



College of Science, Technology and Applied Arts of Trinidad and Tobago

DIVISION OF ACADEMIC AFFAIRS

PERFORMANCE APPRAISAL FORM – CLINICAL INSTRUCTOR

The Performance Appraisal Form is intended to guide the supervisor and part-time faculty member in discussing the nature of the part-time faculty member's job, agreed upon goals for the coming review period, and the faculty member's job performance during the past review period. The annual evaluation is one component of performance management, which includes ongoing feedback, coaching, and development. The appraisal form comprises six (6) sections:

Section I reviews the clinical instructor's performance relative to functional level competencies.

Section II assesses the clinical instructor's performance relative to the academic core competencies.

Section III summary of student evaluations

Section IV presents a summary of overall performance.

Section V identifies goals and future directions.

Section VI captures the clinical instructor's comments.

| | |
|-------------------------------|--|
| Name of Employee: | |
| Position Title: | |
| Department: | |
| Division: | |
| Current Contract Term: | |
| Period of Review: | |
| Supervisor: | |
| Date of Evaluation: | |

SECTION 1 – FUNCTIONAL COMPETENCIES OF THE CLINICAL INSTRUCTOR

Rate each of the faculty member's behaviours relative to the rating below. Please refer to the Academic Competency Profile to guide your scoring on each level of this scale:

- 3 = Outstanding Behaviours
- 2 = Above Expectations Behaviours
- 1 = Basic/Expected Behaviours

To determine total score in this section, calculate the subtotal for each section upon completion of each rating. Divide the subtotal score by 114 and then multiply this score by the standard weight score – 0.5. As an example, should an employee achieve a sub total score of 99, the calculation should be as follows $99 / 114 * 0.5 = 0.43$. The score 0.43 represents the final score for Section I.

1. KNOWLEDGE OF THE DISCIPLINE

| Key Behaviour Indicators | Rating |
|---|--------|
| a. discusses/describes processes and practices that clearly relate to outcomes; | |
| b. undertakes strategies to keep current in the practice of the discipline; | |
| c. relates practice to theory learnt; | |

| | |
|--|------------|
| d. offers explanations for approach to practice. | |
| SUB-TOTAL | /12 |

| 2. STUDENT LEARNING AND ENGAGEMENT | |
|--|---------------|
| Key Behaviour Indicators | Rating |
| a. demonstrates and oversees implementation of methods and techniques; | |
| b. creates positive feeling for engagement in the clinical process; | |
| c. piques students' interest - uses clinical methods and tools creatively and effectively; | |
| d. shows clear learner-centeredness in plans and activities for clinical engagement; | |
| e. provides timely and meaningful feedback on student clinical performance. | |
| SUB-TOTAL | /15 |

| 3. CREATION OF LEARNING ENVIRONMENTS | |
|--|---------------|
| Key Behaviour Indicators | Rating |
| a. uses approved clinical handbook with appropriate content and outcomes to develop clinical teaching plans; | |
| b. aligns opportunities in the clinical setting to learning outcomes; | |
| c. maintains a comfortable learning environment in which students and instructor show respect for one another; | |
| d. encourages students to respect and value other professionals of the health team; | |
| e. encourages student discourse on clinical processes and procedures; | |
| SUB-TOTAL | /15 |

| 4. STUDENT ASSESSMENT | |
|---|---------------|
| Key Behaviour Indicators | Rating |
| a. uses appropriate practical assessment methods – developmental (formative) and summative; | |
| b. employs the use of approved rubrics to ensure validity and reliability of assessments; | |
| c. provides timely and meaningful feedback on all aspects of student performance | |
| SUB-TOTAL | /9 |

| 5. USE OF FEEDBACK | |
|--|---------------|
| Key Behaviour Indicators | Rating |
| a. uses feedback to identify student learning gaps; | |
| b. provides a variety of feedback to ensure appropriate learning occurs; | |
| c. provides timely and meaningful feedback on student performance. | |
| SUB-TOTAL | /9 |

| 6. ADMINISTRATION/CLASS ADMINISTRATION | |
|---|---------------|
| Key Behaviour Indicators | Rating |
| a. adheres to guidelines and deadlines for submission of all clinical records related to students' clinical experiences; | |
| b. consistently records students' attendance; | |
| c. notes students' regularity and punctuality and other signs of student stress/distress. | |
| d. adheres to deadlines for submission of all records on own attendance in the clinical setting, and the timely submission of any/all such records. | |

| | |
|------------------|------------|
| SUB-TOTAL | /12 |
|------------------|------------|

| | |
|---|---------------|
| 7. RESEARCH | |
| Key Behaviour Indicators | Rating |
| a. demonstrates a scholarly approach to professional practice; | |
| b. collects and uses student data including enrollment, attendance, performance to make decisions about improving practice; | |
| c. participates in professional development workshops and or training sessions. | |
| SUB-TOTAL | /9 |
| SECTION I TOTAL | /81 |

Evidence/Comments: (Evidence may be sourced from documents, toolbox, portfolio and so on and must clearly support (provide a rationale for) the ratings provided.)

| | | |
|---|---|---|
| FINAL SCORE SECTION I (ADD RATINGS FROM COMPETENCY 1, 2, 3, 4, 5, * UbX + L) | DIVIDE THIS SCORE BY %, THEN MULTIPLY BY WEIGHT SCORE OF 0.6 | WEIGHTED SCORE FOR FUNCTIONAL COMPETENCY ACHIEVEMENT (Max Score =0.60) |
| | | |

SECTION II – RATING OF PERFORMANCE AGAINST CORE COMPETENCY REQUIREMENTS

Using the following performance levels, check the box to the right of the number which best describes the employee's performance. A space is provided for comments about applicable accomplishments, achievement of goals and developmental concerns/needs. The inclusion of specific examples and observations is recommended. If a factor does not apply, please enter N/A in one of the boxes.

3 - Outstanding Behaviours: Contributions and high quality of work are widely recognized. The majority of performance outcomes routinely and consistently exceed defined expectations, producing important and impactful results for the department and/or College through planning, execution and creativity. Projects and objectives are completed in a manner that expands the scope and impact of the assignment.

2 - Above Expectations Behaviours: The staff member is successful in performing the majority of job responsibilities and makes a solid, reliable and meaningful contribution to the department and/or College. Performance is competent, efficient and effective along established expectations. Initiative, resourcefulness and good judgment are consistently exercised.

1- Basic Behaviours: While the staff member's performance is effective in some areas, there are other areas in which performance is inconsistent and/or falls below established expectations.

To determine the total score for Section II, calculate the subtotal for each competency area. Upon completion of each rating. Divide the subtotal score by 81 and then multiple this score by the standard weight score – 0.2.

| 1. EXEMPLARY PROFESSIONAL AND ETHICAL BEHAVIOURS: | |
|--|---------------|
| Key Behaviour Indicators | Rating |
| a. consistently demonstrates exemplary and upstanding behaviours that undergird professionalism, including ethical and appropriate moral behaviours; | |
| b. treats objectively and in a non-discriminatory manner with colleagues and students; | |
| c. usually makes self available to students as necessary. | |
| SUB-TOTAL | /9 |

| 2. COMMUNICATION SKILLS | |
|--|---------------|
| Key Behaviour Indicators | Rating |
| a. orally shares relevant information with appropriate constituencies in a timely and effective manner; | |
| b. consistently responds appropriately to oral directives, instructions and information; | |
| c. listens to others with the intent to understand. | |
| d. generally shares in writing relevant information with appropriate constituencies in a timely and effective manner | |
| e. consistently responds appropriately to written directives; | |
| f. expresses oneself clearly in writing. | |
| SUB-TOTAL | /18 |

| 3. INTERPERSONAL SKILLS | |
|---|---------------|
| Key Behaviour Indicators | Rating |
| a. consistently cooperative, considerate and tactful in dealing with students, co-workers and the public. | |
| SUB-TOTAL | /3 |

| 4. TEAM WORK | |
|--|---------------|
| Key Behaviour Indicators | Rating |
| a. cooperates and collaborates with colleagues as appropriate; | |
| b. works in partnership with others; builds and maintains good relationships with peers, other staff and students; | |
| c. delivers on commitments to team/College | |
| SUB-TOTAL | /9 |

| 5. PROBLEM SOLVING SKILLS: | |
|--|---------------|
| Key Behaviour Indicators | Rating |
| a. anticipates problems and may attempt solutions; | |
| b. involves others in seeking innovative simple solutions; | |
| c. conducts appropriate analyses; | |
| d. searches for best solutions that accrue benefits and minimizes costs, within and/ or outside the classroom; | |
| e. generally applies appropriate levels of analysis to problems. | |
| SUB-TOTAL | /15 |

| 6. DECISION MAKING SKILLS | |
|--|---------------|
| Key Behaviour Indicators | Rating |
| a. generally follows appropriate methods and strategies in making decisions; | |

b. makes the right decision in most instances.

SUB-TOTAL

/6

7. ACHIEVEMENT FOCUS

Key Behaviour Indicators

Rating

a. assumes responsibility for one's performance and the correctness of one's interventions;

b. recognizes opportunities and acts efficiently at the appropriate moment and within the given deadlines.

