

## SCALES FOR EFFECTIVE TEACHING

1. LEARNING OUTCOMES
2. UTILIZATION OF INSTRUCTIONAL MEDIA / MATERIALS
3. INSTRUCTIONAL TECHNIQUES
4. ACADEMIC LEARNING TIME / STUDENT INVOLVEMENT
5. POSITIVE REINFORCEMENT OF STUDENT ACADEMEIC RESPONSES
6. CORRECTION OF STUDENT ACADEMIC RESPONSES
7. CLASSROOM DISCIPLINE
8. INSTRUCTIONAL STYLE
9. INSTRUCTIONAL EFFICIENCY
10. MONITORING OF STUDENT PROGRESS
11. COMMUNICATION
12. TEAMING
13. ORGANIZATIONAL COMMITMENT
14. PROFESSIONAL DEVELOPMENT

## SCALE 1: LEARNING OUTCOMES

**Rationale:** Goodlad (1984) states that “the most effective classrooms may be those in which teachers succeed in creating commonly shared goals and individuals cooperate in ensuring each person’s success in achieving them” (p. 108). Learning outcomes, that is, what the teacher expects the student to be able to do, should be clearly defined, stated, validated, and sequenced (Mager, 1962). The specific outcomes should also include acceptable standards of performance so that measurement of student progress can occur. When students clearly understand what is expected of them and when teacher expectations are high, there is a positive correlation with actual student achievement.

### BEHAVIORAL STATEMENTS:

- T. Communications measurable learning outcomes: checks to determine that students understand expectations; responds appropriately to feedback.
- E. Communicates measurable learning outcomes; checks to determine that students understand expectations.
- A. Communicates measurable learning outcomes.
- C. Communicates learning outcomes which are not measurable.
- H. Conducts classroom activities without communicating learning outcomes.

### SAMPLE INDICATORS

- statements of learning outcomes
- clarity of statements
- questions used to check understanding of outcomes
- responses to student questions regarding learning outcomes
- measurability of outcomes

## SCALE 2: UTILIZATION OF INSTRUCTIONAL MEDIA / MATERIALS

*Rationale:* Appropriate instructional material should meet the identified needs of students and should successfully integrate the critical elements of the instructional processes in the material (Stowitschek, Gable, Hendrickson, 1980). The appropriate use of instructional materials in education requires the teacher not only follow published instructions, but also modify, when necessary, adapt and integrate measurement and monitoring with media and materials.

### BEHAVIORAL STATEMENTS

- T. Uses instructional media/materials which relate specifically to the learning outcomes; monitors their effectiveness; modifies use as necessary.
- E. Uses instructional media/materials which relate specifically to the learning outcomes; monitors their effectiveness.
- A. Uses instructional media/materials which relate specifically to the learning outcomes.
- C. Uses few instructional media/materials
- H. Uses no instructional media/materials

### SAMPLE INDICATORS:

- clarity of materials; visibility, copy quality
- quantity of materials
- condition of materials
- suitability of materials to learning objectives
- monitoring of correct use of materials
- determinations that materials are affecting desired learning
- creative and/or logical modifications of materials

### SCALE 3: INSTRUCTIONAL TECHNIQUES

*Rationale:* Effective teachers understand and believe that how they teach is as important as what they teach (Hosford, 1984). There exists a wide variety of teaching techniques that have the potential of producing learning. The teacher might use techniques that require students to read, listen, observe, discuss, experiment, record, etc. Teaching requires continuous decision making regarding the use of instructional techniques. These decisions will be made based on the appropriateness of the techniques, that is, how well they facilitate the accomplishment of the learning outcomes. The effective teacher is constantly validating or modifying teaching and learning behavior on the basis of cues that are surfacing or being elicited during lessons (Hunter, 1984).

#### BEHAVIORAL STATEMENTS:

- T. Uses instructional techniques which relate specifically to the learning outcomes; monitors their effectiveness; modifies techniques as necessary.
- E. Uses instructional techniques which relate specifically to the learning outcomes; monitors their effectiveness.
- A. Uses instructional techniques which relate specifically to the learning outcomes.
- C. Uses instructional techniques which relate generally to the learning outcomes.
- H. Uses instructional techniques which do not relate to the learning outcome.

#### SAMPLE INDICATORS

- evidence of pre-planning
- use of review techniques
- use of advance organizers
- clarity of presentation
- suitability of techniques to learning outcomes
- eliciting student feedback
- modification of techniques based on student feedback

## **SCALE 4: ACADEMIC LEARNING TIME / STUDENT INVOLVEMENT**

**Rationale:** The most significant research findings associated with academic learning time are the result of the Beginning Teacher Evaluation Study (BTES). Fisher, Berliner, Filby, Marliave, Cahen, and Dishaw (1980) have described the major findings of the BTES in terms of relationships observed between academic learning time and student achievement. The following are some of their key observations:

- The amount of time that teachers allocate to instruction in a particular curriculum content area is positively associated with student learning in that content area.
- The proportion of allocated time in which students are engaged is positively associated with learning.
- The proportion of time that reading or mathematics tasks are performed with high success is positively associated with student learning.
- Increases in academic learning time are not associated with more negative attitudes toward mathematics, reading, or school.

### **BEHAVIORAL STATEMENTS:**

- T.** Provides frequent opportunities for all students to be involved/engaged in group and individual activities.
- E.** Provides frequent opportunities for most students to be involved/engaged in group and individual activities.
- A.** Provides opportunities for most students to be involved/engaged in groups.
- C.** Provides opportunities for some students to be involved/engaged in groups.
- H.** Provides little or no opportunity for student involvement.

### **SAMPLE INDICATORS**

- questions
- individual and choral responses
- extensions of learning
- teacher reaction to student idleness
- type/appropriateness of seatwork assignments
- frequency of distractions
- control over distractions

## SCALE 5: POSITIVE REINFORCEMENT OF STUDENT ACADEMIC RESPONSES

**Rationale:** The quality and quantity of research on the demonstrated effects of reinforcement techniques for student academic responses is overwhelmingly positive. Careful use of positive reinforcement (e.g., praise, tokens, stickers, etc.), has been found to result in significant gains in academic achievement and appropriate classroom behavior. A substantial body of literature documents relationships between the rewards for achievement and the overall effectiveness of the classroom (Berliner, 1982)

### BEHAVIORAL STATEMENTS:

- T. Consistently provides immediate and specific positive reinforcement based upon student needs.
- E. Consistently provides specific positive reinforcement based upon student needs.
- A. Provides some specific positive reinforcement based upon student needs.
- C. Provides some positive reinforcement.
- H. Provides, little or no positive reinforcement.

### SAMPLE INDICATORS:

- frequency of positive reinforcement
- latency of positive reinforcement
- specificity of positive reinforcement
- appropriateness of positive reinforcement
- student reaction to positive reinforcement

\*\* Alpine School District clarification – *It is suggested that the teacher use the student's name and specify the behavior for which they are being complimented.*

## **SCALE 6: CORRECTION OF STUDENT ACADEMIC RESPONSES**

*Rationale:* Despite relatively limited research on the subject, correction of student errors is considered an important part of the instructional process. The correction of an academic mistake should occur as an immediate response to the student. The exact type of correction procedure used may depend upon the nature of the error but should ensure that the learner will perform correctly in future presentations of the activity in which the mistake occurred (Englemann & Carnine, 1982).

### **BEHAVIORAL STATEMENTS:**

- T.** Provides immediate and constructive correction; checks to ensure that all student errors are corrected.
- E.** Provides constructive correction; checks to ensure that most student errors are corrected.
- A.** Provides correction; checks to ensure that some student errors are corrected.
- C.** Provides some constructive correction.
- H.** Provides little or no correction.

### **SAMPLE INDICATORS:**

- clarity of corrections
- immediacy of corrections
- modeling of correct responses
- student confirmation of corrections
- shaping procedures

## **SCALE 7: CLASSROOM DISCIPLINE**

**Rationale:** Effective teaching and learning cannot take place in an environment that is disorderly, distracting, or threatening. In order to make learning possible the teacher must utilize methods that promote student behaviors that have a positive influence on learning. Due to the complexity and variability of discipline problems within a classroom, no one single solution has been found to eliminate these problems entirely. There are, however, characteristics of teacher behavior that have been identified that, if consistently applied, lead to better prevention of discipline problems, more effective handling of problems that do occur, and continuous maintenance of order in the classroom. The most significant of these characteristics have been incorporated in the behavioral statements for this scale. They are as suggested by Sprick (1981), and others:

1. Development of a plan or system for managing student behavior.
2. Unambiguous explanations of classroom rules, procedures, and consequences, both positive and negative.
3. Consistent delivery of meaningful positive consequences to students who exhibit positive behaviors.
4. Consistent delivery of effective negative consequences to students who exhibit negative behaviors.

### **BEHAVIORAL STATEMENTS:**

- T.** Clearly and with careful, concise planning, communicates expectations for student behavior; consistently follows through with positive and negative consequences which are in the best interest of the teacher and all students.
- E.** Clearly communicates expectations for student behavior; consistently follows through with positive and negative consequences which are in the best interests of the teacher and most students.
- A.** Communicates expectations for student behavior; follows through with positive and negative consequences which are in the best interests of the teacher and most students.
- C.** Inconsistently provides consequences for most students.
- H.** Seldom provides consequences for student behavior, or provides only negative consequences for student behavior.



## SAMPLE INDICATORS

- evidence of discipline plan, system, set of procedures
- verbal references to behavioral expectations
- delivery of positive reinforcements (praise, smiles, tokens, points, tickets, etc.)
- delivery of negative consequences (verbalizations, loss of privilege, detention, removal from class, etc.)

*\*\* Alpine School District clarification – It is not required that a discipline plan be posted in the classroom, however, evidence of a discipline plan must be observed or provided in the follow-up clarification conference.*

## SCALE 8: INSTRUCTIONAL STYLE

**Rationale:** The effective teacher is concerned with positive change in student behavior. A common goal of educators is to foster a positive attitude toward learning in the students they teach. This is encouraged by the positive attitude toward teaching possessed by individual teachers. Such an attitude is expressed in formal classroom procedures and methods as well as in informal interactions. Research by Goodlad (1984), indicates a significant relationship between teacher's concern for students and student satisfaction with their classes. Classroom quality is enhanced by an instructional style based on enthusiasm for and interest in students, subject matter, and the act of teaching itself.

### BEHAVIORAL STATEMENTS:

- T. Maintains a high level of personal and student enthusiasm; demonstrates a positive attitude toward individual students and subject matter taught.
- E. Maintains a high level of personal enthusiasm; demonstrates a positive attitude toward individual students and subject matter taught.
- A. Demonstrates personal enthusiasm and a positive attitude toward students and subject matter taught.
- C. Occasionally demonstrates enthusiasm toward students and/or subject matter taught.
- H. Demonstrates little or no enthusiasm toward students or subject matter taught.

### SAMPLE INDICATORS:

- liveliness of presentation
- pace of presentation
- voice tone
- facial expressions
- positive interaction with students

## **SCALE 9: INSTRUCTIONAL EFFICIENCY**

**Rationale:** In order to achieve maximum power from instruction, the teacher should ensure that time is not wasted during group instruction, independent work, or transitions from one activity to another. The pace during lesson presentation should promote high rates of correct responses (Morehead & Powell, 1984). The pace of activities should be such that student involvement and interest is maintained while covering a maximum amount of material. The effective teacher realizes that the amount of time spent on instruction is correlated with student achievement (Reid, 1984) and that effective teaching strategies improve achievement, therefore, increasing instructional efficiency, that is, achievement of the desired educational result with minimum waste of effort or time.

### **BEHAVIORAL STATEMENTS:**

- T. Consistently controls the pace of all instruction based on student feedback.
- E. Consistently controls the pace of most instruction based on student feedback
- A. Controls the pace of some instruction based on student feedback
- C. Seldom controls the pace of instruction based on student feedback.
- H. Controls the pace of instruction independent of student feedback.

### **SAMPLE INDICATORS:**

- pace of instruction
- duration of presentation/activities
- frequency of interruptions/distractions
- types of transitions
- duration of transitions

## SCALE 10: MONITORING OF STUDENT PROGRESS

**Rationale:** Effective teachers document their effectiveness by monitoring what they teach. The congruence between what is taught and what is monitored, or tested must be high (Berliner, 1984). This can be accomplished by using procedures to directly monitor and record student progress toward the achievement of predetermined objectives of instruction. Direct measurement procedures are those which measure student progress by utilizing the students' current curriculum. To be of greatest benefit, student progress information should be gathered while teaching, as this is the time when information about achievement is most needed (Hunter, 1984). Since teaching is done every day, student progress data should be collected every day. Daily sampling of student behavior using direct measures yields data that can be used to make immediate instructional modifications as well as longer term decisions (Lindsley, 1968).

### BEHAVIORAL STATEMENTS:

- T. Makes continuous use of direct measurement procedures to monitor each student's progress toward learning outcomes at least daily; makes adjustments in program based on monitoring data.
- E. Makes continuous use of direct measurement procedures to monitor each student's progress toward learning outcomes 1-4 days per week; makes adjustments in program based on monitoring data.
- A. Makes use of direct measurement procedures to monitor each student's progress toward learning outcomes periodically; makes some adjustments in program based on monitoring data.
- C. Makes general evaluation of the achievement of the individual student only at the end of units.
- H. Makes few or no attempts to monitor student progress.

### SAMPLE INDICATORS:

- collection of process data
- frequency of data collection
- recording/charting of data
- correlation of data to learning outcomes

\*\* Alpine School District clarification –

1. *Direct measurement does not necessarily mean daily recording of scores.*
2. *If there is not sufficient data collected during observation period to rate this scale the evaluator needs to briefly conference with the teacher following the observation to gather additional data.*

## **SCALE 11: COMMUNICATION**

**Rationale:** The nature of interactions between individuals in organizations is critically important along with informal structures for communication and the need for staff involvement where input is influential and valued. Staff who have had no opportunity for participation, involvement, and meaningful influence in decisions leading to program adoption feel a lack of ownership, commitment, and dedication necessary for the success of program goals (Champlin, 1984). Successful group interaction provides a dynamic atmosphere in which one person's insight triggers the generation of other ideas in productive brainstorming. The circular interaction which is created along with the group's combined knowledge base provides the basis for a unique problem-solving body (Hardman, Egan, Landau, 1981).

### **BEHAVIORAL STATEMENTS:**

- T.** Continuously works to improve already positive, constructive communication with parents and school staff.
- E.** Maintains positive, constructive communication with parents and school staff.
- A.** Maintains adequate communication with parents and school staff.
- C.** Causes some problems in communication with parents and school staff.
- H.** Causes many problems in communication with parents and school staff.

### **SAMPLE INDICATORS:**

- specific incidents of constructive relationships with parents and staff
- specific incidents of attempts to improve relationships

## SCALE 12: TEAMING

**Rationale:** "None of us is as smart as all of us." This motto exemplifies the best style of the effective teacher. There is no way that a single teacher can maintain sufficient data to make all the needed decisions. Therefore, it is essential that teachers learn to cooperate and share successful strategies. This sharing will ensure that most efficient decisions about instruction will be made. Chalfant, Psych, and Moultrie (1979) believe that teachers have the skills and knowledge to effectively teach many students with learning and behavior problems by working together in a problem-solving process.

### BEHAVIORAL STATEMENTS:

- T. Accomplishes job responsibilities; encourages and facilitates the work of other faculty members.
- E. Accomplishes job responsibilities; encourages the work of other faculty members.
- A. Accomplishes job responsibilities; allows other to perform their responsibilities.
- C. Accomplishes job responsibilities only with close supervision.
- H. Has difficulty accomplishing job responsibilities even with close supervision.

### SAMPLE INDICATORS:

- job responsibilities complete
- assistance given to other faculty

## **SCALE 13: ORGANIZATIONAL COMMITMENT**

**Rationale:** Teachers are professionals and, as such, are expected to have technical expertise in a specific area. Their performance is in part guided by norms which exist within the teaching profession. Because they work within a formal organization, however, they are also expected to act according to certain school district standards and policies. This can be a basis of conflict in schools. Some teachers find it difficult to be committed to both their profession and to the organization. They might behave in ways they believe are supported by professional principles but which are contrary to district policies and procedures. Studies suggest that professionals can be committed to both their professions and their organizations (Hoy and Miskel, 1978). Glaser (1965) refers to this as a dual orientation. According to Hoy and Miskel, this professional orientation combined with organizational commitment is especially desirable in schools.

### **BEHAVIORAL STATEMENTS:**

- T.** Accomplishes the goals and policies of the school district; works to develop needed goals and policies and to modify those which are inefficient.
- E.** Accomplishes the goals and policies of the school district; works to modify existing goals and policies which are inefficient.
- A.** Accomplishes the goals and policies of the school district.
- C.** Attempts to accomplish the goals and policies of the school district.
- H.** Makes little or no effort to accomplish the goals and policies of the school district.

### **SAMPLE INDICATORS:**

- goals and policies accomplished
- efforts to modify goals and policies

## SCALE 14: PROFESSIONAL DEVELOPMENT

**Rationale:** Ysseldyke and Algozzine (1980) have shown that many educational decisions are based more on bias than on data. To be effective, teachers must use the available research to facilitate the decision making regarding their instructions. In other words, teachers must make decisions which are data-based (Champlin, 1984) rather than bias-based. To stay current with available data, teachers must regularly read professional journals and attend professional development activities such as workshops, seminars, conferences, etc. In fact, as Hosford (1984) stated: "Superior teachers....are competent consumers of current educational research." (pp 141-1542)

### BEHAVIORAL STATEMENTS:

- T. Reads at least two professional journals regularly; attends professional development activities at least twice a year.
- E. Reads one professional journal regularly; attends professional development activities at least twice a year.
- A. Attends professional development activities at least twice a year.
- C. Talks about the need for professional development. Does not attend activities.
- H. Does not engage in professional development.

### SAMPLE INDICATORS:

- journals read
- activities attended
- practice effected by reading/attending

\*\* Alpine School District clarification – *Principal and faculties are encouraged to consider and work together to develop guidelines for data to be used in rating this scale.*



**SET: Data and Profile**  
**Teacher Observation and Interview Data**

Educator:	School:	
Evaluator:	Principal <input type="checkbox"/>	Peer <input type="checkbox"/>

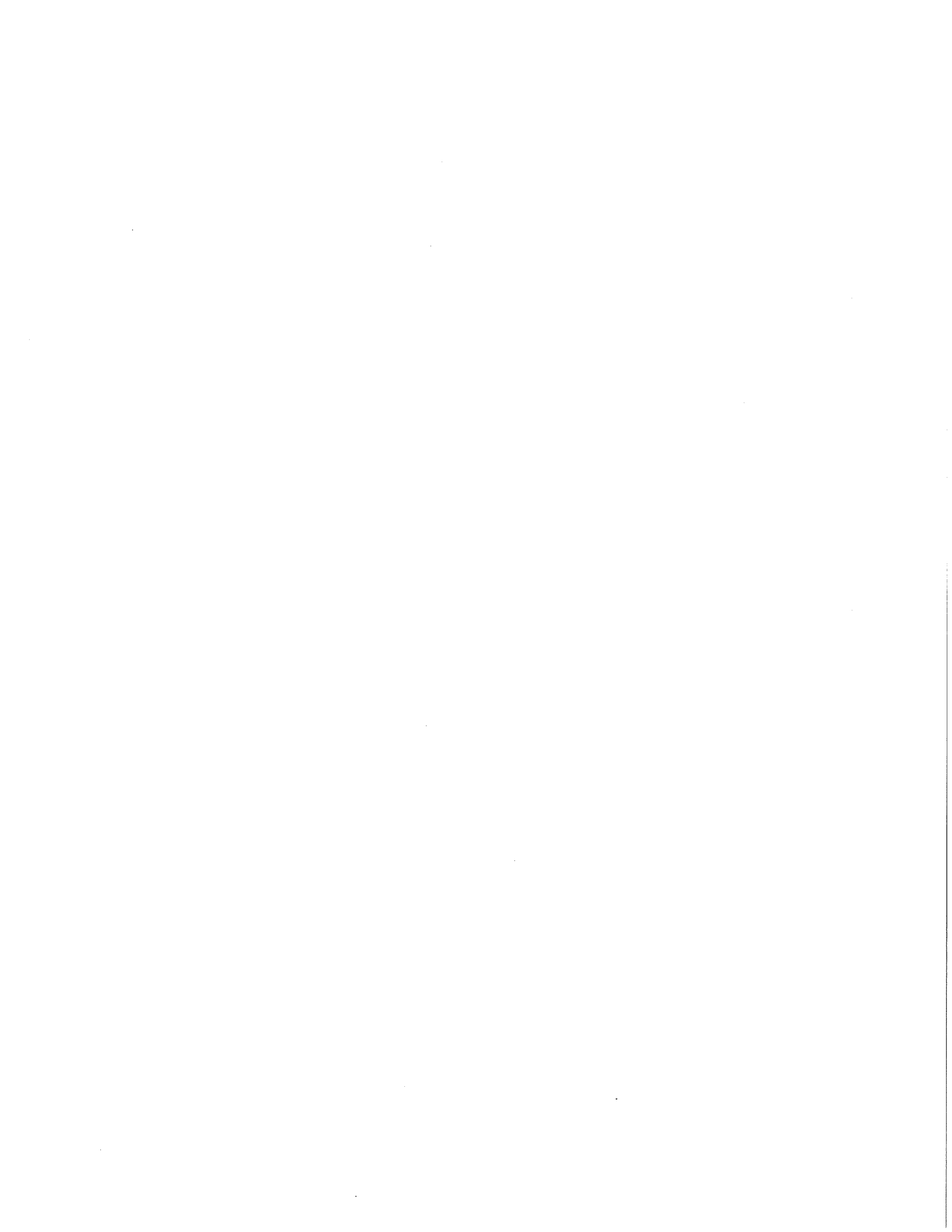
**→ OBSERVATION DATA ←**

1.	Learning Outcomes	2.	Utilization Of Instructional Materials
	<input type="radio"/>		<input type="radio"/>
3.	Instructional Techniques	4.	Academic Learning Time
	<input type="radio"/>		<input type="radio"/>
5.	Positive Reinforcement of Student Response	6.	Correction
	<input type="radio"/>		<input type="radio"/>
7.	Classroom Discipline	8.	Instructional Style
	<input type="radio"/>		<input type="radio"/>
9.	Instructional Efficiency	10.	Monitoring Progress
	<input type="radio"/>		<input type="radio"/>

Clarify Observation Data:

**→ INTERVIEW DATA ←**




11.	Communication	12.	Teaming
	<input type="radio"/>		<input type="radio"/>
13.	Organizational Commitment	14.	Professional Development
	<input type="radio"/>		<input type="radio"/>



## TEACHER EVALUATION GRADE K-3

This evaluation will be administered to grades kindergarten through third. The differences will be:

- 1) The kindergarten students will have the evaluation read to them by a parent and marked by the parent
- 2) First grade will have the evaluation read to them and they will mark it themselves
- 3) Second grade will read and mark the evaluation
- 4) Third grade will read and mark the evaluation but the evaluation will not have smiley faces on it. The teachers of the subcommittee felt the evaluation should be explained to students on this level that don't understand.

				
1.	I learn things at school.			
2.	The teacher tells me when I have done a good job.			
3.	My classroom is attractive, colorful, and clean.			
4.	My teacher, <u>(name)</u> , shows me how to do things.			
5.	We use good books, games, and many other things to help us learn.			
6.	My teacher, <u>(name)</u> , tells me things so I can understand.			
7.	Our class is quiet so I can learn and work.			
8.	Our class rules are fair.			
9.	My teacher is in the room and ready when the bell rings to start school.			
10.	My teacher is friendly.			
11.	My teacher likes me.			
12.	My teacher likes to teach.			
13.	My teacher wants me to do my best work.			
14.	If I had a younger brother or sister, I would like him or her to have <u>(name)</u> for a teacher.			



## TEACHER EVALUATION GRADE 4-6

This evaluation should be administered by another teacher or the classroom teacher. The results will be returned to the teacher only.

		Always	Most Of The Time	Some Of The Time	Never
1.	My teacher gives me help when I need it.				
2.	My teacher treats us fairly.				
3.	My teacher is courteous and polite.				
4.	My teacher is patient.				
5.	My teacher is willing to answer our questions.				
6.	My teacher notices when I do a good job.				
7.	My teacher expects me to do my best work.				
8.	My teacher makes school interesting.				
9.	My teacher gives clear instructions.				
10.	We learn things in many different ways.				
11.	My teacher makes us think.				
12.	My teacher knows a lot about the subjects studied.				
13.	My teacher uses class time well.				
14.	We learn new things.				
15.	Our room is attractive, neat, and well organized.				
16.	Our teacher grades us fairly.				
17.	Our class is quiet and under control.				
18.	My teacher checks my work and returns it.				
19.	My teacher is prepared for our lessons.				
20.	My teacher expects us to be on time for the class.				
21.	My teacher expects us to control our behavior.				
22.	My teacher makes me feel like a success.				
23.	If I had a brother or sister, I would like him or her to be in this teacher's class.				



**ALPINE SCHOOL DISTRICT  
EDUCATOR EVALUATION FORM**

**→TEACHING PROFILE←**

EDUCATOR:		SOCIAL SECURITY #:	
SCHOOL:		GRADE/SUBJECT:	

**MENTOR:**

		SCALE NO.	5	4	3	2	1
1	Learning Outcomes	1					
2	Utilization of Instructional Materials	2					
3	Instructional Techniques	3					
4	Academic Learning Time	4					
5	Positive Reinforcement of Responses	5					
6	Correction	6					
7	Classroom Discipline	7					
8	Instructional Style	8					
9	Instructional Efficiency	9					
10	Monitoring Process	10					
11	Communication	11					
12	Teaming	12					
13	Organizational Commitment	13					
14	Professional Development	14					

CHECK THE APPROPRIATE OVERALL RATING:				
(5)	(4)	(3)	(2)	(1)
___ Exemplary	___ Skillful	___ Effective	___ Marginal*	___ Ineffective*

<b>COMMENTS:</b>	
<b>PRINCIPAL SIGNATURE:</b>	<b>DATE:</b>

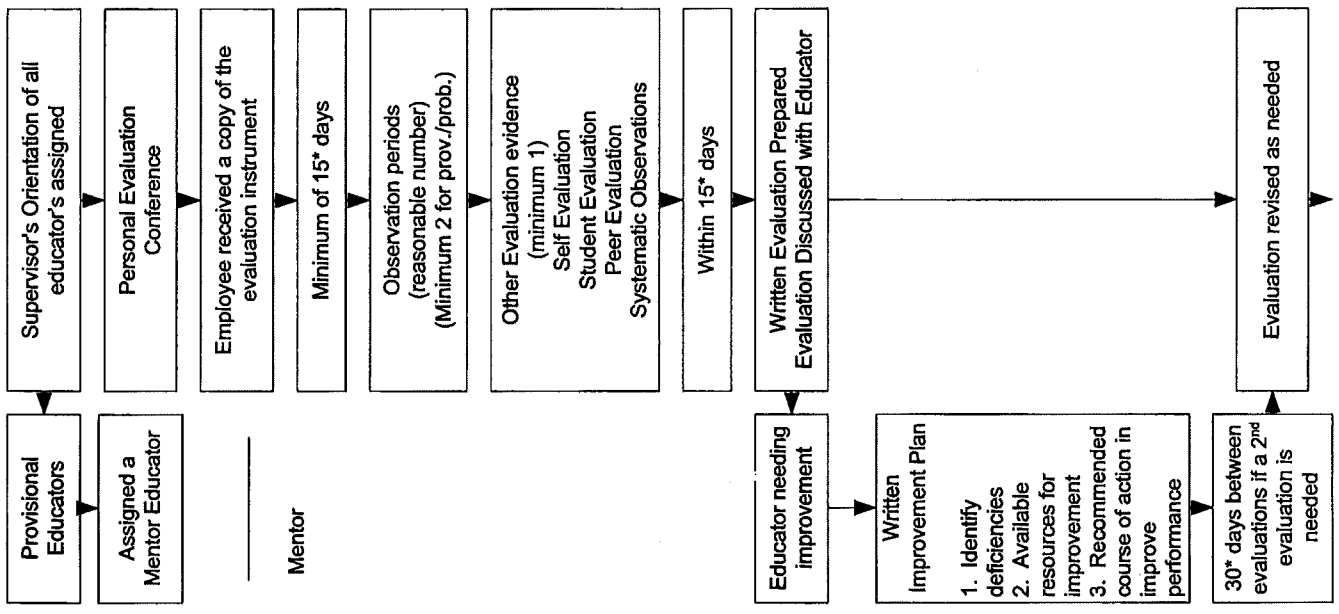
<b>I HAVE READ THIS EVALUATION.</b>	
<b>COMMENTS:</b>	
<b>EDUCATOR SIGNATURE:</b>	<b>DATE:</b>

An educator who has received a score of 1 or 2 in any category will be subject to the provisions of Policy 4057 Procedure (Regularly Scheduled Set Evaluations).

\*Career educators whose performance has been rated overall "marginal" (2) will have the GOAL SETTING FORM completed with the areas needing improvement so noted in the "Activities for Improvement" column. A copy of this GOAL SETTING FORM must be filed with the evaluation. A Career educator rated "ineffective/marginal" (1)/(2) must achieve an overall rating of "effective" (3) or more on the next evaluation or termination of contract will be recommended. Career educators whose performance has been rated over "ineffective" (1) will be recommended for termination of contract.

ALPINE SCHOOL DISTRICT  
EDUCATOR'S EVALUATION PROCESS

CHECK LIST



Date: \_\_\_\_\_

Educator's Initial \_\_\_\_\_

Final copy of evaluation prepared. Copy given to educator. \_\_\_\_\_

Educator advised that a written response may be made. \_\_\_\_\_

Written evaluation (and educator response) is sent to personnel file \_\_\_\_\_

Educators not satisfied with their evaluation have the following option \_\_\_\_\_

30\* days maximum after the final written evaluation \_\_\_\_\_

Request a review of evaluation \_\_\_\_\_

30\* days maximum \_\_\_\_\_

The district superintendent or his designee shall appoint a person, not an employee of the district, who has expertise in teacher or personnel evaluation to review and make recommendations to the superintendent regarding the educator's evaluation.

Nothing in this section prevents the educator and district superintendent or his designee from agreeing to another method of review.

Note: All reference to days will mean calendar days with the exception of those marked with an asterisk (\*). Those marked with an asterisk (\*) will mean calendar days excluding board of Education approved holidays

Negotiated: September 13, 1983  
 Negotiated Revision: October 14, 1986  
 Negotiated Revision: September 22, 1988