

APPENDIX J1
ADMINISTRATIVE AND PEER EVALUATION FORM
FACULTY
(Article 6 and 6A - Evaluation)
 Foothill-De Anza Community College District

FACULTY NAME: _____ QUARTER: _____

DEPARTMENT/PROG: _____ ACADEMIC YR: _____

CAMPUS LOCATION: Foothill De Anza Center (specify)_____

FACULTY STATUS: (check one) Full-time Part-time

If full-time, (check one) Tenured Contract (grant-funded/temporary replacement)
 Probationary Phase I Probationary Phase II Probationary Phase III

If part-time, number of service credits in Division (per Article 7.9) _____

DUTIES: Instructor Counselor Librarian Other (specify)_____

COURSE/ACTIVITY: _____ LENGTH OF VISIT: _____

EVALUATION DATE: _____ EVALUATOR'S NAME: _____
 (please print)

EVALUATION TYPE: Administrative Probationary (Tenure Committee) Peer

Date: _____

 Signature of Evaluator CWID

Date: _____

 Signature of Division Dean

Date: _____

 Signature of Vice President for Instruction or
 Signature of Vice President for Student Services

I am aware of my rights as provided in the appropriate article of the District Agreement, Article 6 or Article 6A. I have read this report, am aware of the opportunity to add my own comments, and recognize that I have the right to discuss it with the President if I so desire.

 Date Signature of Faculty Member CWID

The purposes of evaluation are contained in Articles 6 and 6A of the Agreement.

For Office Use Only:
 Copy - Instructor _____ Update Banner _____ PAY? YES or NO DEAN AUTH. _____
 Copy - Division _____ To Payroll _____ FOAP _____ INDEX CODE _____
 Revised 3/2012

ADMINISTRATIVE AND PEER EVALUATION FORM FOR FACULTY
 Foothill-De Anza Community College District

This form may not be modified unless agreed upon by a majority of the contract and regular faculty employees in a division or department with the mutual approval of the Board and the Faculty Association.

This form uses both objective and narrative data. Please use the numerical rating system for each applicable criterion. Then, write a brief narrative for each section and, finally, a comprehensive summary statement.

Rating system:

- 1. Satisfactory or better
- 2. Satisfactory but needs improvement in specific area(s)
- 3. Unsatisfactory
- N/O Not observed
- N/A Not applicable

SECTION I. PROFESSIONAL QUALITIES (to be answered for all faculty):

A. Professionalism

1. Keeps current in discipline.	1	2	3	N/O	N/A
2. Demonstrates cooperation and sensitivity in working with colleagues and staff.	1	2	3	N/O	N/A
3. Accepts criticism.	1	2	3	N/O	N/A
4. Submits required departmental reports/information, including census, and/or positive attendance, and grade sheets on time.	1	2	3	N/O	N/A
5. Maintains adequate and appropriate records.	1	2	3	N/O	N/A
6. Observes health and safety regulations.	1	2	3	N/O	N/A
7. Attends required meetings.	1	2	3	N/O	N/A
8. Maintains office hours and is accessible to students.	1	2	3	N/O	N/A
9. Works with student and/or student support services to provide reasonable accommodations for students with disabilities, and provides accessible materials where appropriate.	1	2	3	N/O	N/A

B. Professional Contributions

1. Contributes academically to the discipline/department/district.	1	2	3	N/O	N/A
2. Participates in special assignments, committees, projects, SLO/SAO processes, research and development areas as needed in the discipline/department/district.	1	2	3	N/O	N/A
3. Shares in faculty responsibilities.	1	2	3	N/O	N/A

Section I narrative comments on professional qualities, specifying, where relevant, areas of excellence and areas requiring improvement:

SECTION II. JOB PERFORMANCE (to be answered in appropriate assignment area):

