**Instructor: Annual Performance Review (APR)**

For more information about the APR process, please see the ‘Annual Performance Review (APR) Overview’ document. This document and electronic copies of this APR form can be found on the shared drive in the following folder: S:\Academic Team\Annual Performance Review (Academic Team).

**Staff member information**

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| Name: | | |
| Period covered by APR | From: May 2014 | To: April 2015 |
| Supervisor: |  | |

**Meeting Tracker**

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| Meeting | Date Held | Length of Meeting |
| Planning Meeting  (May/June) |  |  |
| Interim Meeting 1  (August - September) |  |  |
| Interim Meeting 2  (December -January) |  |  |
| Review Meeting  (beginning to mid-April) |  |  |

[Note: Review and Planning Meetings may be held at the same time. Additional interim meetings may be added as and when necessary.]

**Description of main role and responsibilities**

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| The percentages indicated are given as guidelines only and may vary:  45% Teach English as a Second Language (ESL) to international students at the INTO OSU Center including 'English for Academic Purposes' (EAP), General English and English for Specific Purposes (ESP). Duties include teaching language and study skills to students who are currently taking credit-bearing academic courses, those preparing for future University study and other students on customized courses as required, teaching study skills and cultural awareness as appropriate. Teaching includes the use of Blackboard and other available technologies such as Starboards and multi-media facilities. As a guideline, instructors typically teach 800 classroom contact hours per year, which equates to 18 hours per week in 4 x 11-week terms. Each term is ten weeks of teaching and one week of assessment. This may be subject to change.  30% Make purposeful and appropriate lesson plans that provide for effective teaching strategies and meet the individual needs of students; prepare, select, and use teaching-learning materials for international students (including the use of textbooks, in-house materials and self-created materials); work with program management teams and course coordinators to develop and deliver courses; assess students and provide both formative and summative evaluations; design tests and assessment tasks as required; provide oral and written feedback to students and other stakeholders (e.g. program managers, academic schools, marketing staff, sponsors and parents); ensure that reasonable rules of classroom behavior are consistently applied; provide academic support for international students as appropriate through office hours, consultations and tutorials (e.g. advice on language learning, guidance on study skills and academic expectations for University study, advice on where to seek additional academic support and information); direct students towards the most appropriate sources of support within the INTO OSU Center and OSU more widely. |

**Self-evaluation of Performance in the main role and responsibilities (completed by supervisee)**

[Note: List all classes you taught in the past year and reflect on teaching. Give specific examples.

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**Students’ Evaluations (completed by supervisee/supervisor)**

[Note: This section may include comments from students and student evaluation forms. ]

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| **Supervisor’s Comments on Review (completed by supervisor):** |

**Classroom Observations (completed by supervisor)** ☐ Added to the Personnel File

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**Description of main role and responsibilities (continued)**

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| 10% Carry out administrative and record-keeping tasks associated with teaching and assessment (e.g. student progress reports; test proctoring; grade entry; attendance and activity records; tutorial logs; advising logs, and references); liaise with the Academic Support team to provide all required information in a timely manner; meet deadlines for the grade entry and entry of attendance data; maintain communication by checking and responding to emails on a regular basis and responding to information requests in a timely manner; use Outlook calendar; use Blackboard and other technologies per program requirements.  15% Other duties as required (which may include the following): Participate in staff development and professional training as required e.g. the termly Professional Enrichment Days (PEDs); set and pursue individual personal and/or professional development goals as outlined in the Annual Performance Review (APR) process; contribute to course and module development; provide occasional emergency teaching cover in the absence of other colleagues; participate and assist in orientation and registration activities; participate in social activities where this is an integral part of the teaching-learning program; participate in and contribute to briefing sessions, student and teacher orientation and program functions; act as a positive ambassador for OSU, INTO OSU, and INTO University Partnerships (IUP); attend Center and section meetings as required. |

**Administrative Tasks (completed by supervisee)**

[Note: This section should include administrative and record-keeping tasks associated with teaching and assessment.]

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| ☐ Attendance ☐ Placement Testing ☐ Program Meetings  ☐ Grades ☐ Registration    ☐ Outlook Calendar ☐ Information Requests  ☐ Blackboard ☐ E-mail |
| **Supervisor’s Comments:** |

**Professional Development Objectives (completed by supervisee)**

Instructors must have a minimum of one PDO. Members of the Coordinator team must have a minimum of three PDOs. Instructors may opt to add additional PDOs up to a maximum of four. Copy and paste the ‘Objective 1’ box below for additional PDOs.

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| Objective 1: | Overall target date |
| Actions and tasks planned to achieve this objective; | Interim dates |
| How will the actions, tasks and objective be measured? | |
| Training and development related to this objective | |
| End of cycle review: What actually happened? | |
| **Supervisor’s Comments on Review (completed by supervisor):** | |

**Professional Development Record (completed by supervisee)**

[Note: Give a brief chronological list of Professional Development events attended and activities engaged in during this annual cycle. These should include PEDs, training sessions, conferences, personal professional development projects, presentations, job shadowing etc. See the Professional Development Plan for other examples: <http://blogs.oregonstate.edu/staffinfodepot/faculty-staff/professional-development-plan-academic-team/> ]

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| --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | Event | Outcome/What you’ve learned/Contributed | | Spring PED | | Summer PED | | Fall PED | | Winter PED |   Conferences/Presentations/Training Sessions  Peer Observations |
| **Supervisor’s Comments:** |

**Technology Development Record (completed by supervisee)**

[Note: List technology-related sessions and events that you have attended and describe how you have applied technology in your teaching during this annual cycle. These should include PEDs, training sessions, conferences, sessions with INTO OSU Technology Advisor.

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**Other Specific Achievements and Service to the Center and to OSU (completed by supervisee)**

[Note: Additional achievements or service during the year which have not been mentioned above may be added here]

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| Job Expectations:   * Ability to work well as part of a team in a dynamic, fast-paced environment. * Ability to work productively, positively, and respectfully with all OSU and INTO OSU faculty, staff, and students. * Ability to work effectively with faculty, staff and students from a variety of diverse backgrounds. * Strong organizational and time-management skills, including the ability to meet deadlines. * Collegial, professional demeanor. * Ability to use all standard software to generate professional, well-presented documents and presentations including text and images. * Interest in on-going professional development. * Knowledge and experience of the languages and cultures represented in the INTO OSU Center student body. * Interest and expertise in Technology Enhanced Language Learning (TELL) tools such as Starboards; online resources; computer classrooms; digital audio/video and iPads. |

**Job Expectations (completed by supervisee)**

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| Collegiality/Productivity/ Reliability |
| **Supervisor’s Comments:** |

**Overall Evaluation and Final Comments (completed by supervisor)**

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| Rating: Outstanding /Strong and Positive / Meets Expectations / Unsatisfactory  (delete as appropriate) |

I confirm I have agreed this Annual Performance Review (APR).

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Supervisee)

I confirm I have agreed this Annual Performance Review (APR).

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(*Supervisor*)

**Once this document is signed and completed, an electronic copy of the finalized signed form must be emailed by the supervisor to Erin Creager (erin.creager@oregonstate.edu) to be stored in the supervisee’s electronic personnel file.**

**Appeal**

I wish to appeal this APR outcome for the following reason.

|  |  |
| --- | --- |
| Reason for the Appeal (Supervisee) |  |
| Members of Appeal Sub-Committee |  |
| Outcome of the Appeal |  |
| Post-Appeal Supervisee Comment |  |
| Post-Appeal Supervisor Comment |  |

Upon completion of the appeal, please sign above.