**San Jose∙Evergreen Community College District**

**OBSERVATION FORM FOR ACADEMIC SKILLS FACULTY**

**FACULTY MEMBER’S NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evaluator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RATING SCALE:**

1. Distinguished 2. Proficient 3. Needs Improvement 4. Unsatisfactory 5. Not observed/Not applicable

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| Distinguished Performance – exceeds the requirements of the assignment. The evaluation shall include notations of exceptional performance. |
| Proficient Performance – meets the requirements of the assignment. The evaluation may include notations of exceptional performance. |
| Needs Improvement – does not fully meet the requirements of assignment. The evaluation shall include notations of areas to be improved. |
| Does Not Meet the Requirements of Assignment- This rating indicates that the Observer does not reasonably expect the evaluatee to improve.The evaluation shall include specific areas of unsatisfactory performance. |

**JOB PERFORMANCE:**

## Academic Skills

**RATING COMMENTS**

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| 1. Promotes access to and use of the tutoring center. |  |  |
| 1. Communicates information clearly, concisely, and effectively. |  |  |
| 1. Schedules tutors to serve student appointments and walk-ins on a daily basis; and the schedule meets the varying student needs throughout the term. |  |  |
| 1. Demonstrates sensitivity to differing students learning styles. |  |  |
| 1. Provides training for tutors that addresses pedagogical, behavioral and diversity issues. |  |  |
| 1. Assists in the development and the integration of tutorial and supplemental instruction services in the designated campus-wide strategic plans |  |  |
| 1. Creates an environment responsive to the curricular and learning needs of the college. 2. Keeps current on changes in the field of tutoring and learning support and recommends innovations to maintain the state of art nature of the tutoring center. 3. Works closely with faculty to identify tutors with appropriate background skills. 4. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientation, and disabilities. |  |  |
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TA’d 2/26/2016, Rev. 2023-2024 AY