

## Standard 25.

*The unit must monitor and assess each teacher educator's effectiveness as an instructor at least once every three years, including using observations and candidate feedback, unless prohibited by an employment agreement.*

Evidence
<p>High-quality teacher preparation depends on effective instruction at every level of the program, including the teaching and mentoring provided by faculty, adjunct instructors, methods instructors, and field supervisors. At Fond du Lac Tribal &amp; Community College (FDLTCC), the Elementary Education Unit is committed to continuous improvement through regular, meaningful evaluation of teacher educator effectiveness. Standard 25 aligns with this commitment by requiring systematic monitoring and assessment of instructor effectiveness at least once every three years. The unit's evaluation practices are grounded in reflection, professional growth, and support rather than compliance alone (Evidence: <a href="#">MSCF-contract</a>, <a href="#">IFO</a> )</p>
<p>FDLTCC implements a structured three-year evaluation cycle that applies to all teacher educators within the unit, including full-time faculty, adjunct instructors, methods instructors, and supervisors of field experiences, unless prohibited by an employment agreement. This cycle includes observations of instruction, review of teaching materials, and analysis of candidate feedback. The evaluation framework is communicated to faculty through written policies, start-of-semester meetings, and direct communication prior to observations (Evidence: <a href="#">Faculty-Observation-Form</a> )</p>
<p>Direct observation of instruction is a required component of this evaluation process. At least once every three years, each teacher educator is observed by the Dean. Observations may occur in face-to-face classrooms, synchronous online settings, or through review of recorded instructional sessions for asynchronous courses. A standardized observation rubric is used to evaluate instructional clarity, content expertise, culturally responsive pedagogy, candidate engagement, assessment practices, and alignment with course outcomes (Evidence: <a href="#">Faculty-Observation-Form Update 4-28-24.pdf</a> )</p>
<p>Following each observation, evaluators meet with the teacher educator to provide formative feedback, discuss instructional strengths and areas for growth, and identify any needed supports or professional development opportunities. Written observation reports and summaries of feedback conversations are documented and stored in the educator's evaluation file to ensure transparency and consistency (Evidence: <a href="#">Faculty-Observation</a> )</p>
<p>Candidate feedback is a second required component of the evaluation cycle. Each semester, candidates complete end-of-course evaluations that provide feedback on instructional effectiveness, clarity, responsiveness, learning environment, and support for diverse learners. These evaluations are reviewed by the Dean each semester and aggregated within the educator's three-year evaluation file to provide a</p>

longitudinal perspective on instructional effectiveness across courses and terms (Evidence: (Evidence: Faculty-Observation-Form, Candidate Feedback Comments ,EDU 1020 Section 1 Candidate Course and Instructor Feedback , EDU 1020 Section 2 Candidate Course and Instructor Feedback , EDU 3125 Candidate Course and Instructor Feedback. , EDU AMIN 1020 student eval of faculty. )

When employment agreements or collective bargaining agreements limit the frequency or use of observations or candidate evaluations, the unit documents those restrictions and adjusts the evaluation process accordingly. In such cases, alternative forms of monitoring are implemented, such as peer mentoring, review of syllabi and assignments, analysis of candidate performance data, or evaluation of supervisory practices for clinical instructors. These alternatives ensure that meaningful assessment of effectiveness continues while contractual obligations are honored (Evidence: Faculty-Observation-Form).

Information gathered through observations and candidate feedback is used not only for individual evaluation but also for program-level improvement. Evaluation trends help identify professional development needs, support targeted instructional coaching, and inform unit-wide professional learning offerings. When concerns are identified, the evaluation process provides a structured pathway for additional support, follow-up observations, or mentoring to promote growth. Through this systematic, documented approach to monitoring teacher educator effectiveness, FDLTCC ensures that no educator goes more than three years without meaningful feedback and review. By combining observations, candidate feedback, clear tracking, and respect for employment agreements, the unit fully meets PELSB Standard 25 and sustains a culture of reflective practice, accountability, and continuous instructional improvement.