

TNT Merit Evaluation Criteria

Lecturers are required to provide evidence of effective instruction. Instructional practice is expected to be student-centered and based on best practice research linking theory to teaching practice. Additionally, lecturers develop or select curricular materials that are current, relevant, and rigorous. Evidence of effective instruction is supported by the artifacts that follow.

Teaching

1. **Syllabus** – If you have made changes to your Syllabi, upload the revised documents and highlight on the syllabus (in yellow) any changes made since the prior reporting year. Utilize the syllabus checklist to create and/or update a syllabus.

3 points possible.

Syllabus Checklist	
Header	
Instructor and contact information	
Current Catalog Course Description	
Course Objectives (must be measurable and tied to an assessment instrument)	
PPR Standards (as needed)	
Beliefs about learning	
Text(s) and other materials	
Course Schedule (organized by date assigned, topics/activities/assignments/projects/tests, and Due dates)	
Assignment weighting (Project/Test/Quiz/Other)	
Grading Scale	
Rubrics/Checklists/Other Assignment Assessment Tools	
Department/College/University Policies	

2. Classroom Observation Guide

This observations should be conducted by fulltime faculty who have functioned as the teacher of record for the course. The *Classroom Observation Guide*, signature page and reflection must be included. The rubric, *Reflection Rubric for Classroom Observation Guide* will be used to score the reflection. Evaluations should be submitted for each of the three years during this review. A maximum of six observations based on years of employment is expected where a new employee with one year of experience would have only two observations.

- CoDirector Evaluations
- Other Instructor Evaluations

15 points possible

Reflection Rubric for Classroom Observation Guide				
	0	5	10	15
Thinking and Learning	The observations and reflections are missing.	The observations and reflections weakly address thinking and/or learning or are vague or unclear about how the person’s own learning processes aid in the understanding of teaching praxis OR Reflections missing from observation.	The reflections from the observation addresses some thinking and/or learning processes in terms of strengths, weakness, and areas for growth.	The reflections from the observation strongly address thinking about personal thinking and learning processes in terms of strengths, weakness, and areas for growth. Implications for change are described and well detailed.
Analysis	The observations and reflections are missing.	The observations and reflections are a description of the learning experience OR Reflections missing from observations.	The reflections from the observation attempt to analyze the learning experience, but lacks perspective other than individual perspective or a shared limited perspective.	The reflections from the observation are an in-depth analysis of the learning experience and makes ties to best practice research and makes use of multiple perspectives.
Program Framework	The observations and reflections are missing.	The observations and reflections do not relate to other courses within the program OR Reflections missing from observations.	The reflections from the observation communicate limited knowledge about how the course they teach relates to the program.	The reflections from the observations are strongly embedded within the program framework demonstrating connection between and among courses.
TOTAL				

3. **Student Evaluations**

A university student evaluation is required. Certain departments may employ other instruments (see department for details). According to HB 2504, *Institutions of higher education included in this section shall conduct end-of-course student evaluations of faculty and develop a plan to make evaluations available on the institution's website.*

Provide a description for how this results will be used to improve your instruction.

3 points possible.

Student Perceptions of Teaching (SPOT) – Complete the table.

Year	Semester	Name of Course	# of Students	Median Score	C&E Score	Dept. Median Score
2016	Spring					
2016	Fall					
2017	Spring					
2017	Fall					
2018	Spring					
2018	Fall					

4. A Work Sample

Provide artifacts related to effective teaching practices.

- Teaching Artifacts - Provide a descriptive paragraph for how each artifact is related to teaching and learning within the course as well as a list of competencies resulting from the work sample.
- Assessment tools - Provide the associated assessment tool used to score each artifact (e.g., rubrics, checklists, examinations). The assessment tool may be used for diagnostic, formative or summative purposes.

10 points possible.

Rubric for Work Samples			
	0	5	10
Teaching Artifacts	The artifacts, narrative, and competencies are missing.	The artifacts and narrative are somewhat related to teaching and learning and/or the associated competencies are not strongly linked together.	The artifacts, narrative, and competencies related to the work sample are clearly described, well detailed and strongly linked together.
Assessment Tools	The assessment tools are missing.	The assessment tools, while present are not strongly associated with the artifact or the assessment tool is ambiguous.	The assessment tools are strongly associated with the artifact, clearly described, and sufficiently detailed as to be used by other individuals for scoring the artifact.
TOTAL			

5. **Classroom Innovations and Technology Integration**

Provide documentation of classroom innovations and/or technology integration that enhance teaching and learning. Describe in a narrative how this artifact is related to technology integration, applied during instruction, and in what way it enhances the learning of students. The rubric, *Classroom Innovations and Technology Integration* is used to score various innovations and technology components.

6 points possible.

Classroom Innovations and Technology Integration			
	0	3	6
Innovation or Technology Artifact	The artifact is missing.	The artifact is somewhat related or is peripheral to enhancement of the learning environment as evidenced using one of the following criteria: creation of: a deep understanding of content, expansion of the time and place where instruction takes place, enhancement of collaboration/research; opportunity for self-pacing, and promotion of self-regulated learning	The artifact is strongly related to innovations or seamless integration of technology that enhances the learning environment as evidenced using one or more of the following criteria: creation of: a deep understanding of content, expansion of the time and place where instruction takes place, enhancement of collaboration/research; opportunity for self-pacing, and promotion of self-regulated learning
TOTAL			

6. Collaboration

Collaboration means that all ideas are equally welcomed during the discussion. Collaboration often involves the release of one's own advocacy in order to allow the best course of action to occur. Participate with other faculty to advance scholarship related to teaching and service to develop expertise as primary agents of personal career development as well as the development of new and future faculty members.

- Diversity and reciprocity through collaborative sharing of their own teaching and professional development (e.g., national/international conferences, symposia, and workshops). Provide evidence of three (3) or more professional development activities over a three-year period, and/or provide documentation for presentations. Include citation, program cover and page with presentation abstract. Indicate if students were part of the presentation. Faculty members who have been employed by TNT for less than three years should provide evidence of at least one activity for each year of employment during the three-year period.

5 points possible.

Collaboration			
	0	3	5
Advancement of Teaching	Frequently is unprepared and/or is unwilling to work with team members on projects. Employs approaches that delay timely completion of projects. Creates products that are not usable.	The degree to which the individual is prepared and willing to work with team members is dependent on personal timing and/or personal interests. Requires highly-structured, well-defined tasks. The resulting product is acceptable.	Is always well-prepared and eager to work with team members. Is capable of completing ill-defined tasks in a timely manner. The resulting product is superior.
Collaborative Sharing and Professional Development	Participates in few or inappropriate development activities	Within a three-year window, participates in three or more professional development activities as a co-presenter. Accompanies students to professional development conferences.	Within a three year window, participates in three or more professional development activities as the lead presenter. Annually provides evidence of mentoring students to actively engage in professional development activities via their own presentations.
TOTAL			

7. Improvement of Teaching Project (Action Research)

Action research is a method in which the instructor engages in a series of actions to solve a student learning challenge. This method is based on best-practice research and uses reflective practice as a process to drive inquiry into teaching effectiveness. A description of the action research cycle follows:

15 points possible

- How will this teaching project help improve student learning? What is the goal of the teaching project? How will you help students?
- Access and describe best-practice research related to the teaching project.
- Describe the context for your project. Identify the gaps in student knowledge/processes in terms of strengths and weaknesses. What are possible causes for learning challenges (e.g., lack of prior knowledge, lack of motivation)?
- List the teaching objectives (learning outcomes). The objectives should take into account, evidences/indicators of student learning and how the teaching objectives will be measured (e.g., paired sample *t*-test, survey, and rubric). Identify the relevant baseline data.
- Describe in detail the teaching intervention and timeline for implementation. Include the actual curriculum and describe the teaching strategies associated with the curriculum. What resources are required to implement the intervention?
- Implement the teaching project.
- Analyze the results for the teaching project. Display and interpret the results.
- Was the teaching project successful in the improvement of student learning? Why or why not? How might this project be improved (more data, different data, new strategies)? What are insights and understandings learned from this project? What are the implications for your findings? What is the next step?
- How do the project results connect to a larger system, such as a program or certificate? How will these results be communicated to others outside the course?

