TA**RLA**C **STATE** U**NIVERSITY**

Tarlac City

The QCE of the NBC No. 461

Instrument for the Instruction/Teaching Effectiveness

Rating Period: to

Name of Faculty Academic Rank

Evaluators:

 Self

Student Peer Supervisor **Instruction**: Please evaluate the faculty using the scale below Encircle your rating.

|  |  |  |
| --- | --- | --- |
| Scale | Descriptive Rating | Qualitative Description |
| 5 | Outstanding | The performance almost always exceeds the job requirements.The faculty is an exceptional role model |
| 4 | Very Satisfactory | The performance meets and often exceeds the job requirements |
| 3 | Satisfactory | The performance meets job requirements |
| 2 | Fair | The performance needs some development to meet job requirements. |
| 1 | Poor | The faculty fails to meet Joo requirements |

|  |  |
| --- | --- |
| A. Commitment | Scale |
| 1. Demonstrate sensitivity to students’ ability to attend andabsorb content information. | 5 | 4 | 3 | 2 | 1 |
| 2. Integrates sensitively his/her learning objectives with those ofthe students in a collaborative process. | 5 |  | 3 | 2 | 1 |
| 3. Makes self-available to students beyond official time. | 5 |  | 3 | 2 | 1 |
| 4. Regularly comes to class on time, well-groomed andwell- prepared to complete assigned responsibilities | 5 | 4 | 3 | 2 | 1 |
| 5. Keeps accurate records of students’ performance and promptsubmission of the same. | 5 | 4 | 3 | 2 | 1 |
| Total Score |  |  |  |  |  |
| B. Knowledge of Subject |  |  | **Scale** |  |  |
| 1. Demonstrate mastery of the subject matter. (Explains the subject matterwithout relying solely on the prescribed textbook. ) | 5 | 4 | 3 | 2 | 1 |
| 2. Draws and share information on the state of the art of theory and practicein his/her discipline. |  |  |  | 2 |  |
| 3. Integrates subject to practical circumstances and learning intents/ purposesof students. | 5 | 4 | 3 |  | 1 |
| 4 Explain the relevance of the present topic to the previous lessons, andrelates the subject matter to relevant current issues and or daily life activities. | 5 |  |  | 2 |  |
| 5. Demonstrates up to date knowledge and or awareness on current trendsand issues of the subject. | 5 | 4 | 3 | 2 | 1 |
| Total Score |  |

|  |  |
| --- | --- |
| C. Teaching for Independent Learning | Scale |
| 1. Creates teaching strategies that allow students to practice using conceptthey need to understand (interactive discussion). | 5 | 4 | 3 | 2 | 1 |
| 2. Enhances student self- esteem and/or gives due recognition to students'performance/ potentials. | 5 | 4 | 3 | 2 | 1 |
| 3. Allows students to create their own course with objectives and realisticallydefined student- professor rules and make them accountable for theirperformance | 5 | 4 | 3 | 2 | 1 |
| 4. Allows student to think independently and make their own decisions andholding them accountable for their performance based largely on their success in executing decisions - | 5 | 4 | 3 | 2 | 1 |
| 5. Encourages students to learned beyond what is required and help/guide thestudents how to apply the concepts learned | 5 | 4 | 3 | 2 | 1 |
| Total Score |  |

|  |  |
| --- | --- |
| D. Management of Learning | **Scale** |
| 1. Creates opportunities for intensive and/or extensive contribution of thestudents on the class activities 9e.g. breaks class into dyads, triads or buzz/task groups). | 5 | 4 | 3 | 2 | 1 |
| 2. Assumes roles of facilitator, resource person, coache, inquisitor, integrator, referee in drawing students *\o* contributes to knowledge and understanding of the concepts at hand | 5 | 4 | 3 | 2 | 1 |
| 3. Designs and implements learning conditions and experience that promoteshealthy exchange and/or confrontations. | 5 | 4 | 3 | 2 | 1 |
| 4. Structures/re- structures learning and teaching- learning context toenhance attainment of collective learning objectives. | 5 | 4 | 3 | 2 | 1 |
| 5. Use of Instructional Materials (audio/ video materials: fieldtrips, film showing, computer aided instruction etc.) to reinforces learning processes. | 5 | 4 | 3 |  |  |
| Total Score |  |

Legend for the formula/ Equation:

*ts =*

Total Score *hps*

Highest Possible %

Percentage

Signature of Evaluator

Name of Evaluator

Position of Evaluator Date