

Quality Enhancement Cell

Gomal University, Dera Ismail Khan



Teacher Evaluation Form

(To be filled by the student)

Course Title and Number: _____
 Name of Teacher: _____ Semester _____
 Department: _____ Degree _____

Use the scale to answer the following questions below and make comments

5: Strongly Agree 4: Agree 3: Uncertain 2: Disagree 1: Strongly Disagree

I. Command Over Subject					
1. The Teacher is prepared for each class	5	4	3	2	1
2. The Teacher demonstrates knowledge of the subject	5	4	3	2	1
3. The Teacher provides additional material apart from the textbook	5	4	3	2	1
4. The Teacher gives citations regarding current situations with reference to Pakistani context.	5	4	3	2	1
5. The Teacher maintains an environment that is conducive to learning	5	4	3	2	1
6. Teacher always think about the demands made by other modules you're doing	5	4	3	2	1
II. Behavior With Students					
1. The Teacher is fair in examination	5	4	3	2	1
2. Teacher is approachable	5	4	3	2	1
3. You usually get advice if you're having difficulties	5	4	3	2	1
4. The Teacher shows respect towards students and encourages class participation	5	4	3	2	1
5. Students are encouraged to participate in discussions	5	4	3	2	1
6. The Teacher give constructive feedback on the work you do	5	4	3	2	1
7. The Teacher really motivates students to do their work	5	4	3	2	1
8. On the whole the Teachers are really enthusiastic about Teaching Student.	5	4	3	2	1
III. Regularity					
1. The Teacher arrives on time	5	4	3	2	1
2. The Teacher leaves on time	5	4	3	2	1
3. The Teacher returns the graded scripts etc. in a reasonable amount of time	5	4	3	2	1
4. The Teacher was available during the specified office hours and for after class consultations	5	4	3	2	1

Evaluation Of Teaching

**Larry A. Braskamp,Dale C.
Brandenburg,John C. Ory**



Evaluation Of Teaching:

The New Handbook of Teacher Evaluation Jason Millman, Linda Darling-Hammond, 1989-12-01 Now available in paper this version is the first comprehensive look at the process of selecting assessing and assisting teachers in nearly a decade Since the publication of the first Handbook the profession of teaching has witnessed dramatic change including a greater awareness of teacher accountability an increase in teacher testing and the development of teaching incentives At the same time the political social and organizational factors affecting the performance and evaluation of teachers have been subjects of intensive scrutiny Reflecting these changes the new Handbook contains 25 new chapters and explores current practices issues and controversies related to the evaluation of teachers at elementary and secondary levels **Getting Teacher Evaluation Right** Linda Darling-Hammond, 2014-02-03 Teacher evaluation systems are being overhauled by states and districts across the United States And while intentions are admirable the result for many new systems is that good often excellent teachers are lost in the process In the end students are the losers In her new book Linda Darling Hammond makes a compelling case for a research based approach to teacher evaluation that supports collaborative models of teacher planning and learning She outlines the most current research informing evaluation of teaching practice that incorporates evidence of what teachers do and what their students learn In addition she examines the harmful consequences of using any single student test as a basis for evaluating individual teachers Finally Darling Hammond offers a vision of teacher evaluation as part of a teaching and learning system that supports continuous improvement both for individual teachers and for the profession as a whole Teacher Evaluation to Enhance Professional Practice Charlotte Danielson, Thomas L. McGreal, 2000-07-15 Teacher evaluation a term that brings fear anticipation stress anxiety or even boredom to the hearts of teachers and administrators everywhere How can we reinvent teacher evaluation so that it really makes a difference so that everyone in school benefits from it so that teachers and administrators learn from it so that students succeed as a result of it The bad news is that many schools and districts seem to be stuck in old ruts involving The Observation The Behavior Checklist and The Conference The good news is that many districts have paved the way for teacher evaluation to actually become professional development by using a three track evaluation system Track I for beginning teachers promotes growth and new learning through mentoring frequent observations and support systems Track II for tenured teachers that is most teachers in the system promotes professional learning experiences through self assessment goal setting data collection formative evaluations study groups action plans and evaluation in which teachers play an active role Track III for tenured teachers needing assistance focuses on remediating difficulties and recommending further action More good news Through concrete examples useful forms and assessment tools this book provides a clear roadmap to effective teacher evaluation systems that combine quality assurance with professional development for all teachers Note This product listing is for the Adobe Acrobat PDF version of the book *Teacher Evaluation that Makes a Difference* Robert J. Marzano, Michael D.

Toth,2013 In Teacher Evaluation That Makes a Difference Robert J Marzano and Michael D Toth introduce a new model of teacher evaluation that takes into account multiple data rich measures of teacher performance and student growth to ensure fair meaningful and reliable evaluations for all teachers

Evaluating Teaching James H. Stronge,1997-06-20 This book presents current research and thinking about teacher evaluation and provides a coherent and comprehensive approach to designing implementing and monitoring quality teacher evaluation systems

Evaluating and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics National Research Council,Division of Behavioral and Social Sciences and Education,Center for Education,Committee on Recognizing, Evaluating, Rewarding, and Developing Excellence in Teaching of Undergraduate Science, Mathematics, Engineering, and Technology,2002-12-19 Economic academic and social forces are causing undergraduate schools to start a fresh examination of teaching effectiveness Administrators face the complex task of developing equitable predictable ways to evaluate encourage and reward good teaching in science math engineering and technology Evaluating and Improving Undergraduate Teaching in Science Technology Engineering and Mathematics offers a vision for systematic evaluation of teaching practices and academic programs with recommendations to the various stakeholders in higher education about how to achieve change What is good undergraduate teaching This book discusses how to evaluate undergraduate teaching of science mathematics engineering and technology and what characterizes effective teaching in these fields Why has it been difficult for colleges and universities to address the question of teaching effectiveness The committee explores the implications of differences between the research and teaching cultures and how practices in rewarding researchers could be transferred to the teaching enterprise How should administrators approach the evaluation of individual faculty members And how should evaluation results be used The committee discusses methodologies offers practical guidelines and points out pitfalls Evaluating and Improving Undergraduate Teaching in Science Technology Engineering and Mathematics provides a blueprint for institutions ready to build effective evaluation programs for teaching in science fields

Measurement and Evaluation in Teaching Norman Edward Gronlund,1985

A Comprehensive Critique of Student Evaluation of Teaching Dennis E. Clayson,2020-12-27 This thought provoking volume offers comprehensive analysis of contemporary research and literature on student evaluation of teaching SET in Higher Education In evaluating data from fields including education psychology engineering science and business this volume critically engages with the assumption that SET is a reliable and valid measure of effective teaching Clayson navigates a range of cultural social and era related factors including gender grades personality student honesty and halo effects to consider how these may impact on the accuracy and impartiality of student evaluations Ultimately he posits a popularity hypothesis asserting that above all SET measures instructor likability While controversial the hypothesis powerfully and persuasively draws on extensive and divergent literature to offer new and salient insights regarding the growing and potentially misleading phenomenon of SET This topical and transdisciplinary book will be of great interest to

researchers faculty and administrators in the fields of higher education management administration teaching and learning

Mind Evaluation for Teaching Purposes Andrew Thomas Smith,1893 **Top 10 Flashpoints in Student Ratings and the Evaluation of Teaching** Ronald A. Berk,2023-07-03 ATTENTION ALL FACULTY ADMINISTRATORS Another book on student ratings Are you kidding me Nope but this one is REALLY different Another review of the research or step by step on how to develop and interpret rating scales NOT Berk did that with Thirteen Strategies Designed to solve YOUR problems conflicts and confusion about how to evaluate teaching Written expressly for YOU with Berk s signature sense of humor FLASHPOINT a critical stage in a process trouble spot contentious issue volatile hot button or lowest temperature at which a flammable liquid will give off enough vapor to igniteThe flashpoints covered are the topics that pop up the most frequently and heatedly on listservs blogs and the literature Each flashpoint is defined succinctly options are presented and then evidence based recommendations for concrete action steps are proffered in an effort to stop the popping The recommendations are grounded in psychometric professional and legal standards The last named in particular can protect you from costly litigation If you hire promote demote and fire full and part time faculty based on student ratings and other measures then you are vulnerable to violations of federal anti discrimination laws Several flashpoints address procedures you can take to stay out of court If you are a faculty member you need to know whether your institution s measures of teaching are appropriate and defensible and what you should do if they are not Four sample flashpoints and solutions Use of global items for summative decisions SOLUTION Cease desist and use scale and subscale ratings Low response rate in online administrations SOLUTION 20 strategies to increase rates Scales to evaluate online and blended hybrid courses SOLUTION 7 strategies are suggested and evaluated Use of ratings for contract renewal pay raise teaching awards and promotion and tenure SOLUTION Applying 80 20 rule for adverse impact to avoid lawsuits related to unequal pay gender race ethnicity and age discrimination *Evaluating Teaching* James H. Stronge,2005-11-02 This invaluable resource demonstrates how to foster the development of highly qualified teachers through designing and implementing a solid teacher evaluation system

Evaluating Teaching and Learning David Kember,Paul Ginns,2012-03-12 Every semester colleges and universities ask students to complete innumerable course and teaching evaluation questionnaires to evaluate the learning and teaching in courses they have taken For many universities it is a requirement that all courses be evaluated every semester The laudable rationale is that the feedback provided will enable instructors to improve their teaching and the curriculum thus enhancing the quality of student learning In spite of this there is little evidence that it does improve the quality of teaching and learning Ratings only improve if the instruments and the presentation of results are sufficiently diagnostic to identify potential improvements and there is effective counselling *Evaluating Teaching and Learning* explains how evaluation can be more effective in enhancing the quality of teaching and learning and introduces broader and more diverse forms of evaluation This guide explains how to develop questionnaires and protocols which are valid reliable and diagnostic It also contains proven

instruments that have undergone appropriate testing procedures together with a substantial item bank The book looks at the specific national frameworks for the evaluation of teaching in use in the USA UK and Australia It caters for diverse methodologies both quantitative and qualitative and offers solutions that allow evaluation at a wide range of levels from classrooms to programmes to departments and entire institutions With detail on all aspects of the main evaluation techniques and instruments the authors show how effective evaluation can make use of a variety of approaches and combine them into an effective project With a companion website which has listings of the questionnaires and item bank this book will be of interest to those concerned with organising and conducting evaluation in a college university faculty or department It will also appeal to those engaged in the scholarship of teaching and learning Evaluating Teaching Effectiveness Larry A. Braskamp,Dale C. Brandenburg,John C. Ory,1984-10-01 Evaluating Teaching Effectiveness is a practical guide intended to assist faculty members and educational administrators in the critical analysis design and implementation of teaching practice evaluation Evaluation of teaching should be assessed from a variety of perspectives since no single piece of evidence collected from one source is sufficient to judge the competence of a teacher This view is based on testing and experimenting carried out by the authors on their own campuses for application on any campus or college In order to evaluate teacher effectiveness it also important to take the purpose of the evaluation into account **A Guide to Impactful Teacher Evaluations** Joseph O. Rodgers,2021-03-10 What if everything we thought we knew about effective teacher evaluations was wrong A Guide to Impactful Teacher Evaluations walks educators through an important shift in thinking about how to evaluate teachers from systems focused on individuals and results to solutions focused on collectives and processes Disregarding older ineffective models that rely on faulty assumptions this book embraces new approaches for measuring teacher competency that achieve valid assessment of effective teaching teacher professional growth and student learning Chapters explore teacher evaluation systems based on professional learning community principles confront the current system of teacher evaluation that has led to frustration criticism and disrespect provide strategies for delivering new skills and supporting teachers growth and include Tips and Talking Points for schools and districts Outlining best practice and sharing actionable tools grounded in collaboration and teamwork this book helps K 12 school leaders explore teacher evaluation that has a real and lasting impact on the profession and student learning **Evaluating Teaching** Kenneth O. Doyle,1983 With special applicability to higher education Doyle reviews the essential literature on teacher evaluation building several paradigms that are creatively flexible yet offer the tightness necessary to develop a teacher evaluation process He creates a critical concept to identify generalizable teacher behaviors that could be evaluated for all teachers nomothetics and the development of behaviors and practices that relate to single situations or are unique to one institution ideographics Includes figures and tables that support the text visually ISBN 0 669 03613 7 20 95 Teacher Evaluation Anthony J. Shinkfield,D.L. Stufflebeam,1995-11-30 Teacher Evaluation Guide to Professional Practice is organized around

four dominant interrelated core issues professional standards a guide to applying the Joint Committee's Standards ten alternative models for the evaluation of teacher performance and an analysis of these selected models The book draws heavily on research and development conducted by the Federally funded national Center for Research on Educational Accountability and Teacher Evaluation CREATE The reader will come to grasp the essence of sound teacher evaluation and will be able to apply its principles facts ideas processes and procedures Finally the book invites and assists school professionals and other readers to examine the latest developments in teacher evaluation

Everyone at the Table Ellen Behrstock-Sherratt, Allison Rizzolo, Sabrina W. Laine, Will Friedman, 2013-05-01 A proven method for working with teachers to design better evaluations There is no magic formula for successfully designing a teacher evaluation system However there is abundant evidence that suggests involving teachers in the process will reduce the likelihood of opposition gridlock and reform failure Everyone at the Table provides materials to genuinely engage teachers in the evaluation process The book is a research based and field tested practical guide for school leaders With this resource educators will have the tools they need to develop meaningful teacher evaluations Offers a collaborative approach to designing teacher evaluations Includes a companion web based resource with video This research based program outlines a solid plan for improving teacher effectiveness through evaluation reform

Creative Ideas For Teaching Evaluation Donna M. Mertens, 2013-04-17 In 1976 the first session on the teaching of evaluation was held at an annual meeting of evaluators A few hardy souls gathered to exchange ideas on improving the teaching of evaluation At subsequent annual meetings these informal sessions attracted more and more participants eager to talk about common teaching interests and to exchange reading lists syllabuses assignments and paper topics The sessions were irreverent innovative lively and unpredictable Eventually the group formalized itself with the American Evaluation Association as the Topical Interest Group in the Teaching of Evaluation TIG TOE As word of TIG TOE's activities spread instructors from all over the country clamored for assistance and advice It became apparent that a handbook was needed a practical interdisciplinary guide to the teaching of evaluation Donna M Mertens a long standing member of TIG TOE and an accomplished teacher of evaluation volunteered to edit the book and her skills sensitivity and experience in the craft of teaching are apparent throughout

Take Charge of Your Teaching Evaluation Jennifer Ansbach, 2017 Evaluations can be seen as someone else's judgment Or they can be seen as a way for us to show what we can do and how amazing our students are Jennifer Ansbach This year's evaluation can be different Evaluation can be scary unproductive and even unfair But this year it doesn't have to be Not if you let Jennifer Ansbach help you take charge of the story of your practice make the most of the process and keep the focus on student learning Documenting your practice and professional learning to improve your evaluation Take Charge of Your Teacher Evaluation isn't about gaming your evaluation Instead Jen shows how to build a Professional Development Journal piece by piece one that aligns to your evaluation system boosts your professional growth deepens student learning and actually makes your evaluation a productive

two way conversation You ll be prepared at any time to clearly present unmistakable evidence of your work and your students growth Best of all Jen brings it back to the kids always suggesting ways to connect professional learning to the young people in front of you A blueprint for growth and success With examples from Jen s own journal and helpful downloadable forms you ll create a living document that helps you reflect on areas for professional growth map growth paths directly onto your evaluation rubric plan lessons that help you and your students grow document student work collaborate effectively with observers in a pre or post observation meeting A more meaningful evaluation Just as we encourage students to use assessments to showcase their learning writes Jen Ansbach our evaluations can be a way to reflect on our practice and showcase our growth This year be ready for any observation even unannounced ones and bring meaning and value to your evaluation with Take Charge of Your Teacher Evaluation

Designing Teacher Evaluation Systems Thomas Kane, Kerri Kerr, Robert Pianta, 2014-06-03

WHAT IS EFFECTIVE TEACHING It s not enough to say I know it when I see it not when we re expecting so much more from students and teachers than in the past To help teachers achieve greater success with their students we need new and better ways to identify and develop effective teaching The Measures of Effective Teaching MET project represents a groundbreaking effort to find out what works in the classroom With funding by the Bill Melinda Gates Foundation the MET project brought together leading academics education groups and 3 000 teachers to study teaching and learning from every angle Its reports on student surveys observations and other measures have shaped policy and practice at multiple levels This book shares the latest lessons from the MET project With 15 original studies some of the field s most preeminent experts tap the MET project s unprecedented collection of data to offer new insights on evaluation methods and the current state of teaching in our schools As feedback and evaluation methods evolve rapidly across the country Designing Teacher Evaluation Systems is a must read and timely resource for those working on this critical task

PRAISE FOR DESIGNING TEACHER EVALUATION SYSTEMS This book brings together an all star team to provide true data driven policy relevant guidance for improving teaching and learning From student achievement to student perceptions from teacher knowledge to teacher practices the authors address key issues surrounding the elements of a comprehensive teacher evaluation and improvement system Highly recommended for anyone seriously interested in reform

PETE GOLDSCHMIDT Assistant Secretary New Mexico Public Education Department This book is an invaluable resource for district and state leaders who are looking to develop growth and performance systems that capture the complexity of teaching and provide educators with the feedback needed to develop in their profession

TOM BOASBERG Superintendent Denver Public Schools A rare example of practical questions driving top quality research and a must read for anyone interested in improving the quality of teaching

ROBERT C GRANGER Former President Ret The William T Grant Foundation This will be the go to source in years to come for those involved in rethinking how teachers will be evaluated and how evaluation can and should be used to increase teacher effectiveness The superb panel of contributors to this book presents work that is incisive informative and

accessible providing a real service to the national efforts around teacher evaluation reform JOHN H TYLER Professor of Education Brown University

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