Improvement of Teaching Project (Action Research)				Total
Criteria	1	2	3	
Project	The components for the action research project are weakly developed or are missing: goal, rationale, research, need, and context	Components for the action research project are present, but not all are well described in a detailed narrative: goal, rationale, research, need, and context	All components for the action research project are present and well described in a detailed narrative: goal, rationale, research, need, and context	
Objectives	The objectives, including measurement criteria and baseline data are weakly described or are missing	The objectives, including measurement criteria and baseline data are included but some criteria are missing or are not well described or sufficiently detailed in the narrative.	The objectives, including measurement criteria and baseline data are included in a well described, detailed narrative.	
Teaching Intervention	The curriculum, strategies, and resources are weakly described or are missing.	The curriculum, strategies, and resources are included, but some criteria are weakly described, are missing, or weakly associated with one another.	The curriculum, strategies, and resources are included in a well-described, detailed narrative.	
Results	The results are incomplete, poorly displayed or are missing.	The results are adequately reported OR the data is adequately displayed.	The results are reported in a comprehensive manner and data is well displayed.	
Conclusions	Inferences, limitations, and implications are poorly communicated or are missing.	Inferences, limitations, and implications are present, but support is thinly communicated.	Inferences, limitations, and implications are comprehensive and well communicated.	
TOTAL				

8. **Significant and meaningful modifications/updates to a course**

Documentation of Significant/Meaningful Changes Based on Quantitative and/or Qualitative Data. Describe in a narrative the rationale for this modification/update, provide a table and/or graph to display the results, and interpret this data in light of course improvement. The rubric, *Significant and Meaningful Updates to a Course*, will be used to score various updates to program courses.

12 points possible.

Significant and Meaningful Updates to a Course			
0	6	9	12
No course changes are described.	Course changes are routine and expected.	A moderate change to the course is documented. This change might include the addition of a rubric to the syllabus, a new assignment, modification of an existing lesson plan or similar artifact associated with the course.	Significant and meaningful changes to the course are documented. The course change has a rationale for change that is based on state data in an effort to improve the academic integrity of the course once updates are implemented. Expert review of the change is expected. Examples include the development of new lesson plan, project, or similar artifact.
TOTAL			

9. Sample lesson plan

Provide an example of ONE lesson plan that you have written, that has not been presented for merit in the past. An example lesson plan is shown below. However, any template that displays proficient knowledge of the syntax of the 5 E model of teaching is acceptable. A reflection based on data collected before implementation of the lesson and after the lesson was taught is required.

6 points possible.

Lesson Plan			
0	1	4	6
No lesson plan is submitted	Lesson plan could not be implemented without assistance.	Almost all elements of the lesson are adequately described, generally clear, and represent mainstream research-based teaching.	All elements of the lesson are highly descriptive, clear, and represent mainstream research-based teaching.
TOTAL			

Sample Lesson Plan Template	
Faculty Name:	Date:
Course Number and title:	
Standard	
Learning Objective(s):	
Assessment:	
Model of Teaching (This is an example of a 5 E Teaching Model)	
Engage	
Explore	
Explain	
Elaborate	
Evaluate	

Language Modification(s):
Special Needs Modifications:
Materials and Resources:
Technology:
Reflection:
Which parts of the lesson led to engagement and student learning? Why do you think these parts worked?
Which parts of the lesson could be improved? How can engagement and student learning be improved? Include specific adjustments to teaching practice.
What was learned that can apply to future practice?

Criterion	Lesson Plan Rubric				
	Absent (0)	Unsatisfactory (1)	Developing (2)	Target (3)	Outstanding (4)
Ideas and indicators	Big idea, TEKS, objectives, or alignment of lesson with standard is missing	Missing three or more of the following components: “big idea” display of TEKS and objectives, alignment of lesson with standard.	Missing two of the following components: “big idea” display of TEKS and objectives, alignment of lesson with standard.	Missing one of the following components: “big idea” display of TEKS and objectives, alignment of lesson with standard.	Identifies “big idea” TEKS and objectives are displayed, and lesson is aligned with standard.
Engage	Engage is missing.	Missing three or more of the following components: captures students’ attention (e.g., discrepant events or questions); assesses prior knowledge and misconceptions; and connects to appropriate Explore student activities.	Missing two of the following components: captures students’ attention (e.g., discrepant events or questions); assesses prior knowledge and misconceptions; and connects to appropriate Explore student activities.	Missing one of the following components: captures students’ attention (e.g., discrepant events or questions); assesses prior knowledge and misconceptions; and connects to appropriate Explore student activities.	Addresses all components: captures students’ attention (e.g., discrepant events or questions); assesses prior knowledge and misconceptions; and connects to appropriate Explore student activities.
Explore	Explore is missing.	Uses direct concrete experience with the concept Missing three or more of the following components: student centered, teacher acts as a guide, lesson involves a least 50% student interaction, Explore includes enough explanation (e.g., worksheet, lab) to enable students to navigate the	Uses direct concrete experience with the concept Missing two of the following components: student centered, teacher acts as a guide, lesson involves a least 50% student interaction, Explore includes enough explanation (e.g., worksheet, lab) to enable students to navigate the Explore independently, lesson is inquiry based and includes	Uses direct concrete experience with the concept Missing one of the following components: student centered, teacher acts as a guide, lesson involves a least 50% student interaction, Explore includes enough explanation (e.g., worksheet, lab) to enable students to navigate the Explore independently,	Addresses all component: student centered, teacher as guide, interactive, Explore includes enough explanation (e.g., worksheet, lab) to enable students to navigate the Explore independently, inquiry based including probing questions, direct concrete experience with the concept.

		Explore independently, lesson is inquiry based and includes pre-instructional and probing questions.	pre-instructional and probing questions.	lesson is inquiry based and includes pre-instructional and probing questions.	
Explain	Explain is missing.	Teacher clarifies information and shares scientific concept. Missing three or more of the following components: information from Explore is analyzed, concept map is appropriate, a list of essential questions with answer key, teacher clarifies information and shares scientific concept, teacher listens critically to explanation from students, and teacher uses recorded observations from students during explanation.	Teacher clarifies information and shares scientific concept. Missing two of the following components: information from Explore is analyzed, concept map is appropriate, a list of essential questions with answer key, teacher clarifies information and shares scientific concept, teacher listens critically to explanation from students, and teacher uses recorded observations from students during explanation.	Students explain concept using Explore and teacher and students interact during the Explain. Missing one of the following components: information from Explore is analyzed, concept map is appropriate, a list of essential questions with answer key, teacher clarifies information and shares scientific concept, teacher listens critically to explanation from students, and teacher uses recorded observations from students during explanation.	Addresses all components: students explain concept using Explore, teacher and students interact during Explain, information from Explore is analyzed, concept map is appropriate, a list of essential questions with answer key, teacher clarifies information and shares scientific concept, teacher listens critically to explanation from students, and teacher uses recorded observations from students during explanation.
Elaborate	Elaborate is missing.	Missing three or more of the following components: student centered, activities deepen understanding OR apply concept to a real world situation.	Missing two of the following components: student centered, activities deepen understanding OR apply concept to a real world situation.	Missing one of the following components: student centered, activities deepen understanding OR apply concept to a real world situation.	Addresses all components: student centered, activities deepen understanding OR apply concept to a real world situation.
Evaluate	Evaluate is missing.	Missing three or more of the following components:	Missing two of the following components: Appropriate	Missing one of the following components:	Appropriate preplanned, pre/post assessment with

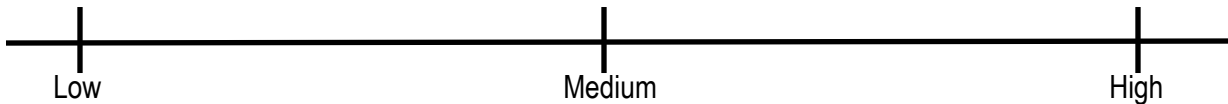
		Appropriate preplanned assessment with answer key is used (i.e., diagnostic and formative assessment). Teacher adjusts instruction for student learning and concept development, students reflect on learning at least twice during the lesson.	preplanned assessment with answer key is used (i.e., diagnostic and formative assessment). Teacher adjusts instruction for student learning and concept development, students reflect on learning at least twice during the lesson.	Appropriate preplanned assessment with answer key is used (i.e., diagnostic and formative assessment). Teacher adjusts instruction for student learning and concept development, students reflect on learning at least twice during the lesson.	answer key is used (i.e., diagnostic and formative assessment). Teacher adjusts instruction for student learning and concept development, students reflect on learning at least twice during the lesson.
Reflection	Reflection is missing.	Missing three or more of the following components: Personal reflection before teaching the lesson. Personal reflection after teaching the lesson. Feedback from a peer using the TNT observation form. A detailed personal reflection based on student, peer, and self-evaluation data is provided.	Missing two of the following components: Personal reflection before teaching the lesson. Personal reflection after teaching the lesson. Feedback from a peer using the TNT observation form. A detailed personal reflection based on student, peer, and self-evaluation data is provided.	Missing one of the following components: Personal reflection before teaching the lesson. Personal reflection after teaching the lesson. Feedback from a peer using the TNT observation form. A detailed personal reflection based on student, peer, and self-evaluation data is provided.	Includes all of the following components: Personal reflection before teaching the lesson. Personal reflection after teaching the lesson. Feedback from a peer using the TNT observation form. A detailed personal reflection based on student, peer, and self-evaluation data is provided.
					Total Score

10. Professional dispositions

The promotion of professional dispositions related to the development of abilities that create an environment where teaching and learning are of central importance. For each of the following professional dispositions, **rate yourself** and provide one example to document the professional disposition.

5 points possible

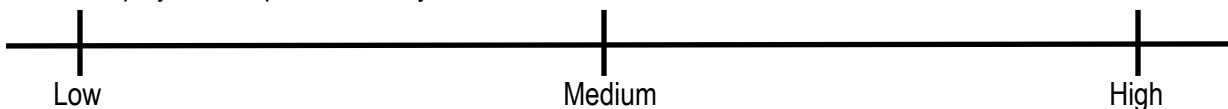
Respects and follows the TNT reporting structure to solve problems.



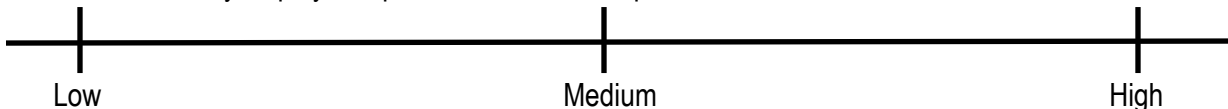
Remains open to constructive feedback and make adjustments as necessary.



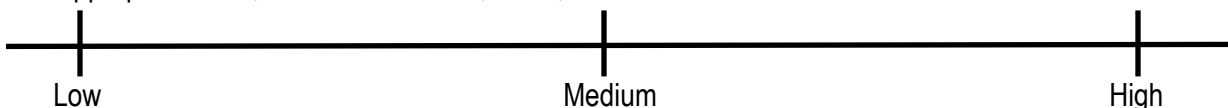
Promotes equity and respects diversity.



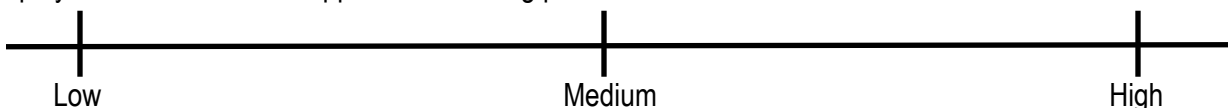
Works to continuously display a superior work ethic *and* product.



