

# PARC Recommendation Form


## Academic Year 2021-2022

Faculty Member Name: Jessie Ebie

Year in Probationary Process: 2

**Final PARC Recommendation:**

RENEW - AY 2022-23



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Rey Rivera, Ed.D.  
College President  
Estrella Mountain Community College

4/29/2022  
Date

# Peer Assistance & Review IDP Rubric AY 2021/22

<b>Academic Year: 2021-2022</b>	
<b>Probationary Faculty Member Name: Jessie Ebie</b>	<b>Year in Probationary Process: 2</b>
<b>PARC Recommendation: Renew</b>	
<b>General Comments/Feedback</b> ( <i>see specific comments for each criteria</i> ): Jessie is a highly engaged faculty member both at the college and division level, but also as a faculty in the classroom. She appears to be open to changes and takes correction/suggestion very well and uses it as an opportunity to change for the better and not as some punitive comment. We are lucky to have a faculty member that is so invested in and thoughtful about her teaching and ultimately her students' learning.	

This rubric addresses the policies and procedures outlined in the Faculty Agreement:

<https://mccfa.org/about-mccfa/fact/>

For the first four IDPs of each Probationary Faculty member, the PARC will offer one of the following recommendations by consensus:

- **Renew**
  - IDP has demonstrated proficiency in instruction/primary work activity based upon the College's rubric; service to department/division, college, and district; and professional development.
- **Renew with Development**
  - IDP has demonstrated some growth in instruction/primary work activity; service to department/division, college, and district; and/or professional development. However, there are critical and essential areas of opportunity the faculty member must address to achieve proficiency based upon the College's rubric. The faculty member will benefit from intentional and specific mentorship and professional development.
- **Nonrenew**
  - IDP did not demonstrate evidence of progress towards proficiency or competency in instruction/primary work activity; service to department/division, college, and district; and/or professional development.

Upon review of the fifth IDP of a Probationary Faculty member, the PARC will recommend by consensus one of the following:

- **Renew with Development** and extension of probationary period by no more than one year
- **Appointive Status**
- **Nonrenew**

A Probationary Faculty member actively and thoughtfully participating in PAR and the IDP process cannot receive a nonrenew recommendation without a prior renew with development recommendation unless concerns of such weight occur as to merit a nonrenew recommendation. In the first year that PARC identifies concerns that it feels could lead to nonrenewal, it will make the recommendation of renew with development and refer its concerns to the appropriate administrator for the administrative evaluation review process as applicable.

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Professional responsibilities outside of instruction, service, and professional development may not be considered in determining the recommendation.

The recommendation cannot be based on evidence outside the contents of the IDP. The review of IDPs is limited in scope to the current evaluation period of the current academic year (2021-2022). It is the responsibility of the PARC to provide written feedback to support the recommendation.

## **Operationalized Definitions**

**Reflection** is a metacognitive process-oriented activity which requires you to complete and document the following three stages:

1. Describe your experience and what you learned
2. Apply it to yourself and your roles
3. Express how this impacts your mindset, choices, teaching or professional activities going forward.

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Professional Development (Faculty Agreement 17.1.2.3)			
Area	Meets the Standard	Developing	Does Not Meet the Standard
<b>Professional Growth</b>	<p><b>Evidence of continuous learning should occur at the college level and beyond the college level:</b></p> <ul style="list-style-type: none"> <li>● First-year faculty professional growth should center on their instruction and what it means to be a faculty in their classroom, division, and college. Provide 2-3 examples with <b>reflection</b> on each which can include, but are <b>not limited to</b> the following:               <ul style="list-style-type: none"> <li>○ andragogy and pedagogy</li> <li>○ classroom management</li> <li>○ campus or district resources</li> <li>○ campus community</li> </ul> </li> <li>● For years 2-5 include 3-4 examples with <b>reflection</b> on each which can include, but are <b>not limited to</b> the following:               <ul style="list-style-type: none"> <li>○ Pursuing an outside source of professional growth such as district training, certificate in their discipline, summer project, additional courses/training, any other training that would keep faculty member current in their field, etc.</li> <li>○ Active participation in professional growth seminars provided by EMCC and/or District</li> <li>○ Evidence of participation in assessment improvement or action research cycle; examples are submission of at least one CATS per year, or comment on at least three other CATS postings per year, assessment of student learning outcomes</li> <li>○ Participates in curriculum revision</li> </ul> </li> </ul>	<p><b>Evidence is limited.</b></p> <ul style="list-style-type: none"> <li>● Limited and/or unclear evidence of professional growth as indicated in <b>Meets the Standard.</b></li> <li>● Professional growth examples listed with incomplete <b>reflection.</b></li> <li>● Assessment of progress toward previously established goals missing (years 2-5).</li> </ul>	<p><b>Evidence reflects no growth:</b></p> <ul style="list-style-type: none"> <li>● No evidence of professional growth as indicated in <b>Meets the Standard.</b></li> <li>● Professional growth examples listed with no reflection.</li> </ul>
<b>Score: Meets the Standard</b>	<p><b>Feedback from PARC:</b> Excellent reflections on the PG completed and it was really nice to see the reflection on two additional levels: Applications to Self and Impacts on mindset... This helps to evidence very strongly the growth Jessie has made in professional development. The amount of PG accomplished in a year was a lot and varied. Encourage Jessie to travel to a national conference next academic year now that the world is returning to some level of normalcy as it relates to travel. Jessie's reflections on her professional growth experiences were excellent. Jessie provided concrete examples of how she will expand and modify her teaching practices based on what she learned because of her professional growth experiences.</p>		

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Service to Department/ Division, College, and District (Faculty Agreement 17.1.2.2)			
Area	Meets the Standard	Developing	Does Not Meet the Standard
<b>Service</b>	<p><b>Evidence of Service:</b></p> <p><b>All Faculty Years 1 - 5</b></p> <ul style="list-style-type: none"> <li>● Describe how you meet your professional responsibilities as defined in Faculty Agreement 5.2 (linked above) pertaining to activities necessary for the enrichment of the college, district and external community.</li> <li>● <b>Reflect</b> on participation and work done within your division.</li> <li>● First year faculty are not expected to serve on committees for their first academic year. Service should focus on the New Faculty Class at EMCC that is run during the Fall Semester. Faculty must <b>reflect</b> on this experience.</li> <li>● For years 2 - 5, faculty service should be described and <b>reflected</b> on. To meet the minimum requirement for service to EMCC, it must be a service for which the faculty does NOT receive any reassigned time or additional pay. Faculty are encouraged to additionally <b>reflect</b> on service for which they are receiving reassigned time or additional pay.</li> </ul> <p>Evidence and the <b>reflection</b> of service may include, but is <b>not limited to</b>:</p> <ul style="list-style-type: none"> <li>○ Committee memberships at the college or district</li> <li>○ Initiatives/projects</li> <li>○ Program development/revision</li> <li>○ Community service activities and/or service learning events, with explanation of how it applies to faculty role (for example: recruitment, K-12/University outreach, advisory board participation, working with local business/industry or non-profit)</li> </ul>	<ul style="list-style-type: none"> <li>● Limited and/or unclear description of meeting professional responsibilities.</li> <li>● Incomplete <b>reflection</b> of participation and work done within the division.</li> <li>● First year faculty has limited and/or unclear evidence and/or incomplete <b>reflection</b> of active involvement in New Faculty Class.</li> <li>● Years 2-5, limited and/or unclear evidence and/or incomplete <b>reflection</b> on service .</li> </ul>	<ul style="list-style-type: none"> <li>● No description of meeting professional responsibilities.</li> <li>● No <b>reflection</b> of participation and work done within the division.</li> <li>● First year faculty gives no <b>reflection</b> of active involvement in the New Faculty Class.</li> <li>● Years 2-5, listing service with no <b>reflection</b> on service.</li> </ul>
<b>Score: Meets the Standard</b>	<p><b>Feedback from PARC:</b> Definitely meets the minimum requirements for service, but goes above. Encouraging to hear about the book club for students and Jessie's passion for serving the college and students is evident in her reflections of all of her service activities for the college.</p> <p>Jessie's service to EMCC and students is impressive. The Honor's Book club is a wonderful opportunity for students to engage with science and make new friends. We were particularly impressed with the learning grant to develop curriculum to teach students learning strategies, time management skills, and metacognitive skills so they work toward becoming self-regulated learners. While Jessie is not immediately seeing the results she had hoped to gain from the revised curriculum, we encourage Jessie to continue with this work.</p>		

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Instruction or Primary Work Activity (Faculty Agreement 17.1.2.1)			
Area	Meets the Standard	Developing	Does Not Meet the Standard
<b>VP or Designee Evaluations</b>	<ul style="list-style-type: none"> <li>Includes a signed copy of the evaluation completed by the VP or Designee, with date of observation and lesson topic.</li> <li>Summarizes and <b>reflects</b> on feedback and includes future plans for addressing areas of potential improvement or growth.</li> </ul>	<ul style="list-style-type: none"> <li>Includes an incomplete copy of the evaluation completed by the VP or Designee (i.e. not signed or missing info).</li> <li>Limited or incomplete <b>reflection</b> on feedback and/or areas of growth.</li> </ul>	<ul style="list-style-type: none"> <li>No evaluation included.</li> <li>Evaluation not conducted.</li> <li>No <b>reflection</b> on feedback and/or areas of growth.</li> </ul>
<b>Score: Meets the Standard</b>	<p><b>Feedback from PARC:</b> Deep reflection about the suggestions provided by the dean and continues to show growth across the year in continually improving her instruction across different modalities. Also, vulnerable about areas of improvement and is showing an active role in addressing those areas. Also evidenced resiliency in correcting the issues she experienced in using PollEverywhere.</p>		