A.1 Classroom Instruction

1.	Uses current materials and theories.	1	2	3	N/O	N/A
2.	Employs multiple teaching approaches when applicable.	1	2	3	N/O	N/A
3.	Uses materials pertinent to the course outline.	1	2	3	N/O	N/A
4.	Teaches at an appropriate level for the course.	1	2	3	N/O	N/A
5.	Communicates ideas clearly, concisely, and effectively.	1	2	3	N/O	N/A
6.	Paces classes according to the level and material presented.	1	2	3	N/O	N/A
7.	Maintains student-faculty relationship conducive to learning.	1	2	3	N/O	N/A
8.	Demonstrates sensitivity to differing student learning styles.	1	2	3	N/O	N/A
9.	Stimulates student interest in the material presented.	1	2	3	N/O	N/A
10.	Tests student performance in fair and valid ways.	1	2	3	N/O	N/A
11.	Uses class time efficiently.	1	2	3	N/O	N/A
12.	Provides students with a clearly written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information.	1	2	3	N/O	N/A
13.	Demonstrates sensitivity in working with students of diverse racial, ethnic, national origin, and ancestry background; color; sex, gender identity, and sexual orientation; physical and mental ability; medical condition; age; marital status; religious creed; military and veteran's status; and socioeconomic status.	1	2	3	N/O	N/A

A.2 Online Instruction

1.	The instructor facilitates discussion, explanation, and exploration of course content.	1	2	3	N/O	N/A
1a.	Uses current materials and theories.	1	2	3	N/O	N/A
2.	Employs multiple teaching approaches when applicable.	1	2	3	N/O	N/A
3.	Uses materials pertinent to the course outline.	1	2	3	N/O	N/A
4.	Teaches at an appropriate level for the course.	1	2	3	N/O	N/A
5.	Communicates ideas clearly, concisely, and effectively.	1	2	3	N/O	N/A
6.	Appropriately paces student activity and course requirements throughout the term.	1	2	3	N/O	N/A
7.	Provides regular, timely, and effective contact for student-teacher interactions.	1	2	3	N/O	N/A
8.	Utilizes multiple modes of content delivery to address differing student learning styles.	1	2	3	N/O	N/A
9.	Maintains purposeful and ongoing student engagement with course content using academically related activities.	1	2	3	N/O	N/A
10.	Tests student performance in fair and valid ways.	1	2	3	N/O	N/A
11.	Provides clear and consistent guidance about access to and navigation of course content.	1	2	3	N/O	N/A
12.	Provides students with a clearly written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, criteria for dropping students for non-attendance, and other information.	1	2	3	N/O	N/A
13.	Demonstrates sensitivity in working with students of diverse racial, ethnic, national origin, and ancestry background; color; sex, gender identity, and sexual orientation; physical and mental ability; medical condition; age; marital status; religious creed; military and veteran's status; and socioeconomic status.	1	2	3	N/O	N/A

A.3. Supplemental Instruction

1.	Listens well.	1	2	3	N/O	N/A
2.	Helps students define and develop solutions to assignments rather than immediately giving them the “the right answer.”	1	2	3	N/O	N/A
3.	Explains material at an appropriate level for the course.	1	2	3	N/O	N/A
4.	Communicates ideas clearly, concisely, and effectively.	1	2	3	N/O	N/A
5.	Maintains student-teacher relationship conducive to learning.	1	2	3	N/O	N/A
6.	Uses multiple approaches to adapt to differing student learning styles.	1	2	3	N/O	N/A
7.	Stimulates student interest in the material presented.	1	2	3	N/O	N/A
8.	Uses session time efficiently.	1	2	3	N/O	N/A
9.	Demonstrates knowledge of department(s) curriculum and course expectations.	1	2	3	N/O	N/A
10.	Demonstrates sensitivity in working with students of diverse racial, ethnic, national origin, and ancestry background; color; sex, gender identity, and sexual orientation; physical and mental ability; medical condition; age; marital status; religious creed; military and veteran’s status; and socioeconomic status.	1	2	3	N/O	N/A

B. Counselors

1.	Is accessible to students.	1	2	3	N/O	N/A
2.	Listens well and provides opportunities for counselees to express their concerns.	1	2	3	N/O	N/A
3.	Helps students define and seek solutions to problems.	1	2	3	N/O	N/A
4.	Researches questions brought by counselees, or directs counselees to appropriate sources of information/assistance when advisable.	1	2	3	N/O	N/A
5.	Keeps current with District classes, programs, and resources for students.	1	2	3	N/O	N/A
6.	Keeps current with programs and policies of receiving institutions to which students will transfer.	1	2	3	N/O	N/A
7.	Demonstrates knowledge of District policies and procedures affecting students.	1	2	3	N/O	N/A
8.	Communicates with the academic community.	1	2	3	N/O	N/A
9.	Demonstrates sensitivity in working with students of diverse racial, ethnic, national origin, and ancestry background; color; sex, gender identity, and sexual orientation; physical and mental ability; medical condition; age; marital status; religious creed; military and veteran’s status; and socioeconomic status.	1	2	3	N/O	N/A