SUB-TOTAL

/6

8. LEADERSHIP

Key Behaviour Indicators

Rating

a. demonstrates understanding of and supports institutional goals.

b. provides direction and guidance to students and academic staff

c. encourages cooperation between and among team members to obtain objectives

SUB-TOTAL/9

9. SERVICE TO THE COLLEGE

Key Behaviour Indicators

Rating

a. overtly and consciously demonstrates ability to provide quality service to students and staff.

b. demonstrates understanding of the needs of students and staff, responds promptly to, and is accessible to them;

SUB-TOTAL

/6**SECTION II TOTAL**

/+8/

SUB-TOTAL

Evidence/Comments: *(Evidence may be sourced from documents, toolbox, portfolio and so on and must clearly support (provide a rationale for) the ratings provided.)*

FINAL SCORE SECTION II
(ADD RATINGS FROM
COMPETENCIES 1 TO 9)

**DIVIDE THIS SCORE BY '+& , THEN
MULTIPLY BY WEIGHT SCORE OF
0.2.**

FINAL WEIGHTED SCORE FOR CORE COMPETENCIES (Max. Score = 0.2)

SECTION III – SUMMARY OF STUDENT EVALUATIONS

In this section, rate the performance of faculty on the perception of his/her students on four of the most critical job goals or projects assigned during the period of review. Use the following scale to rate goal achievement:

4- **OUTSTANDING** -Demonstrated outstanding achievement in performance standard expectations and goals for all course.

3- **ACHIEVED MORE THAN EXPECTED**- Exceeded performance standard expectations and goals consistently throughout across all courses

2- **ACHIEVED EXPECTATIONS AND/OR RESULTS**- Achieved performance standard expectations and goals consistently throughout all courses

1 - **PARTIALLY ACHIEVED EXPECTATIONS AND/OR RESULTS** Achieved some but not all performance standard expectations and goals. There is need for improvement in some areas of performance.

0 - **DID NOT ACHIEVE EXPECTATIONS AND/OR RESULTS** - Did not achieve performance standard expectations and goals across all courses

Total score for Section III, *is dependent on the number of courses* with which the part-time faculty member was tasked. The norm is three (3) courses per semester. Please add the average student ratings and divide by the maximum total score (30). Multiply the total score for the section by 0.2. As an example, should the faculty member's scores for two semesters were respectively 4.2, 3.5, 2.8, 3.4, 4.9 and 4.2, the total score would be 23.0 out of 30. Divide 23.0 by 30 and multiply by 0.2 to obtain the weighted score. In this case it is 0.15. The score for Section III is 0.15

ANNUAL STUDENT EVALUATION RATINGS

| NO. | CRN (CLINICAL COURSE) | COURSE TITLE (Example: Community Health) | AVERAGE STUDENT RATING (5) |
|---|-----------------------------|---|-------------------------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| SUB-TOTAL | | | |
| SECTION III TOTAL (only if 6 courses taught) | | | /30 |

| FINAL SCORE SECTION == (ADD RATINGS FOR COURSES 1 TO 6) | DIVIDE THIS SCORE BY 30, THEN MULTIPLY BY WEIGHT SCORE OF 0.2. | FINAL WEIGHTED SCORE FOR STUDENT EVALUATION (Max. Score = 0.2) |
|---|--|--|
| | | |

SECTION IV – SUMMARY OF OVERALL PERFORMANCE - *Instructions: Insert any comments on performance or achievements within the last review period.*

GENERAL COMMENTS:

KEY ACCOMPLISHMENTS:

PROFESSIONAL DEVELOPMENT ACTIVITIES OR CERTIFICATION ACQUIRED DURING PERIOD UNDER REVIEW:

SECTION V – GOALS AND FUTURE DIRECTIONS - *Instructions - Supervisor discusses development opportunities, training recommendations, future goals and expectations, and any action plans*

| Goal | Timeframe and Targeted Completion Date | Resources Required |
|------|--|--------------------|
| | | |
| | | |
| | | |
| | | |

SECTION VI – CLINICAL INSTRUCTOR’S COMMENTS

Scoring Weights: Functional 60%(0.60); Core 20%(0.20); Student Evaluations 20% (0.20)

TABULATION OF SCORES

Calculate the scores received in Section 1, 2 and 3 to select the total score below.

Outstanding **0.90 – 1.00** (90-100%)

Very Good **0.70 – 0.89** (70-89%)

Good **0.56 – 0.69** (56-69%)

Fair **0.40 – 0.55** (40-55%)

Unsatisfactory **Under 0.40** (Under 40%)

Final Weighted Score

| SIGNATURES FOR ANNUAL PERFORMANCE APPRAISAL | | | |
|--|--|---|--|
| Supervisor: | | Date: | |
| Date of Annual Performance Appraisal Review Session with Employee: | | | |
| <u>Employee Acknowledgement:</u> I understand my signature below indicates: that I have received this annual performance appraisal, that my signature does not necessarily imply my agreement with the ratings given or the comments included, and that if I choose, I may write a response to include with this appraisal document. | | Check here if you are attaching comments/evidence. | |
| Employee: | | Date: | |