

**APPENDIX J1  
ADMINISTRATIVE AND PEER EVALUATION FORM FOR FACULTY  
(Articles 6 and 6A - Evaluation)**

**Foothill-De Anza Community College District**

FACULTY NAME: [REDACTED] QUARTER: Spring  
DEPARTMENT/PROG: Art ACADEMIC YR: 2017  
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: [REDACTED] LENGTH OF VISIT: 1 hour

EVALUATION DATE: June 22 EVALUATOR'S NAME: [REDACTED]  
*(please print)*

EVALUATION TYPE:  Administrative  Probationary (Tenure Committee)  Peer

Date: [REDACTED]  
Signature of Evaluator: [REDACTED] CWID  
Date: [REDACTED]  
Signature of Division Dean: [REDACTED]  
Date: [REDACTED]  
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: [REDACTED]  
Signature of Faculty Member: [REDACTED] 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 \_\_\_\_\_

**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  | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O            | <input type="checkbox"/> N/A |
| 2. Demonstrates cooperation and sensitivity in working with colleagues and staff  | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O            | <input type="checkbox"/> N/A |
| 3. Accepts criticism.   | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O            | <input type="checkbox"/> N/A |
| 4. Submits required departmental reports/information, including census, and/or positive attendance, and grade sheets on time. | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O            | <input type="checkbox"/> N/A |
| 5. Maintains adequate and appropriate records.  | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O            | <input type="checkbox"/> N/A |
| 6. Observes health and safety regulations.  | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O            | <input type="checkbox"/> N/A |
| 7. Attends required meetings.   | <input type="checkbox"/> 1            | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 8. Maintains office hours and is accessible to students.  | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O            | <input type="checkbox"/> N/A |

**B. Professional Contributions**

- |  |                                       |                            |                            |                              |                              |
|--|---------------------------------------|----------------------------|----------------------------|------------------------------|------------------------------|
| 1. Contributes academically to the discipline/department/district  | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 2. Participates in special assignments, committees, projects, SLO/SAO processes, research and development areas as needed in the discipline/department/district. | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 3. Shares in faculty responsibilities  | <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |

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

I want to commend [redacted] for taking the lead on the [redacted] Mural project, to go on the wall of the 5600 building. [redacted] is coordinating with the muralist and veteran's groups to make this valuable addition to our campus. Under [redacted] guidance, a concrete expression of our shared values of diversity and inclusion will be made manifest through public art.

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

**A. Classroom Faculty**

- |  |                                     |   |                          |   |                          |   |                          |     |                          |     |
|--|-------------------------------------|---|--------------------------|---|--------------------------|---|--------------------------|-----|--------------------------|-----|
| 1. Uses current materials and theories.  | <input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information. | <input checked="" 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 and ethnic backgrounds, sexual orientations, and physical and mental abilities.                      | <input checked="" type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | N/O | <input type="checkbox"/> | N/A |

**B. Counselors**

- |  |                          |   |                          |   |                          |   |                          |     |                          |     |
|--|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|-----|--------------------------|-----|
| 1. Is accessible to students.  | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | N/O | <input type="checkbox"/> | N/A |
| 2. Listens well and provides opportunities for counselees to express their concerns.   | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | N/O | <input type="checkbox"/> | N/A |
| 3. Helps students define and seek solutions to problems.   | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | N/O | <input type="checkbox"/> | N/A |
| 4. Researches questions brought by counselees or directs counselees to appropriate sources of information/assistance when advisable.                   | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | N/O | <input type="checkbox"/> | N/A |
| 5. Keeps current with District classes/programs/resources for students.  | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | N/O | <input type="checkbox"/> | N/A |
| 6. Keeps current with programs and policies of receiving institutions to which students will transfer.   | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | N/O | <input type="checkbox"/> | N/A |
| 7. Demonstrates knowledge of District policies/procedures affecting students.  | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | N/O | <input type="checkbox"/> | N/A |
| 8. Communicates with the academic community.   | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | N/O | <input type="checkbox"/> | N/A |
| 9. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental abilities. | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | N/O | <input type="checkbox"/> | N/A |

**C. Librarians**

- |  |                          |   |                          |   |                          |   |                          |     |                          |     |
|--|--------------------------|---|--------------------------|---|--------------------------|---|--------------------------|-----|--------------------------|-----|
| 1. Promotes access to and use of library.  | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | N/O | <input type="checkbox"/> | N/A |
| 2. Communicates information 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 |
| 3. Assists students in locating appropriate materials.   | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | N/O | <input type="checkbox"/> | N/A |
| 4. Articulates and communicates with the academic community.   | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | N/O | <input type="checkbox"/> | N/A |
| 5. Assists in building, organizing, or maintaining library collection  | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | N/O | <input type="checkbox"/> | N/A |
| 6. Creates an environment responsive to the curricular and learning needs of the college.  | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | N/O | <input type="checkbox"/> | N/A |
| 7. Keeps current on changes in the field of library and information science.   | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | N/O | <input type="checkbox"/> | N/A |
| 8. 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 |
| 9. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental abilities. | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> | N/O | <input type="checkbox"/> | N/A |

D. Resource Faculty (e.g. health professionals, E.O.P.S. professionals, etc.)

- |  |                            |                            |                            |                              |                              |
|--|----------------------------|----------------------------|----------------------------|------------------------------|------------------------------|
| 1. Responds to instructors' resource needs.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 2. Develops instructional and institutional resources.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 3. Develops students' resources.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 4. Demonstrates knowledge of legislation which impacts field of specialization.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 5. Provides leadership and coordinates programs effectively.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 6. Provides a positive image of and for students in special programs.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 7. Communicates information 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 |
| 8. Articulates services with campus and district programs.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 9. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental abilities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |

E. Child Development Center Faculty

- |   |                            |                            |                            |                              |                              |
|---|----------------------------|----------------------------|----------------------------|------------------------------|------------------------------|
| 1. Uses knowledge of early childhood development as theoretical basis for classroom practice.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 2. Understands current issues in the field.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 3. Plans a daily variety of developmentally appropriate activities which are sensitive to individual learning styles.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 4. Develops a long-range plan which promotes readiness for later learning.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 5. Uses a variety of positive approaches in guiding children's behavior and assisting children with conflict.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 6. Recognizes when to give help and how to encourage self-help..  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 7. Structures activities which foster independent learning.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 8. Maintains awareness of total group even when dealing with a part of it   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 9. Balances the needs of the individual child with those of the group.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 10. Effectively supervises and supports student teachers, student assistants, and parents in a classroom setting.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 11. Creates a safe and hygienic classroom environment which engages children.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 12. Maintains professional ethics, including confidentiality and mandated reporting, in all communication with children, parents, students and colleagues.              | <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, and socioeconomic backgrounds, sexual orientations, and physical and mental abilities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |

E. Supplemental Instruction Faculty

- |  |                            |                            |                            |                              |                              |
|--|----------------------------|----------------------------|----------------------------|------------------------------|------------------------------|
| 1. Listens well.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 2. Helps students define and develop solutions to assignments rather than immediately giving them the "the right answer."                              | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 3. Explains material 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 |
| 4. 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 |
| 5. Maintains student-teacher 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 |
| 6. Uses multiple approaches to adapt 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 |
| 7. 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 |
| 8. Uses session time effectively.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 9. Demonstrates knowledge of department(s) curriculum and course expectations.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> N/A |
| 10. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientation, and physical and mental abilities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> N/O | <input type="checkbox"/> 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:**

██████████ class on Monday, June 22 absolutely blew me away. Let me tell you about it.

A few minutes before the scheduled start time at 1PM, I observed ██████████ speaking with an individual at the classroom door as ██████████ students organized themselves around the classroom. It was clear they knew what to expect. I learned that the person at the door was ██████████ the model for today's drawing exercises in class.

With about 25 students present and ready, ██████████ called for relevant announcements promptly at one o'clock. Students offered two and ██████████ added another. Then at about 1:04, it was time to go to work. ██████████ introduced ██████████ for a series of four-minute poses. ██████████ put music on and began to note attendance. I walked around the room and observed 100% of students to be on task. The concentrated attention was palpable. Every student worked quickly and deliberately.

At four-minute intervals, ██████████ called "New pose!" ██████████ changed position as ██████████ adjusted the lighting on the model and in the ambient classroom. Even I could see the varying light-and-shadow contrasts in the model, and also observe the various distinct student renditions of it. The energy was intense. Another student arrived at this point, and it was clear that they knew they were missing out on something. She set up quickly and got straight to work.

At the end of the four-minute poses, ██████████ called time and asked for a ten-minute pose. The model set up, ██████████ adjusted the music, and students began work. Some chose to work on the same page in their sketch books, others set up a new page. The intensity was the same, but I noticed students observing the model more often and with more care. The quality of the sketches that I saw was markedly better, with richer detail and more subtle shading. I was struck by the variation in style among the students, and was even able to discern gradations of quality. Is that what they mean by, "I know it when I see it?"

During the ten-minute pose, ██████████ showed me some student work. Their midterm project was a self-portrait with several conditions. The portraits I saw were remarkably good, and I marveled when ██████████ told me that there is no drawing prerequisite on ██████████

At the end of the ten-minute pose, ██████████ called for a break. ██████████ timing was good, the students had been working hard and needed one. During the break, a former student of mine approached me. We exchanged greetings, and she volunteered that she liked the class and was learning a lot. I have no doubt of that.

After the break, ██████████ reconvened the class, noted that there's "lots of drawing ahead," and shared some instructional points concerning using charcoal with tone paper and white chalk. I learned not to mix black charcoal with white chalk, and to use the tone paper as a midtone value. ██████████ connected the interacting-hands drawing task ahead with last week's work on hand-holding-an-object.

██████████ called the model back in and asked ██████████ to set up for a twenty-minute pose with interacting hands. ██████████ again adjusted the lights and music, and walked the room interacting with students one-on-one, offering individual praise and critique. ██████████ carried tracing paper to lay over student drawings to demonstrate techniques to render light and shadow with the charcoal and chalk.

At that point, I'd seen enough and it was time to go.

**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):**

██████ is an excellent teacher. ██████ is knowledgeable and approachable, and it's clear ██████ tailors ██████ instruction to student needs. The students I saw in ██████ classroom were, to a person, actively engaged in the tasks ██████ had set for them. And they worked hard.

I have one suggestion for improvement. An artist's syllabus in 2017 should not resemble my algebra syllabus from 1993. As this phase progresses, I hope that ██████ will apply ██████ skills to designing and producing welcoming documents that more accurately reflect the vibrancy of ██████ classroom. Like it or not, many times our syllabus is a student's first impression of our course, yet our academic culture often treats it as a purely informational document. It takes a shift in point of view to see a syllabus as a student-centered document, so perhaps this could be an area of professional development for ██████

As appropriate in tenure phase 2, ██████ is becoming more involved in department, division, and college-wide faculty responsibilities. I've seen ██████ representing the Fine Arts and Communication division at Academic Senate, and have heard ██████ offer thoughtful comments on the issues at hand. Especially in light of ██████ work on the ██████ Mural, I have no doubt that ██████ will find ██████ place as an active, productive, and welcome member of the Foothill faculty.

**SECTION IV. FACULTY MEMBER'S COMMENTS:**