Instruction or Primary Work Activity (Faculty Agreement 17.1.2.1)			
Area	Meets the Standard	Developing	Does Not Meet the Standard
<b>Chair Evaluations</b>	<ul style="list-style-type: none"> <li>Includes a signed copy of the evaluation completed by the VP or Designee, with date of observation and lesson topic.</li> <li>Summarizes and <b>reflects</b> on feedback and includes future plans for addressing areas of potential improvement or growth.</li> </ul>	<ul style="list-style-type: none"> <li>Includes an incomplete copy of the evaluation completed by the Chair.</li> <li>Limited or incomplete <b>reflection</b> on feedback and/or areas of growth.</li> </ul>	<ul style="list-style-type: none"> <li>No evaluation included.</li> <li>No <b>reflection</b> on feedback and/or areas of growth.</li> </ul>
<b>Score: Meets the Standard</b>	<p><b>Feedback from PARC:</b> Takes feedback well and makes the effort to address the suggestions of her Division Chair not just perfunctorily, but evidences expanding those suggestions to make her classes better. It was mentioned several times that Jessie works hard to get students to be critically thinking, but also building their confidence as scientists. There also appeared to be a large sigh of relief that she has some latitude in the coverage for a non-majors class.</p> <p>Jessie has a good rapport with her chair. Jessie collaborates with her chair to improve the BIO100 experience for both students and adjunct faculty.</p>		

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Instruction or Primary Work Activity (Faculty Agreement 17.1.2.1)			
Area	Meets the Standard	Developing	Does Not Meet the Standard
<b>Peer Mentor Observation</b>	<ul style="list-style-type: none"> <li>● Includes a copy of the observation form completed in consultation with the mentor.</li> <li>● Includes a summary of mentor feedback and <b>reflects</b> on that feedback.</li> </ul>	<ul style="list-style-type: none"> <li>● Includes an incomplete copy of the observation form completed by the mentor.</li> <li>● Limited or incomplete <b>reflection</b> on feedback and/or areas of growth.</li> </ul>	<ul style="list-style-type: none"> <li>● No observation form included.</li> <li>● No <b>reflection</b> on feedback and/or areas of growth.</li> </ul>
<b>Score: Meets the Standard</b>	<p><b>Feedback from PARC:</b> Good reflections on the suggestions provided by her mentor and got to see that come full circle in the spring with a re-envisioning of an activity to get at a difficult concept for students.</p>		

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Instruction or Primary Work Activity (Faculty Agreement 17.1.2.1)			
Area	Meets the Standard	Developing	Does Not Meet the Standard
<b>Student Evaluations</b>	<ul style="list-style-type: none"> <li>● For years 2 - 5, at a minimum, the current academic year fall Class Climate student evaluation results and spring Class Climate student evaluation results from the previous academic year must be included for all classes taught; any other evaluation data collected can be included.</li> <li>● For first year faculty, at a minimum only the current academic year fall Class Climate student evaluations must be included.</li> <li>● The data being <b>reflected</b> upon must include               <ul style="list-style-type: none"> <li>o classes assessed</li> <li>o student feedback must capture a complete picture of your teaching performance from multiple sections</li> <li>o actual evaluation data or summary of evaluation data</li> </ul> </li> <li>● Faculty are encouraged to use additional assessments beyond Class Climate in order to capture a complete picture of your teaching performance from multiple sections.</li> <li>● <b>Reflects</b> on feedback and includes future plans for addressing areas of concern.</li> </ul>	<ul style="list-style-type: none"> <li>● Limited or incomplete <b>reflection</b> from student feedback.</li> <li>● For years 2 - 5, no acknowledgment of areas of concern or not a sufficient number of student responses.</li> </ul>	<ul style="list-style-type: none"> <li>● Does not submit Class Climate evaluation results required.</li> <li>● Does not include a sufficient amount of student feedback.</li> <li>● Did not include student feedback and/or information about the process to get student feedback.</li> <li>● No <b>reflection</b> from student feedback.</li> </ul>
<b>Score: Meets the Standard</b>	<p><b>Feedback from PARC:</b> Reflections on areas of concern from students were thorough and addressed the concerns. Jessie appears very invested in progressively growing to meet the needs of her students each semester and the use of the mid-semester survey seemed to help her gauge where to make adjustments when needed.</p> <p>Good reflections. Jessie incorporates student feedback to improve the student learning experience and improve course design.</p>		