POLICY No. 13

TEACHING EVALUATION POLICY

NOTES

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FORWARD

This policy aims to ensure the quality of teaching at TAV College. Through the Institutional Policy for the Evaluation of Student Achievement (IPESA),

> TAV College seeks to ensure quality, fairness and equivalence in the evaluation of student achievement. Student achievement takes place in an academic context and, when it meets the learning objectives of a course, it may lead to the granting of grades.[1]

Since assessment of student learning plays such an important role in the learning and teaching process, the College wants this policy to reflect its Educational Project. Indeed, the College:

> is a multicultural institution of higher education that welcomes students from diverse backgrounds. A large proportion of its students, mostly adult, originates from immigration or is returning to school after a long absence. Given these characteristics, the adapting of students within the Québec education system, their mastery of the language of instruction as well as their integration into Quebec culture are priorities for the College. In line with its mission, the College aims to help students who enroll to achieve their full potential, both in terms of knowledge and attitudes, while respecting their ethnic and cultural diversity and promoting their contribution to the development of society.[2]

Thus, ensuring consistency with this policy, the College must demonstrate fairness and accuracy towards teachers. Furthermore, in 2018, the preliminary report by the *Commission d'évaluation de l'enseignement au collégial* (CEEC) evaluating assurance quality[3] has evaluated the value of TAV's pedagogical methods and supervision of students. The CEEC has invited the College to set up and initiate a mechanism allowing TAV to rigorously evaluate the quality of the teacher's pedagogical methods and also, to provide them with feedback[4]. The College responds to this suggestion by implementing a policy aiming to evaluate teachers. And since the teaching quality is reliant on each program's sound management, the College had included in this mechanism a component aiming to evaluate program coordinators.

However, in its follow-up to the quality assurance system report completed on May 28, 2020, the CEEC indicated some shortcomings with the first version of the Policy for Evaluating Teachers and Program Coordinators. Once teachers or program coordinators request a need for professional development training, it is unclear in the Policy who handles the follow-up. Also, this policy applies only to teachers and program coordinators: no mechanism is implemented for other categories of personnel, including managers, professionals and support staff. To this end, Policy 13 has been modified and updated to ensure that follow-ups are more systematic. Furthermore, the program coordinator evaluation component has been integrated into the Human Resources Evaluation Policy since the tasks related to coordinating a program are distinct from those of teachers and should be evaluated as such. Program coordinators are now evaluated as professional staff. This policy has been renamed the Teaching Evaluation Policy.

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[1] See TAV College IPESA.
[2] See TAV College Educational Project.
[3] CEEC, *Rapport d'évaluation : évaluation de l'efficacité du système d'assurance qualité du Collège TAV*, September 2018.
[4] CEEC, *Idem*., p. 8.

A. OBJECTIVES

The Policy for Evaluating Teachers applies to all teachers taking part in students' academic achievement at TAV College. It aims to make an accurate assessment on all teaching provided by the faculty. Each member of the College community is invited to maintain an ongoing concern for improving his/her pedagogical and professional practice. Each evaluation may lead to administrative measures.

The evaluation of teachers aims to:
- Attest pedagogical competency in different teaching situations (internships, classes, laboratories, tutoring, etc.);
- Validate the quality of the material and the different pedagogical means used (PowerPoint presentations, books, data bases, etc.), and made available to students;
- Review compliance with rules, procedures, College policies, etc.

The evaluation of program coordinators aims to:
- Attest management competency (organization, sharing departmental and College information, reaction to unforeseen events, work ethic and integrity, etc.);
- Attest relational skills (availability and attendance, relationship with teachers and College, general attitude, etc.)
- Review compliance with rules, procedures, College policies, etc.

B. GOALS

The evaluation of teachers aims to:
- Promote exchanges to constantly improve the teaching quality and the College resources;
- Attest the value of the teaching and, if necessary, provide the appropriate support to the teacher;
- Remind the importance of the teacher's role and value;
- Enhance professional development.

C. INFORMATION SOURCES

For a teacher's evaluation, the process must include more than one source:
- The teacher's students;
- The program coordinator;
- The teacher being evaluated;
- The College administration;
- Another party (if needed).

D. EVALUATION PROCEDURE

The Teaching Evaluation Policy applies to all personnel members taking part in students' academic achievement at TAV College. The College may modify the evaluation procedure according to the circumstances and the needs.

1. Every year, each program coordinator must evaluate three (3) teachers, one (1) of which – if possible –is teaching for the first time at TAV College. The teachers' names must be provided to the evaluation team by week 10. The teacher being evaluated must also be notified in writing of the evaluation process.
2. For programs and departments with fewer than ten (10) teachers, the program coordinator can evaluate one (1) teacher per year. Faculty members teaching in more than one program can ask to be evaluated for all of their courses, even if the program coordinators are different.
3. Program coordinators may choose not to conduct teacher evaluations due to exceptional circumstances. However, the program coordinator must notify the evaluation team of its decision in writing and must include the reason for not following the Policy. Any changes to the evaluation process must be communicated to the evaluation team.
4. A teacher may request to be evaluated for a variety of reasons. The program coordinator may accept or deny this request.
5. A first questionnaire (Appendix 1) is completed by the students of the teacher being evaluated on the Omnivox platform. These results are analyzed by the College.
6. The second part of the evaluation is done simultaneously by the College. A self-evaluation survey is given to the teacher (Appendix 2) and another must be completed by the program coordinator (Appendix 3). These surveys are completed on the Omnivox platform.
7. For the last stage of the evaluation process, a discussion between the College and the teacher takes place following the results of the questionnaires. The teacher then receives the feedback obtained from the students' answers in the questionnaire. During this meeting, all parties can discuss these results since the main objective of this process is to foster open discussions. The follow-up form (Appendix 4) indicating that the teacher has read the evaluation must be signed at the meeting and submitted to the evaluation team.
8. The evaluation process aims to attest the teaching quality at TAV College. Results from these evaluations may lead to administrative measures.

E. RESPONSIBILITIES

The director of studies has full responsibility for all evaluation operations that concern the college community. This policy must therefore explain its principles, evaluation procedure, but also specify the roles and responsibilities of all the college bodies concerned, namely students, teachers, program coordinators, the dean of studies and the board of governors. Each entity ensures that it participates in the evaluation process with sensitivity, respect and courtesy.

Director of Studies (or his Delegate)
- Oversees the application of said policy, its update and review;
- Ensures that all evaluation activities are conducted with respect to the people and the policy;
- Interferes if either party considers the evaluation process has not been done in a respectful manner toward the entities concerned and the policy.

Evaluation team
- Oversees the application of said policy, its update and review;
- Ensures that all evaluation activities are conducted with respect to the people and the policy;
- Initiates all surveys on Omnivox as part of the teacher evaluation process;
- Reviews the results of all questionnaires;
- Meets the teacher and program coordinator after questionnaire results have been compiled;

- In the event that a teacher expresses a need for training or development following the evaluation process:
  - The teacher agrees with the program coordinator on a timeline for this request. Follow-up must be completed no later than two semesters following the evaluation. For example, if the request is made at the end of the Winter 2020 session, the training must be found, not necessarily completed, by the end of the Winter 2021 session.
  - Depending on the agreement between the program coordinator and the teacher, a member of the evaluation team may assist in the search for professional development training to support the program coordinator or teacher.
  - If a training or development activity has resulted from the evaluation process, the program coordination must notify the evaluation team in writing.

Program Coordinator
- Ensures the application of said policy;
- Selects teachers following the criteria defined by the policy;
- Completes the evaluation questionnaire for the program coordinator on Omnivox;
- Receives the evaluated teacher with the director of studies or his delegate;

Teacher
- Completes the self-evaluation questionnaire on Omnivox;
- Shares his questionnaire results with the College.

Students of the Teacher Being Evaluated
- Complete the evaluation questionnaire for the students on Omnivox.

Board of Governors
- Adopts this policy and any updated versions, if applicable, upon the recommendation of the director of studies.

QUESTIONNAIRE (ÉTUDIANTS/STUDENTS) ÉVALUATION DES ENSEIGNANTS // TEACHER EVALUATION

This questionnaire is designed to gather your perspectives on several aspects of the course to improve the quality of instruction and the program. Any comments you provide **will be anonymous.** // Ce questionnaire vise à recueillir votre point de vue sur plusieurs aspects du cours afin d'améliorer la qualité de l'enseignement et du programme. Tous les commentaires formulés seront **anonymes**.

Course/ Cours	Semester-Year / Session-Année	Teacher / Enseignant(e)

1	2	3	4	N/A
Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
Entièrement en désaccord	En désaccord	D'accord	Fortement d'accord	Ne s'applique pas

	1	2	3	4	N/A
1. Course outline was clear and well explained. // Le plan de cours était clair et bien expliqué.	◯	◯	◯	◯	◯
2. Course content respected the course outline (competencies, evaluations, workload, etc.).// Le contenu du cours respectait le plan de cours (compétences, évaluations, charge de travail, etc.)	◯	◯	◯	◯	◯
3. Proper resources (textbooks, notes, etc.) have been provided. // Des ressources pertinentes ont été fournies (manuels, notes, etc.)	◯	◯	◯	◯	◯
4. The lab component was relevant to the course. // Le travail en laboratoire était pertinent au cours.	◯	◯	◯	◯	◯
5. Material taught in class prepared you for the assessments. // Le materiel enseigné en classe vous a préparé aux évaluations.	◯	◯	◯	◯	◯
6. Formative evaluation has been used (in-class problems, exercices). // Des évaluations formatives ont été utilisées (ateliers en classe, exercices, simulations, etc.)	◯	◯	◯	◯	◯
7. Instructor demonstrated a comprehensive knowledge of subject. // L'enseignant a démontré une bonne compréhension de la matière.	◯	◯	◯	◯	◯
8. Contents were explained properly and sufficiently. // Le contenu a été expliqué correctement et suffisamment.	◯	◯	◯	◯	◯
9. Instructor provided sufficient feedback (exams, homework, etc.). // L'enseignant a fourni suffisamment de rétroaction (évaluations, devoirs, etc.).	◯	◯	◯	◯	◯
10. Students were encouraged to participate in class discussions. // Les étudiants ont été encouragés à participer en classe.	◯	◯	◯	◯	◯
11. Instructor was available and approachable (office hours, Mio, etc.). // L'enseignant était disponible et accessible (Mio, heures de bureau, etc.).	◯	◯	◯	◯	◯

	1	2	3	4	N/A
12. Instructor was punctual and respected class time. // L'enseignant était ponctuel et a respecté l'horaire du cours.	◯	◯	◯	◯	◯
13. Instructor's answers to questions were clear and satisfactory.// Les réponses de l'enseignant étaient claires et satisfaisantes.	◯	◯	◯	◯	◯
14. Methods and material used were appropriate and kept me interested. // Les méthodes d'enseignement et le matériel étaient appropriés et ont su garder mon intérêt.	◯	◯	◯	◯	◯

What comments or suggestions would you like to share with the College // Quels commentaires ou suggestions voudriez-vous partager avec le Collège.

Help us improve the College by giving us your opinion on your course's quality. // Aidez-nous à améliorer le Collège en nous donnant votre opinion sur la qualité de votre cours.

Appendix 2

Nom de l'enseignant // Teacher's name : _____

Tel qu'indiqué dans la Politique d'évaluation de l'enseignement, ce questionnaire vise à attester de la valeur de l'enseignement offert, et s'il y a lieu, fournir à l'enseignant l'aide appropriée; rappeler l'importance du rôle de l'enseignant et contribuer à sa valorisation; favoriser le développement professionnel et surtout, favoriser les échanges afin d'améliorer constamment la qualité de l'enseignement et des ressources du Collège. // As specified in the Policy for evaluating teachers and program coordinators, this questionnaire aims to ensure the quality of teaching and if needed, provide the appropriate support to the teacher; remind the importance of the teacher's role and value; enhance professional development and more mainly, promote exchanges to constantly improve the teaching quality and the College resources.

Très satisfaisant=V	Satisfaisant=S	Non satisfaisant=NS	Non évalué=N
Very Satisfactory=V	Satisfactory =S	Not Satisfactory=NS	Not evaluated=N

1. Si ce n'est pas la première fois que vous prenez part à une évaluation au Collège TAV, est-ce que vos objectifs précédents ont été atteints? //If this is not the first time you are taking part in the evaluation process at TAV College, have your previous goals been reached?

2. Stratégies et matériel pédagogiques: pertinence des ressources fournies (manuels, notes, etc.), variété des méthodes d'enseignement, etc. // Strategies and pedagogical material: relevance of resources used (books, notes, etc.), variety of teaching methods, etc.

3. Intérêt suscité: explication de la pertinence du cours dans le cheminement de l'étudiant, intérêt des étudiants, enthousiasme de l'enseignant, etc. // Level of Interest: explanation of course relevance in student's academic progress, students' interest, teacher's enthusiasm, etc.

4. Gestion de classe: encouragement des étudiants à la participation en classe // Classroom management: encouragement of students in class participation

5. Relation enseignant-élèves: disponibilité de l'enseignant pour ses étudiants (Mio, heures de bureau, etc.), accessibilité de l'enseignant (attitude générale, ouverture, etc.) // Student-teacher relationship: teachers' availability for students (MIO, office hours, etc.), general attitude and openness

6. Évaluation et rétroaction: préparation des étudiants aux évaluations, utilisation des évaluations formatives, rétroaction aux étudiants (évaluations, travaux, réponses aux questions, etc.) // Evaluations and feedback: students' preparation to evaluations, use

of formative evaluations, feedback to students (evaluations, exercices, answers to questions, etc.)

7. Organisation et clarté: respect, explication et clarté du plan de cours, explication du contenu du cours, ponctualité et respect de l'horaire du cours // Organization and clarity: Respect, explanation and clarity of course outline; explanation of course content, punctuality and respect of course schedule

8. Maîtrise de la discipline: compréhension de la matière // Knowledge of course content: understanding of subject

9. Relation enseignant-collègues //Teacher-colleague relationship

10. Respect des politiques et règlements en vigueur: PIEA, PIEP, Plan de réussite, descriptif de programme, etc. // Respect of policies and current regulations: IPESA, IPEP, Success Plan, Program description, etc.

11. Respect des règlements en vigueur: Remise du plan de cours et respect du contenu dans le plan de cours, remise de l'évaluation finale, utilisation des outils du Collège (gabarit de plan de cours, etc.) // Respect of current regulations: Course outline submission, validation submission, final evaluation submission, use of college tools (course outline template, etc.)

12. Quels commentaires ou suggestions voudriez-vous partager avec le Collège? Êtes-vous d'accord avec l'évaluation des étudiants et du Collège? // What comments or suggestions would you like to share with the College? Do you agree with the students' and the College's evaluation?

13. À la lumière de cette évaluation, selon vous, quels seraient les objectifs que vous désirez atteindre, les choses que vous aimeriez améliorer à l'avenir? S'il y a lieu, en rencontre avec le Collège, vous devrez définir les moyens à entreprendre pour atteindre ces objectifs et indiquer le délai déterminé pour les atteindre. //In light of this evaluation, what would you like to achieve, to improve in the future? If applicable, in a meeting with the College, you will need to define the means to achieve these goals and set a time frame for achieving them.

14. Dans une perspective de développement professionnel, avez-vous des besoins de formation, de perfectionnement à formuler auprès du Collège? Indiquez les besoins de formation, s'il y a lieu, puis vous établirez, en rencontre avec le Collège, la personne qui effectuera le suivi et le délai pour entamer la formation. //Do you have any training or development needs that you would like the College to know about in terms of professional development? Indicate your training needs, if any, and then, during the meeting with the College, identify the person who will do the follow-up and determine a deadline for starting the training.

Appendix 3

QUESTIONNAIRE (POUR LE COLLÈGE) : ÉVALUATION DES ENSEIGNANTS

Nom de l'enseignant // Teacher's name : _____

Tel qu'indiqué dans la Politique d'évaluation de l'enseignement, ce questionnaire vise à attester de la valeur de l'enseignement offert, et s'il y a lieu, fournir à l'enseignant l'aide appropriée; rappeler l'importance du rôle de l'enseignant et contribuer à sa valorisation; favoriser le développement professionnel et surtout, favoriser les échanges afin d'améliorer constamment la qualité de l'enseignement et des ressources du Collège. // As specified in the Policy for evaluating teachers and program coordinators, this questionnaire aims to ensure the quality of teaching and if needed, provide the appropriate support to the teacher; remind the importance of the teacher's role and value; enhance professional development and more mainly, promote exchanges to constantly improve the teaching quality and the College resources.

| Très satisfaisant=V | Satisfaisant=S | Non satisfaisant=NS | Non évalué=N |
| Very Satisfactory=V | Satisfactory =S | Not Satisfactory=NS | Not evaluated=N |

1. Relation enseignant-collègues //Teacher-colleague relationship
2. Respect des politiques en vigueur: PIEA, PIEP, Plan de réussite, descriptif de programme, etc. // Respect of policies : IPESA, IPEP, Success Plan, Program description, etc.
3. Respect des règlements en vigueur: Remise du plan de cours et respect du contenu dans le plan de cours, remise de l'évaluation finale, utilisation des outils du Collège (gabarit de plan de cours, etc.) // Respect of current regulations: Course outline submission, validation submission, final evaluation submission, use of college tools (course outline template, etc.)
4. Relation enseignant-direction: communication avec la direction, attitude générale, ouverture à la rétroaction, disponibilité // Teacher- management relationship: communication with management, general attitude, open to feedback, availability
5. Y a-t-il des objectifs à atteindre ou des éléments à améliorer chez l'enseignant.e? S'il y a lieu, définissez les moyens à entreprendre pour atteindre ces objectifs et indiquez le délai déterminé pour les atteindre.// Are there any goals or areas for improvement for the teacher? If applicable, identify the means to achieve these goals and the time frame to achieve them.
6. Si l'enseignant.e a formulé un besoin de perfectionnement dans une perspective de développement professionnel, le Collège et l'enseignant.e doivent établir ensemble le besoin de formation, le suivi à effectuer et le délai pour entamer la formation, et ce, PENDANT la rencontre.// If the teacher has identified a need for professional development, the College and the teacher must establish together the need for training, the follow-up to be done, and the time frame for starting the training. This needs to be addressed DURING the meeting.

APPENDIX 4

ÉVALUATION DE L'ENSEIGNEMENT: FICHE DE SUIVI //TEACHER EVALUATION: FOLLOW-UP FORM

Cette fiche doit être complétée pendant la rencontre par la coordination de programme et l'enseignant.e, et remise à l'équipe d'évaluation. // This form must be completed during the meeting by the program coordinator and the teacher, and submitted to the evaluation team.

S'il y a lieu, indiquez le besoin de formation qui a été formulé. // If applicable, indicate the professional development need that has been identified.

_____

_____

Suivi à effectuer par // Follow-up to be done by :

_____

_____

Délai pour effectuer le suivi // Time frame for follow-up : _____

J'ai pris connaissance de l'évaluation de mon enseignement.

_____   _____

Nom de l'enseignant // Teacher's name   Signature & Date