


**Making
Evaluation
Almost Stress
Free --
For Teachers**

CEESA

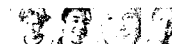

**Budapest
March 2011**



Workshop Overview

*Celebration Stories/War Stories
What Are Your Issues/Concerns?*

*Why Evaluate?
What are the Big Issues?
What Can Teachers Do To Help
Themselves?*


Two Purposes of Evaluation

Documentation

- Accountability
- Recognition

Improvement



A "Teacher's Teacher"



**Why It Matters - Single Most
Important Factor?**

Research



- Ferguson & Ladd, 1996
- Haycock, 1998
- Nyc, Hedges & Konstantopoulos, 2004
- Clotfelter, Ladd & Vigdor, 2007
- Hattie, 2002 & Rice, 2003
- Etc, Etc, Etc.

**Why It Matters - Second Most
Important Factor?**

Research

- Marzano, Waters, & McNulty, 2005
- Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004
- Tucker & Coddling, 2002
- Anthes, 2005





**Fifth Grade Math Scores, Tenn.
Test, Grades 3-5**

Effect on Students of :

- Three "Least Effective" Teachers
- Three "Average" Teachers
- Three "Most Effective" Teachers

Source: Wahlstrom, 2007



Marzano's Key Questions - What Research Tells Us

How Do I...

- Establish goals, track student progress, & celebrate success?
- Help students effectively interact with new knowledge?
- Help student practice and deepen their understanding of new knowledge?
- Engage students?
- Establish and maintain classroom rules and procedures?
- Handle lack of adherence to classroom rules?
- Establish and maintain effective relationships with students?
- Communicate high expectations for (all) each student?
- Develop effective lessons organized into a cohesive unit?

Another Perspective;
The Four Key Questions for
Educators

DuFour (modified)

1. What is it that we want students to learn?
2. How will we know if they learned it?
3. What will we do with those students who don't learn it?
4. What will we do with those students who do learn it?

IMPORTANCE OF BACKWARD DESIGN



Start with Criteria

- International Schools Approach
 - Tie to Self-Study
 - Traditional Approach vs. Newer Approach
- Charlotte Danielson's Impact
- Innovative/Thought-Provoking

Approach --Teaching as Leadership, 2010 (Teach for America)

Danielson Model:
Four Domains

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities



Alternative Views



Teach For America Research

Great Teachers:

- Set Big Goals
- Constantly Re-Evaluate What They Are Doing- Increase Effectiveness
- Avidly Recruited Students and Parents into the Process
- Maintained Focus, Execute Effectively – everything contributes to student learning
- Planned exhaustingly and purposefully (backward design)
- Work relentlessly – refused to surrender to poverty, bureaucracy, or cynicism



CURRENT EVALUATION ISSUES

- Number of Ratings
- Use of Rubrics
- Student Achievement Issue
- Process (Pre- Post-) Artifacts, Data, Portfolios
- Frequency/Time Line
- Quick Drop By's
- Student/Parent Surveys
- New vs. Experienced Teachers
- Merit Pay (Excellence vs. Extra Pay for Extra Work)



What Can You Do To Make the
Evaluation Process Easier On You?

- Opportunity to Share Ideas
- Consultant Ideas
 - What Can the Evaluator Observe?
 - What Can't the Evaluator Observe?
 - How You Can Help? The Interview Process
- Role of Quick Drop-Ins
- Discussion/Feedback



...and enjoy
the ride!

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Lesson observation form

Teacher _____ Observer _____
 Grade level _____ Date _____
 Subject / Topic _____

Lesson Content	
Aims of lesson clear?	
Appropriate content?	
Well structured tasks?	
Classroom Management	
Clear beginning/end to lesson?	
Instructions given clearly?	
Teacher in good control of class?	
Teaching Approaches	
Appropriate use of technology?	
Effective differentiation?	
Variety of resources?	
Pupil Attitudes and Behaviour	
Good student / teacher relationships?	
Good student / student relationships?	
Students focused on learning?	
Marking and Assessing	
Evidence of assessment / observation?	
Evidence of feedback on student work?	
Evidence of self / peer assessment?	

The Big Picture (lesson is shown to be part of a larger whole in at least ONE of the following ways)	
Reference to last year / next year Reference to other subjects Reference to _____ (region) Reference to _____ community Reference to global perspectives Reference to lifelong learning Reference to _____ mission / philosophy	

What went particularly well?

What could be improved / developed further?

Any specific element(s) that should be shared with colleagues?

Any specific aspect(s) that give(s) cause for concern?

Feedback given, date:

(observer signature)

Feedback received, date:

(staff member signature)

Appendix 6

American International School of Budapest Annual Teacher Evaluation

old

Name _____ Teacher _____

Subject (Grade) _____ Year _____

Goals: 1. _____
2. _____

Relationship with students	Does not meet criteria	Emerging	Meets criteria	Notes:
Makes a special effort for students not fluent in the language being used				
Responds to the individual needs (academic and social) of students				
Treats all students fairly				
Shows interest in and respect for children's work and thought				
Makes a special effort for students not fluent in the language being used				

Classroom Management	Does not meet criteria	Emerging	Meets criteria	Notes:
Establishes productive environment with clear expectations for students				
Fosters self-discipline in students				
Enforces expectations consistently				
Encourages student attentiveness				
Gains respect from students				
Shows respect for students				
Uses voice effectively				
Shows self-control				

Evidence of Planning	Does not meet criteria	Emerging	Meets criteria	Notes:
Is organized and prepared				
Has clear objectives for each activity				
Plans lessons based on the school's curriculum				
Chooses activities that interest and challenge students at a range of different levels				
Plans time well (pacing, sequence, focus, closure, transitions, etc.)				
Plans space well (furniture, bulletin boards, movement of teacher and students, seating plan, accessibility of materials, tidiness, etc.)				
Keeps appropriate records of own and student's work for use in future planning				

Instruction	Does not meet criteria	Emerging	Meets criteria	Notes:
Presents ideas and activities in ways which stimulate interest in learning				
Uses language appropriately				
Gives clear directions at a suitable level for the age of the students				
Explains content material clearly at a suitable level				
Uses questions to foster inquiry and problem-solving				
Provides wait time				
Encourages participation and discussion				
Uses a variety of groupings according to the needs of the students and the objectives of the activity				
Uses appropriate, varied materials and techniques (i.e. games, audio-visual, library and computer resources, discussion, research, manipulative materials, cooperative group learning, etc.)				
Gives appropriate feedback to students				
Maintains a focus on the objectives of the lesson				
Flexibly incorporates the interests and needs of the students into the lesson				
Adapts well to the unforeseen				

School Expectations	Does not meet criteria	Emerging	Meets criteria	Notes:
Regularly attends faculty meetings and in-service training sessions				
Arrives on time for duties and for the regular school day				
Participates fully in the review and modification of the curriculum				
Provides information and responds to requests in a timely manner				
Notifies the proper school personnel about absences				
Participates in field trips that include students in his or her grade				
Participates in and supports school-sponsored student activities that pertain to his or her students				

Professional Expectations	Does not meet criteria	Emerging	Meets criteria	Notes:
Shows professionalism in carrying out school policies and in relationships with colleagues				
Understands the needs of the age group				
Accepts responsibility for the care and safety of students				
Possesses a thorough and current knowledge of subject matter				
Plans curriculum throughout the year ("progression")				
Works well with assistant (if applicable)				
Uses a variety of methods to evaluate student performance				
Writes thorough, honest and clear progress reports				
Has positive, respectful relationships with parents, advising and consulting them in accordance with school policy				
Communicates effectively with parents, colleagues and administration				

Principal Summary Comments:

Teacher Reflections:

I have received a copy of this evaluation.

Evaluator's Signature

Date:

Teacher's Signature

FIGURE 1.1

Domains, Components, and Elements of the Framework for Teaching

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
<p>Component 1a: Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy <p>Component 1b: Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs <p>Component 1c: Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners <p>Component 1d: Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students <p>Component 1e: Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>Component 1f: Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning 	<p>Component 2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interactions with other students <p>Component 2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of the content • Expectations for learning and achievement • Student pride in work <p>Component 2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of noninstructional duties • Supervision of volunteers and paraprofessionals <p>Component 2d: Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to student misbehavior <p>Component 2e: Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources

(figure continues)

FIGURE 1.1

Domains, Components, and Elements of the Framework for Teaching (continued)

