

APPENDIX J1
ADMINISTRATIVE AND PEER EVALUATION FORM FOR FACULTY
(Articles 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 quarters 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 _____ No _____ DEAN AUTH. _____
Copy - Division _____ To Payroll _____ FOAP _____ INDEX CODE _____
Revised 9/2017

**FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE AND PEER EVALUATION FORM FOR FACULTY**

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. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 2. Employs multiple teaching approaches when applicable. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 3. Uses materials pertinent to the course outline. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 4. Teaches at an appropriate level for the course. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 5. Communicates ideas clearly, concisely, and effectively. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 6. Paces classes according to the level and material presented. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 7. Maintains student-faculty relationship conducive to learning. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 8. Demonstrates sensitivity to differing student learning styles. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 9. Stimulates student interest in the material presented. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 10. Tests student performance in fair and valid ways. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 11. Uses class time efficiently. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> 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. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> 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. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |

A.2 Online Instruction

- | | | | | | |
|--|----------------------------|----------------------------|----------------------------|------------------------------|------------------------------|
| 1. The instructor facilitates discussion, explanation, and exploration of course content. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 1a. Uses current materials and theories. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 2. Employs multiple teaching approaches when applicable. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 3. Uses materials pertinent to the course outline. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 4. Teaches at an appropriate level for the course. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 5. Communicates ideas clearly, concisely, and effectively. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 6. Appropriately paces student activity and course requirements throughout the term. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 7. Provides regular, timely, and effective contact for student-teacher interactions. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 8. Utilizes multiple modes of content delivery to address differing student learning styles. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 9. Maintains purposeful and ongoing student engagement with course content using academically related activities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 10. Tests student performance in fair and valid ways. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 11. Provides clear and consistent guidance about access to and navigation of course content. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> 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. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> 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. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> 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 effectively. | ==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/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/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 |

SECTION III. EVALUATOR'S COMPREHENSIVE SUMMARY STATEMENT (which 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: