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

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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.

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 <u>Classroom Instruction</u>

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 <u>Online Instruction</u>

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   __1 __2 __3 __N/O __N/A
 other information.
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 <u>Supplemental Instruction</u>
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. <u>Counselors</u>
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. <u>Librarians</u>
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. <u>Resource Professionals (e.g. faculty program director, program coordinator etc.)</u>
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 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. <u>Child Development Center Instruction</u>
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 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 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

**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 (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: