

**ADMINISTRATIVE EVALUATION FULL-TIME FACULTY:  
OVERALL ASSESSMENT**

Vice President assigns points 5 through 1 for each criterion according to the Administrative Evaluation Criteria Guide and the responses by the faculty member on the Professional Development Self-Disclosure Statement, which are an integral part of the Administrative Evaluation.

Faculty Member:	Date:
Administrative Evaluator:	

CRITERIA	Points
1. Participates in professional development conferences, workshops, courses or in-service activities (e.g., doing presentations for Flex Day, Institute Day, etc.).	
2. Participates in job-related professional associations, beyond campus academic organizations.	
3. Participates in academic activities on campus, including committee and task force involvement.	
4. Demonstrates understanding of College policies and procedures (attendance, office hours, grading and report deadlines, census reports, absence from campus, etc.), and implements them.	
5. As evidenced by peer and students' evaluations, is thorough in preparation and organized in presentation (including, but not limited to, staying on task).	
6. Demonstrates professionalism as evidenced by: cooperativeness with the College community and the public; collegiality; attendance and punctuality at assigned committee meetings and functions.	
7. Adheres to established State, College and division academic standards and practices regarding course organization, including preparation and distribution to students of course syllabi, inclusion in syllabi of basic information (such as course content, course organization, course level student learning outcomes, grading standards, and attendance requirements), and consistency with the College academic calendar.	
8. Demonstrates sensitivity to ethnic, economic, physical, gender, social, political and religious diversity among the College community.	
9. Supports student activities (e.g., fundraisers, field-trips, ASB elections, publications, club advisorship, editorship, writing letters of recommendation, etc.)	
10. Based on the written tabulations and summaries of students' evaluations, written comments by peer evaluators, the Professional Development Self-Disclosure Statement, and administrative observation of the faculty member, faculty member demonstrates teaching skills that are: Outstanding=5; Good=4; Satisfactory=3; Need Improvement=2; Unsatisfactory=1.	
Total	50

ADMINISTRATIVE EVALUATION FULL-TIME FACULTY:  
AREAS OF STRENGTH, AREAS NEEDING IMPROVEMENT, REMEDIATION PLAN

Faculty Member:	Administrative Evaluator:
Areas of Strength:	
Areas Needing Improvement:	
Remediation Plan (if applicable):	
Sign: Faculty Member/Date	Sign: Admin Evaluator/Date

ADMINISTRATIVE EVALUATION FULL-TIME FACULTY:  
REMEDATION PLAN FOLLOWUP

Faculty Member:	Administrative Evaluator:
Remediation Plan Recommendation:	
Outcome:	
Sign: Faculty Member/Date	Sign: Admin Evaluator/Date

**ADMINISTRATIVE EVALUATION PART-TIME FACULTY:  
OVERALL ASSESSMENT**

Vice President assigns points 5 through 1 for each criterion according the Administrative Evaluation Criteria Guide and the responses by the faculty member on the Professional Development Self-Disclosure Statement, which are an integral part of the Administrative Evaluation.

Faculty Member:	Date:
Administrative Evaluator:	

CRITERIA	Points
1. Demonstrates understanding of College policies and procedures (attendance, grading and report deadlines, census reports, absence from campus, etc.), and implements them.	
2. As evidenced by peer and students' evaluations, is thorough in preparation and organized in presentation (including, but not limited to, staying on task).	
3. Demonstrates professionalism as evidenced by cooperativeness with the College community and the public.	
4. Adheres to established State, College and division academic standards and practices regarding course organization, including preparation and distribution to students of course syllabi, inclusion in syllabi of basic information (such as course content, course organization, course level student learning outcomes, grading standards, and attendance requirements), and consistency with the College academic calendar.	
5. Demonstrates sensitivity to ethnic, economic, physical, gender, social, political, and religious diversity among the College community.	
6. Based on the written tabulations and summaries of students' evaluations, written comments by peer evaluators, any Professional Development Self-Disclosure Statement, and administrative observation of the faculty member, faculty member demonstrates teaching skills that are: Outstanding=5; Good=4; Satisfactory=3; Need Improvement=2; Unsatisfactory=1.	
Total	30

ADMINISTRATIVE EVALUATION PART-TIME FACULTY:  
AREAS OF STRENGTH, AREAS NEEDING IMPROVEMENT, REMEDIATION PLAN

Faculty Member:	Administrative Evaluator:
Areas of Strength:	
Areas for Professional Development:	
Sign: Faculty Member/Date	Sign: Admin Evaluator/Date

## Palo Verde College Faculty Evaluation Form



### Correspondence Education / Distance Education

Instructor:	Date:
Course:	Section:

Note: This evaluation is confidential. The instructor will not see this form. Only the tabulated results of this survey will be presented to the instructor. All comments will be typed and presented to the instructor.

Please use Scantron # 223127 provided. Please put the instructors' last name in the name area.

#### Marking Instructions:

<ul style="list-style-type: none"> <li>Use a No. 2 pencil only.</li> <li>Do not use ink, ballpoint, or felt tip pens.</li> <li>Make solid marks that fill the response completely.</li> <li>Erase cleanly any marks you wish to change.</li> <li>Make no stray marks on this form.</li> </ul>	<p><b>CORRECT</b></p>  <p><b>INCORRECT</b></p> 						
<b>The Faculty member:</b>							
1. Clearly explains course assignments, expectations, student learning outcomes, grading standards, rules, and goals, in a well-organized syllabus.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td>C. Usually</td> <td></td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						
C. Usually							
2. Follows course standards for evaluating, grading, and responding to student work, as described in the syllabus.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td>C. Usually</td> <td></td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						
C. Usually							
3. Assigns writing, tests, and demonstrations clearly linked to course content, objectives, and student learning outcomes.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td>C. Usually</td> <td></td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						
C. Usually							
4. Assigns readings, exercises, and other materials clearly linked to course content, objectives, and student learning outcomes.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td>C. Usually</td> <td></td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						
C. Usually							
5. Returns graded work in a timely fashion.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td>C. Usually</td> <td></td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						
C. Usually							
6. Provides appropriate responses to assignments.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td>C. Usually</td> <td></td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						
C. Usually							
7. Encourages dialogue with students via letters, phone, e-mail, and other media.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td>C. Usually</td> <td></td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						
C. Usually							
8. Provides timely responses to student inquiries and requests.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td>C. Usually</td> <td></td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						
C. Usually							
9. Tailors syllabus, course materials, assignments, and feedback, to correspondence/distance education needs.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td>C. Usually</td> <td></td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						
C. Usually							

10. Course assignments appropriate to type of instruction and educational site.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
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**Summary Comments**

What I like most about this class is:

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What I like least about this class is:

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# Palo Verde College Full-Time Faculty Evaluation Form



## Face to Face

Instructor:	Date:
Course:	Section:

Note: This evaluation is confidential. The instructor will not see this form. Only the tabulated results of this survey will be presented to the instructor. All comments will be typed and presented to the instructor.

Please use Scantron # 223127 provided. Please put the instructors' last name in the name area.

### Marking Instructions:

<ul style="list-style-type: none"> <li>Use a No. 2 pencil only.</li> <li>Do not use ink, ballpoint, or felt tip pens.</li> <li>Make solid marks that fill the response completely.</li> <li>Erase cleanly any marks you wish to change.</li> <li>Make no stray marks on this form.</li> </ul>	<p><b>CORRECT</b></p>  <p><b>INCORRECT</b></p> 						
<b>The Faculty member:</b>							
1. Explains course expectations, objectives, student learning outcomes, and grading standards in a written syllabus.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td>C. Usually</td> <td></td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						
C. Usually							
2. Follows the course syllabus.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td>C. Usually</td> <td></td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						
C. Usually							
3. Is thorough in preparation and organized in presentation (including, but not limited to, staying on task).	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td>C. Usually</td> <td></td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						
C. Usually							
4. Is on time for the class and stays for the class duration.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td>C. Usually</td> <td></td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						
C. Usually							
5. Is clear and understandable when presenting class materials.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td>C. Usually</td> <td></td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						
C. Usually							
6. Makes the class materials easy to understand.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td>C. Usually</td> <td></td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						
C. Usually							
7. Provides regular feedback relevant to my progress in this course.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td>C. Usually</td> <td></td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
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C. Usually							
8. Demonstrates expertise in the field.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td>C. Usually</td> <td></td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						
C. Usually							
9. Is sensitive to the needs of the students.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom		
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						



	C. Usually	
10. Makes me feel welcome in the classroom.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
11. Encourages me to ask questions in class.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
12. Willingly answers my questions in class.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
13. Is available outside of class hours to assist me.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
14. Returns my test and homework materials as promised.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom

**Summary Comments**

What I like most about this class is:

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What I like least about this class is:

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# Palo Verde College Part-time Faculty Evaluation Form



## Face to Face

Instructor:	Date:
Course:	Section:

Note: This evaluation is confidential. The instructor will not see this form. Only the tabulated results of this survey will be presented to the instructor. All comments will be typed and presented to the instructor.

Please use Scantron # 223127 provided. Please put the instructors' last name in the name area.

### Marking Instructions:

<ul style="list-style-type: none"> <li>Use a No. 2 pencil only.</li> <li>Do not use ink, ballpoint, or felt tip pens.</li> <li>Make solid marks that fill the response completely.</li> <li>Erase cleanly any marks you wish to change.</li> <li>Make no stray marks on this form.</li> </ul>	<p><b>CORRECT</b></p>  <p><b>INCORRECT</b></p> 						
<b>The Faculty member:</b>							
1. Explains course expectations, objectives, student learning outcomes, and grading standards in a written syllabus.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td colspan="2">C. Usually</td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						
C. Usually							
2. Follows the course syllabus.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td colspan="2">C. Usually</td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						
C. Usually							
3. Is thorough in preparation and organized in presentation (including, but not limited to, staying on task).	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td colspan="2">C. Usually</td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
B. Almost Always	E. Seldom						
C. Usually							
4. Is on time for the class and stays for the class duration.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td colspan="2">C. Usually</td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
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5. Is clear and understandable when presenting class materials.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td colspan="2">C. Usually</td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
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6. Makes the class materials easy to understand.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td colspan="2">C. Usually</td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
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7. Provides regular feedback relevant to my progress in this course.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td colspan="2">C. Usually</td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
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8. Demonstrates expertise in the field.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> <tr> <td>B. Almost Always</td> <td>E. Seldom</td> </tr> <tr> <td colspan="2">C. Usually</td> </tr> </table>	A. Consistently	D. Sometimes	B. Almost Always	E. Seldom	C. Usually	
A. Consistently	D. Sometimes						
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9. Is sensitive to the needs of the students.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Consistently</td> <td style="width: 50%;">D. Sometimes</td> </tr> </table>	A. Consistently	D. Sometimes				
A. Consistently	D. Sometimes						

	B. Almost Always C. Usually	E. Seldom
10. Makes me feel welcome in the classroom.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
11. Encourages me to ask questions in class.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
12. Willingly answers my questions in class.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom
13. Returns my test and homework materials as promised.	A. Consistently B. Almost Always C. Usually	D. Sometimes E. Seldom

**Summary Comments**

What I like most about this class is:

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What I like least about this class is:

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PEER OBSERVATION REPORT

Faculty Member:	Course:	
Peer Evaluator:	Observation Date:	Number of students present:
Based on the relevant observation, indicate a score for each item using the following scale:		
5=Outstanding      4=Good      3=Satisfactory      2=Needs improvement      1=Unsatisfactory		
	1. Defines objectives for student work in keeping with syllabus defined student learning outcomes.	
Comments:		
	2. Is thorough in preparation and organized in presentation of materials (classroom, online, ITV, correspondence, as applicable).	
Comments:		
	3. Course assignments, materials, and educational approach encourages student enthusiasm for learning.	
Comments:		
	4. Communicates clearly and effectively employing the appropriate range of technical support devices, programs, and services.	
Comments:		
	5. Explains main ideas, concepts, and principles.	
Comments:		
	6. Demonstrates up-to-date command of subject matter and appropriate instructional methods.	
Comments:		
	7. Responds in a timely, appropriate, and supportive fashion to student inquiries, questions, and criticisms, while employing the appropriate range of technical support devices, programs, and services.	
Comments:		
	8. Encourages critical thinking and analysis.	
Comments:		
	9. Demonstrates respect for the students and their views.	
Comments:		
	10. Encourages regular, committed student engagement via the range of technical support devices, programs, and applications.	
Comments:		
	/50 OVERALL RATING	
50=Outstanding      40-49=Good      30-39=Satisfactory      20-29=Needs Improvement      < 20 Unsatisfactory		

Peer Evaluator (signature)	Date:
Faculty Member (signature)	Date:

PEER OBSERVATION REPORT

PEER OBSERVATION NARRATIVE

Faculty Member:
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Peer Evaluator:	Course:	Observation Date:	Number of students present:
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Peer Evaluator:	Course:	Observation Date:	Number of students present:
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Based on their classroom observations, the peer evaluators shall collaborate in writing a narrative description of the faculty member’s teaching, answering each of the following questions:

1. Describe the faculty member’s subject, teaching methodologies, and alignment with student learning outcomes.
2. Describe the faculty member’s communication of the applicability of the academic discipline to the larger social context (i.e., the “real world”).
3. Describe the organization and clarity of the presentation.
4. Discuss the appropriateness of the instructor’s teaching techniques in the light of stated goals.
5. Describe the level of student discussion and participation.
6. Describe the faculty member’s teaching strengths.
7. Describe the faculty member’s employment of the appropriate range of technical support devices, programs, and applications.
8. Describe any specific recommendations.

Faculty Member (signature): \_\_\_\_\_ Date:

Peer Evaluator (signature): \_\_\_\_\_ Date:

Peer Evaluator (signature): \_\_\_\_\_ Date: