Evaluation of Faculty. This committee is composed of the Academic Dean, the Director of Human Resources, the Associate Academic Dean, Director of Continuing Education and three seasoned faculty members, one from each: Career Programs, General Education Departments, and Pre-University Programs.

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### **Related Documents**

This document is to be used in conjunction with <sup>2</sup>:

- Cégep Heritage College Policy #15 Concerning Evaluation of Faculty
- Cégep Heritage College Policy #3 Concerning the Personnel Management
- Cégep Heritage College Policy #10 Concerning Human Resources
- Cégep Heritage College Policy #11 Concerning Professional Development for Employees.
- Cégep Heritage College Procedure # 31.2 Concerning Seasoned Teacher Evaluation
- Cégep Heritage College Procedure # 31.3 Concerning Continuing Education Teacher Evaluation
- Classroom Observation Form
- Student Questionnaire Form
- Student Questionnaire Summary Form
- New Teacher Self-Evaluation Form
- New Teacher - Peer Evaluation Form
- New Teacher Evaluation Summary Form

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<sup>2</sup> All of the related documents can be obtained from Human Resources

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### Appendix 1

<b>New Teacher Evaluation Schedule</b>			
<b>When</b>	<b>Who</b>	<b>Activity</b>	<b>Document</b>
<b>Before the start of classes</b>	Associate Academic Dean	Identify new teachers and courses requiring evaluation	
	Department coordinator	Appoint members of the evaluation team and designate the Team Lead	
	Evaluation team and teacher	Set schedule for all evaluation activities during the semester	
	Team Lead	Forward by e-mail the evaluation schedule to the Department Coordinator.	
	Department Coordinator	Forward the evaluation schedule to the Associate Academic Dean	
<b>One third of the way through the course</b>	Course Evaluator	Perform classroom visit for all selected courses	Classroom Observation Form
	Course Evaluator	Meet with the teacher as soon as possible to provide informal feedback	
	Course Evaluator	Complete the Classroom Observation Form	Classroom Observation Form
	Course Evaluator	Meet with the teacher to review and to sign the Classroom Observation Form	Classroom Observation Form
	Evaluation Team or Teacher	Distribute Student questionnaires (paper or electronic version) as described at item no. 3 <i>Student Questionnaires</i> for all selected courses	Student Questionnaire Form
	Evaluation Team	Collate the questionnaire if electronic version not used.	Student Questionnaire Summary Form
	Evaluation Team	Provide copy of the Student Questionnaire Summary Form to the teacher.	Student Questionnaire Summary Form

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	Teacher	Complete self-evaluation	New Teacher Self-Evaluation Form
	Teacher	Submit requested course material for all selected courses to the evaluation team	
<b>Within two weeks of the classroom visits and completion of student questionnaires</b>	Evaluation Team Lead	Complete Peer Evaluation Form	New Teacher -Peer Evaluation Form
	Evaluation team	Complete the New Teacher Evaluation Summary Form	New Teacher Evaluation Summary Form
	Evaluation team and teacher	Peer Debriefing Interview	New Teacher -Peer Evaluation Form
	Evaluation Team and Teacher	Signs the completed New Teacher Evaluation Summary Form	New Teacher Evaluation Summary Form
	Evaluation Team Lead	Sends the New Teacher Evaluation Summary Form to the Department Coordinator	New Teacher Evaluation Summary Form
	Department Coordinator	Submit New Teacher Evaluation Summary Form to the Associate Academic Dean	New Teacher Evaluation Summary Form
<b>By the end of week 13 if a second evaluation is required</b>	Course Evaluator	Perform second Classroom visit for courses requiring subsequent evaluation	Classroom Observation Form
	Course Evaluator	Meet with the teacher as soon as possible to provide informal feedback.	
	Course Evaluator	Complete the Classroom Observation Form	Classroom Observation Form
	Course Evaluator	Meet with the teacher to review and sign the Classroom Observation Form.	
	Evaluation Team or Teacher	Distribute student questionnaires (paper or electronic version) as describe at item no.3 <i>Student Questionnaires</i> for all courses requiring a subsequent evaluation.	Student Questionnaire Form

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	Evaluation Team	Collate the questionnaire if electronic version not used.	Student Questionnaire Summary Form
	Evaluation Team	Provide copy of Student Questionnaire Summary Form to the Teacher.	Student Questionnaire Summary Form
	Teacher	Complete self-evaluation for all courses requiring a subsequent evaluation	New Teacher Self-Evaluation Form
	Teacher	Submit requested course material for courses requiring a subsequent evaluation.	
<b>By the end of week 14 if a second evaluation is required</b>	Evaluation Team	Complete New Teacher evaluation summary Form	New Teacher Evaluation Summary Form
	Evaluation Team and Teacher	Peer Debriefing Interview for all courses requiring subsequent evaluation	New Teacher -Peer evaluation-Form
	Evaluation Team and Teacher	Signs the completed New Teacher Evaluation Summary Form	New Teacher Evaluation Summary Form
	Evaluation Team Lead	Sends the New Teacher Evaluation Summary Form to the Department Coordinator	New Teacher Evaluation Summary Form
	Department Coordinator	Submit completed New Teacher Evaluation Summary Form to the Associate Academic Dean	New Teacher Evaluation Summary Form

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<b>By the end of semester</b>	Teacher	If a recommendation for re-evaluation is made, the teacher in consultation with The Evaluation Team and the Associate Academic Dean, prepare a development plan based on the recommendations in the evaluation summary.	
	Teacher	If applicable, forward the completed Development Plan to the Evaluation Team for approval.	
	Evaluation Team Lead	Forwards the Development Plan to the Department Coordinator.	
	Department Coordinator	Submit the development plan to the Associate Academic Dean.	