

**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) ☐ PeerDate: \_\_\_\_\_  
 \_\_\_\_\_  
 Signature of Evaluator CWIDDate: \_\_\_\_\_  
 \_\_\_\_\_  
 Signature of Division DeanDate: \_\_\_\_\_  
 \_\_\_\_\_  
 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 |

**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 Faculty**

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 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 and ethnic backgrounds, sexual orientations, and physical and mental abilities.	1	2	3	N/O	N/A

**A.2 Online Faculty**

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. Releases course content in a manner to focus student attention and/or scaffold instruction as necessary.	1	2	3	N/O	N/A
7. Provides regular and effective opportunities for student-teacher and student-student interaction; clearly states and enforces course policies for frequency and tone of communication.	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. Provides guidance for students on locating specific course content and/or using appropriate course tools; keeps students actively involved on a weekly basis.	1	2	3	N/O	N/A
12. Provides students with clear, measurable definitions of attendance both for dropping students for non-attendance prior to Census and for dropping students for non-participation.	1	2	3	N/O	N/A
13. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental abilities. Course site is accessible in accordance with ADA Section 508.	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 and ethnic backgrounds, sexual orientations, and physical and mental abilities.	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 and ethnic backgrounds, sexual orientations, and physical and mental abilities.	1	2	3	N/O	N/A

D. Resource Faculty (e.g., health professionals, EOPS professionals, 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 and ethnic backgrounds, sexual orientations, and physical and mental abilities.	1	2	3	N/O	N/A

E. Child Development Center Faculty

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 students of diverse racial, ethnic, and socioeconomic backgrounds, sexual orientations, and physical and mental abilities.	1	2	3	N/O	N/A

F. Supplemental Instruction Faculty

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 and ethnic backgrounds, sexual orientations, and physical and mental abilities.	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:**