

**APPENDIX C-5n: PEER INPUT REGARDING CRITERIA FOR EVALUATION
(aligned with Appendices C-1 and C-1a)**



Modesto Junior College

Columbia College

**YCCD Faculty Evaluation
Peer Input for Evaluation Criteria Form**

Instructor's Name	Peer Evaluator's Name
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Yosemite Community College District's objective is to fill its faculty positions with extraordinary people, men and women of uncommon ability, energy, enthusiasm, and commitment. We wish to employ faculty who bring to their department, division, and campus breadth and depth of knowledge, pedagogical effectiveness, and life experiences that will enrich their disciplines and stimulate learning.

The following criteria are intended to further delineate common areas of performance to be evaluated during the evaluation process. The list is not all inclusive and is not intended to eliminate from consideration additional standards of performance common to the profession.

Instructions: This form is designed to gather peer input regarding these categories for use by the Immediate Administrator in preparing the Evaluation Report. Record your professional observations regarding the evaluatee's performance on these criteria. Use the comment box to note both areas of commendation and suggestions for improvement. Be specific and descriptive.

1. Excellent performance in classroom teaching or in carrying out other primary responsibilities specifically listed in the employment job description including, but not limited to:
 - a. currency and depth of knowledge of teaching field or job duties;
 - b. proficiency in written and oral English enabling clear, effective communication to students and colleagues;
 - c. use of teaching methods and materials challenging to the student and appropriate to the subject matter, responsive to the needs of the students, and consistent with departmental practices; this is not intended to discourage within a department a variety of successful pedagogical approaches to learning;
 - d. careful attention to effective organizational skills in the classroom or worksite; and
 - e. consistent responsibility in fulfilling official college requirements as well as departmental agreements.

COMMENTS

2. Respect for students' rights and needs by demonstrating:
 - a. patience, fairness, and promptness in the evaluation and discussion of student work;
 - b. sensitivity and responsiveness to the needs of individual students and their special circumstances, when appropriate; and
 - c. sensitivity to the diverse ways students learn.

COMMENTS

3. Respect for colleagues and the teaching profession by:
 - a. acknowledging and defending the free inquiry of their associates in the exchange of criticism and ideas;
 - b. recognizing the opinions of others;
 - c. acknowledging academic sources;
 - d. striving to be objective in their professional judgment of colleagues;
 - e. acting in accordance with the ethics of the profession and with a sense of personal integrity; and
 - f. working in a spirit of cooperation to develop and maintain a collegial atmosphere among faculty and staff.

COMMENTS

The following standard is illustrative of the performance expected of tenured (regular) faculty. Probationary faculty after their first year are expected to show increasing participation in such professional growth activities. In most cases they are not applicable to temporary faculty.

4. Continued professional growth demonstrated by:
 - a. increasing participation in self-initiated professional activities such as coursework, attendance at workshops, seminars, professional meetings;
 - b. active participation in collegial governance and campus life;
 - c. participation in publications, conference presentation, artistic exhibit, classroom research, development of new curriculum, community involvement specific to academic area; and community involvement generally.

COMMENTS