Takes appropriate risks, tries out new skills, ideas, and/or creative endeavors.



Employs a solution-focused approach to solving problems.



Engages in collegial behavior toward all TNT Master Teachers, CoDirectors, and Staff.

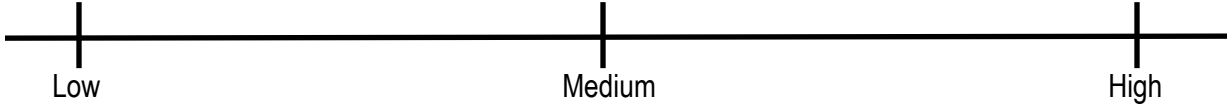


Low

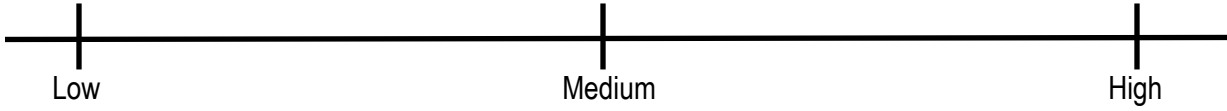
Medium

High

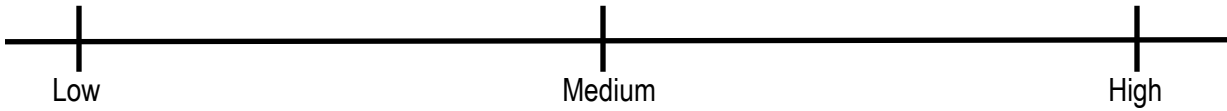
Work collaboratively with the TNT Master Teachers, CoDirectors, and Staff.



Align with and support the goals set by the TNT CoDirectors.



Uses professional communication.



Service

Service to the TNT Program is central to the determination of merit and promotion evaluations. Generally, service should complement the faculty member’s workload, and it is expected that the master teacher clearly demonstrate an outstanding contribution to TNT. As the nature of the master teacher workload includes substantial field observations, it is not expected that the master teacher will engage in demanding service responsibilities outside of the program. For this reason, a request to engage in service outside the program must be approved by the TNT CoDirectors.

Service activities should be documented in a manner that emphasizes the impact, results, and outcomes of the service rather than the quantity of products such as number of hours, or the number of repetitions for a specific event. Examples of service to TNT include activities associated with Mentor Match, attendance at graduation, curriculum planning and development, mentoring students, mentoring faculty, tasks that support TNT students, and program tasks that support faculty such as serving on a hiring or faculty promotion committee.

Required Service (15 points) – Attendance at program meetings, TNT Mentor Match Activities and Events, attendance at graduation, curriculum planning and development, mentoring students.

Additional Service (5 points) – mentoring faculty, internal grants, service to hiring committee, service to promotion committee, presenting at workshops, judging at science fairs, MathCounts, or similar competitions, Educator’s Rising activities, faculty professional development, support of the TNT student organization, tutoring, unpaid academic summer camps or similar learning experiences for K-12 students, and alumni activities.

20 points possible.

Service to the Program					Total
Required Service	0	5	10	15	
	Required service components are absent	TNT Mentor Match Activities, attendance at May graduation and program meetings are documented.	TNT Mentor Match Activities, attendance at May graduation, program meetings, and curriculum alignment, planning and development are documented.	All required service components are documented.	
Additional Service	0	1	3	5	
	Additional service components are absent	Weak documentation of service is provided OR service is poorly aligned with program goals.	Moderate documentation of service is provided and service is not fully aligned with program goals	Strong documentation of service is provided and service is tightly aligned with program goals	
Total					

Approved: 2/9/2015
 Effective 2/9/2015
 Revised 10/23/2015

Revised 8/15/2016
Revised 11/2/2017
Revised 8/8/2018
Revised 10/30/2018