C. Librarians

1. Promotes access to and use of library.	1	2	3	N/O	N/A
2. Communicates information clearly, concisely, and effectively.	1	2	3	N/O	N/A
3. Assists students in locating appropriate materials.	1	2	3	N/O	N/A
4. Articulates and communicates with the academic community.	1	2	3	N/O	N/A
5. Assists in building, organizing, or maintaining library collection.	1	2	3	N/O	N/A
6. Creates an environment responsive to the curricular and learning needs of the college.	1	2	3	N/O	N/A
7. Keeps current on changes in the field of library and information science.	1	2	3	N/O	N/A
8. Maintains student-faculty relationship conducive to learning.	1	2	3	N/O	N/A
9. Demonstrates sensitivity in working with students of diverse racial, ethnic, national origin, and ancestry background; color; sex, gender identity, and sexual orientation; physical and mental ability; medical condition; age; marital status; religious creed; military and veteran's status ; and socioeconomic status.	1	2	3	N/O	N/A

D. Resource Professionals (e.g., faculty program director, program coordinator etc.)

1. Responds to instructors' resource needs.	1	2	3	N/O	N/A
2. Develops instructional and institutional resources.	1	2	3	N/O	N/A
3. Develops students' resources.	1	2	3	N/O	N/A
4. Demonstrates knowledge of legislation which impacts field of specialization.	1	2	3	N/O	N/A
5. Provides leadership and coordinates programs effectively.	1	2	3	N/O	N/A
6. Provides a positive image of and for students in special programs.	1	2	3	N/O	N/A
7. Communicates information clearly, concisely, and effectively.	1	2	3	N/O	N/A
8. Articulates services with campus and district programs.	1	2	3	N/O	N/A
9. Demonstrates sensitivity in working with faculty/students of diverse racial, ethnic, national origin, and ancestry background; color; sex, gender identity, and sexual orientation; physical and mental ability; medical condition; age; marital status; religious creed; military and veteran's status; and socioeconomic status.	1	2	3	N/O	N/A

E. Child Development Center Instruction

1. Uses knowledge of early childhood development as theoretical basis for classroom practice.	1	2	3	N/O	N/A
2. Understands current issues in the field.	1	2	3	N/O	N/A
3. Plans a daily variety of developmentally appropriate activities which are sensitive to individual learning styles.	1	2	3	N/O	N/A
4. Develops a long-range plan which promotes readiness for later learning.	1	2	3	N/O	N/A
5. Uses a variety of positive approaches in guiding children's behavior and assisting children with conflict.	1	2	3	N/O	N/A
6. Recognizes when to give help and how to encourage self-help.	1	2	3	N/O	N/A
7. Structures activities which foster independent learning.	1	2	3	N/O	N/A
8. Maintains awareness of the total group even when dealing with a part of it.	1	2	3	N/O	N/A
9. Balances the needs of the individual child with those of the group.	1	2	3	N/O	N/A
10. Effectively supervises and supports student teachers, student assistants, and parents in a classroom setting.	1	2	3	N/O	N/A
11. Creates a safe and hygienic classroom environment which engages children.	1	2	3	N/O	N/A
12. Maintains professional ethics, including confidentiality and mandated reporting, in all communication with children, parents, students and colleagues.	1	2	3	N/O	N/A
13. Demonstrates sensitivity in working with children of diverse racial, ethnic, national origin, and ancestry background; color; sex, gender identity, and sexual orientation; physical and mental ability; medical condition; age; marital status; religious creed; military and veteran's status; and socioeconomic status.	1	2	3	N/O	N/A

Section II narrative comments on job performance based on observation or evaluation visit(s) specifying, where relevant, areas of excellence and areas requiring improvement:

SECTION III. EVALUATOR'S COMPREHENSIVE SUMMARY STATEMENT:
(This section may include, in addition to synthesis, professional activities not previously mentioned, suggestions for further growth, and professional contributions to the District.)

SECTION IV. FACULTY MEMBER'S COMMENTS: