

**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. 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 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

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.
2. Develops instructional and institutional resources.
3. Develops students' resources.
4. Demonstrates knowledge of legislation which impacts field of specialization.
5. Provides leadership and coordinates programs effectively.
6. Provides a positive image of and for students in special programs.
7. Communicates information clearly, concisely, and effectively.
8. Articulates services with campus and district programs.
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  
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.
2. Understands current issues in the field.
3. Plans a daily variety of developmentally appropriate activities which are sensitive to individual learning styles.
4. Develops a long-range plan which promotes readiness for later learning.
5. Uses a variety of positive approaches in guiding children's behavior and assisting children with conflict.
6. Recognizes when to give help and how to encourage self-help.
7. Structures activities which foster independent learning.
8. Maintains awareness of total group even when dealing with a part of it.
9. Balances the needs of the individual child with those of the group.
10. Effectively supervises and supports student teachers, student assistants, and parents in a classroom setting.
11. Creates a safe and hygienic classroom environment which engages children.
12. Maintains professional ethics, including confidentiality and mandated reporting, in all communication with children, parents, students and colleagues.
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  
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:**