<p>Domain 3: Instruction</p> <p><i>Component 3a: Communicating with Students</i></p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language <p><i>Component 3b: Using Questioning and Discussion Techniques</i></p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation <p><i>Component 3c: Engaging Students in Learning</i></p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing <p><i>Component 3d: Using Assessment in Instruction</i></p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress <p><i>Component 3e: Demonstrating Flexibility and Responsiveness</i></p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence 	<p>Domain 4: Professional Responsibilities</p> <p><i>Component 4a: Reflecting on Teaching</i></p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p><i>Component 4b: Maintaining Accurate Records</i></p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Noninstructional records <p><i>Component 4c: Communicating with Families</i></p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program <p><i>Component 4d: Participating in a Professional Community</i></p> <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects <p><i>Component 4e: Growing and Developing Professionally</i></p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <p><i>Component 4f: Showing Professionalism</i></p> <ul style="list-style-type: none"> • Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations
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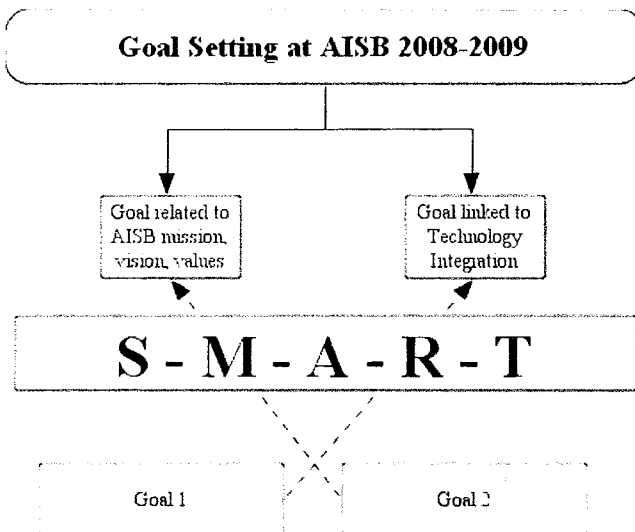
Appendix 2
American International School of Budapest
ANNUAL PROFESSIONAL GOAL PLAN

Pilot

OVERVIEW

All teachers are expected to set annual goals, which should be derived from the following areas:

1. A goal statement in the PGP related to the school Mission, Vision, and Values.
2. A goal statement that is linked to the Technology Integration component of our programs or school IT structure. The Technology Self-Appraisal should serve as a guide for the development of this goal.



A teacher does not need to set two separate goals, as long as both of the required areas are addressed. For example, a team of teachers in a division may choose to set a collaborative goal based on that division's technology goal, which would also address one of the school Values.

Goal requirements:

1. The goal statement should be written in terms of student achievement (e.g., *"All students in my class will use Moodle on a weekly basis to..."*) rather than teacher behaviour (e.g., *"I will use Moodle to communicate with my students..."*)
2. The goal statement should target student learning.
3. The goal statement should be formulated according to the **S-M-A-R-T** goal format:
 - a. **S** = Specific
 - b. **M** = Measurable
 - c. **A** = Achievable
 - d. **R** = Results-Oriented
 - e. **T** = Time-bound
4. (Recommended, but not required) At least one of the goals should be collaborative.

Appendix 3
American International School of Budapest
**ANNUAL PROFESSIONAL GOAL PLANNING AND
EVALUATION FORM**

Teacher _____

Administrator _____

Grade/Subject _____

School Year _____

Goal area(s) addressed (check all that apply):

☐ School Mission, Vision, Values (list specific areas): _____

☐ Technology integration

If this is a collaborative goal, list the other teachers you plan to work with:

1. Goal Statement: *(What student learning will result? Be sure the goal is SPECIFIC, MEASURABLE, ACHIEVABLE, RESULTS-ORIENTED, AND TIME-BOUND.)*

2. Specific student population or special learning circumstances addressed by this goal:

3. Content Area: *(The area/topic I will address (e.g., reading instruction, long division, problem solving.)*

4. Baseline Data: *[Where the students are now (i.e., status at the beginning of the year).]*

5. How will you work toward achievement of this goal? (list action steps and timeline):

Action Steps (Strategies):	Timeline:

ADMINISTRATOR'S Signature/Date: _____

TEACHER'S Signature/Date: _____

6. Evidence of Attainment (attach evidence):

First Trimester

Second Trimester

Teacher Mid-Year Reflection:

Third Trimester

Teacher Evaluation Progress Towards Annual Goals

Teacher Comment:

Administrator Comment:

ADMINISTRATOR'S Signature/Date: _____

TEACHER'S Signature/Date: _____

Appendix 4

DRAFT AISB PILOT TEACHER EVALUATION RUBRIC FOR 2010-11

(Note: the standards and descriptors are not meant as an exhaustive list; they are included solely to provide guidance around behaviours and expectations relating to each standard)

DOMAIN I: Planning and Preparation

STANDARD 1: Demonstrates knowledge of subject, content, grade level, and best practices in instruction.		
Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> Does not make an adequate attempt to use current content of AISB curriculum Does not make cross-curricular connections Displays moderate knowledge of pedagogical issues involved in student learning. 	<ul style="list-style-type: none"> Displays relevant knowledge of subject, grade level, and content within AISB curriculum Makes connections within and across curricula Uses “best practice” in teaching 	<ul style="list-style-type: none"> Gives evidence of ongoing pursuit of AISB curriculum content knowledge Displays continuous search for best practices in this area Demonstrates and shares best practices concepts and knowledge with colleagues.

STANDARD 2: Uses AISB mission, Standards & Benchmarks, curriculum content, processes, and unit plans as a framework for lesson planning.		
Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> Does not successfully demonstrate planning based upon AISB mission, Standards & Benchmarks, curriculum content, processes, and unit plans. Teaching does not successfully address multi-cultural perspective 	<ul style="list-style-type: none"> Helps students understand the relationship between AISB mission and curriculum; helps students make connection across subjects and grade levels Integrates open-minded multi-cultural perspective into units of study 	<ul style="list-style-type: none"> Implements lesson plans that are highly relevant to students; helps students understand learning goals and how those goals fit into AISB curriculum expectations Demonstrates planning that consistently allows for flexible adjustment to differentiate instruction and better meet student/class needs.

STANDARD 3: Demonstrates effective planning and organization to actively engage students in learning.		
Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> Plans learning activities that are not appropriate for students or instructional goals Does not properly support student learning and developmental needs by the progression of instruction within and between lessons and/or grade levels. Does not use student assessment results consistently as a tool for planning. 	<ul style="list-style-type: none"> Makes appropriate and coherent connections between abilities and developmental needs of students and curriculum Provides appropriate progression within and between lessons and activities and plans instruction consistent with English language needs of students Uses assessment results to guide instructional planning 	<ul style="list-style-type: none"> Uses multi-faceted approaches to learning & problem-solving Allows for variety of instructional grouping, student choice, and different learning pathways according to student ability, developmental needs, and English proficiency Leads in promoting student collaborative learning and problem-solving.

Domain Comment:

DOMAIN II : INSTRUCTION

STANDARD 4: Communicates effectively with students and parents.

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> Has unreasonable expectations for students Does not always give clear directions, orally or in writing Makes grammar and syntax errors Asks questions of moderate quality that are irrelevant to concept/skill being taught Consistently uses only one mode, calls only occasionally on students and has low student participation in discussions with little collaborative work in evidence Does not communicate effectively with parents 	<ul style="list-style-type: none"> Has high expectations for individual student achievement Gives clear directions to students that provide an appropriate level of detail Uses vocabulary appropriate to students' age and interests Asks questions that are of high quality and relevant to learning concepts; uses wait time appropriately Engages all students in inquiry learning, individual work, group discussions, and collaborative problem-solving Communicates regularly with parents as necessary 	<ul style="list-style-type: none"> Communicates high expectations to each student Gives directions that clearly anticipate possible student questions/confusions Uses oral and written language in a way that develops and extends students' learning Asks engaging questions using all levels of Bloom's taxonomy Uses opportunities outside of class to communicate one-on-one with students as well as information technology (rich and smart media etc) to communicate with and instruct students Communicates proactively with parents, anticipating parent issues before they arise

STANDARD 5: Encourages English language proficiency

Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> Demonstrates inadequate knowledge of students' English language acquisition needs in planning, teaching, and assessing student learning Does not actively promote literacy learning across curricula Does not provide appropriate opportunities for student speaking, listening, reading, and writing 	<ul style="list-style-type: none"> Takes responsibility for knowledge of students' English language acquisition needs in planning, teaching, and assessment. Promotes literacy learning across curricula Provides opportunities for student speaking, listening, reading, and writing. 	<ul style="list-style-type: none"> Takes responsibility for and displays knowledge of students' English acquisition that is consistent with the language and cultural diversity of the student body Actively promotes and actively displays literacy learning across curricula Individualizes opportunities for student speaking, listening, reading, and writing.

STANDARD 6: Defines learning expectations clearly and provides timely evaluative feedback on student performance.		
Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> Does not consistently communicate IB and/or AISB learning expectations Provides insufficient information to students and/or parents about student learning and achievement 	<ul style="list-style-type: none"> Communicates IB and/or AISB learning expectations (as appropriate) and takes into account students' developmental needs. Consistently provides timely feedback on student learning to both students and parents and is available to respond to student and parent concerns 	<ul style="list-style-type: none"> Consistently provides timely and high-quality feedback, both oral and written, and helps students use that feedback to improve their learning. Proactively informs parents of student growth.

STANDARD 7: Motivates and engages student in meaningful learning and growth.		
Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> Chooses content, materials, and resources that are not always approved or generally inappropriate for AISB Does not make learning consistently relevant . Chooses activities, assignments, and assessments that are frequently not appropriate; does not adequately account for student backgrounds and developmental needs; consistently uses highly teacher-directed lessons. Displays moderate enthusiasm for learning. 	<ul style="list-style-type: none"> Chooses content, materials, primary and secondary resources, and assessment techniques that are appropriate and linked with student knowledge, skills and experience Makes learning relevant to students and keeps students cognitively engaged. Ensures that instructional groups are productive and connected to instructional goal(s); monitors and provides evidence of student learning; encourages students to be self-directed learners Conveys enthusiasm for learning and enthuses students 	<ul style="list-style-type: none"> Chooses content, interesting materials, and assessment devices that are highly appropriate and link well with student prior knowledge and experience Consistently provides students with consistent opportunities to produce high-quality work with enthusiasm Helps students become self-directed learners, setting their own goals for improvement. Clearly enjoys teaching & learning and provides motivation and opportunity for students to engage in projects or activities that enhance their understanding of key concepts/skills.

SAMPLE STRUCTURED INTERVIEW QUESTIONS FOR TEACHERS

The structured interview is designed to gather information about how a teacher's duties are performed. **It is suggested that evaluators select one or two sample questions from each standard and/or create questions of their own.** The evaluator will provide a period of time (e.g., two weeks) for the teacher to respond in writing to the questions provided. The evaluator will consider the responses, conduct a conference, and provide written feedback to the teacher. The structured interview may be a component of the self-assessment conference that begins the assessment process. The questions may also be used at any other time.

When developing structured interview questions for counselors, media specialists, and school-based technology specialists, refer to the sample expectations applicable to these positions listed in Appendix L.

STANDARD 1: Planning and Assessment

- How have you applied your knowledge of POS, SOL, AP, or IB objectives to the planning, implementation, and assessment of instructional programs?
- Describe the factors you consider and the methods you use to formulate objectives.
- How do you use standardized test results and informal assessment information to make decisions about instruction?
- What assessment strategies do you use to determine changes needed in your instructional delivery?
- How do you use assessment data to reteach and remediate to meet individual needs?
- How do you modify assessment strategies to meet the needs of diverse learners?
- Outline your use of technology to track student performance.
- Describe how you assess individual and group needs and how you prescribe appropriate strategies to meet those needs.
- Based on current assessment data, what long- and short-term objectives have you formulated for students this year?
- Describe your record-keeping procedures.
- Describe your time management and organizational strategies.

STANDARD 2: Instruction

- Describe your efforts to master and support the POS and SOLs in your field.
- How do you differentiate instruction to meet the diverse needs of your students?
- Describe how you relate curriculum in a meaningful manner and provide opportunities for students to make real-world connections from their learning.
- Given your current student population, describe your presentation modes for introducing new material.
- How do you help students learn how to use effective collaboration and communication skills in learning situations?
- Describe how you work with administrators and colleagues to identify instructional needs and concerns.

STRUCTURED INTERVIEW FOR TEACHERS

(Continued)

- Describe how you create, select, adapt, access, and/or organize materials and equipment to facilitate learning.
- Describe any curriculum or multi-media materials you have utilized and explain the instructional impact.
- How do you encourage students to develop problem-solving skills and independent thinking?
- What methods do you use to solicit comments, questions, examples, and other contributions from students throughout lessons?

STANDARD 3: Learning Environment

- How do you communicate lesson objectives?
- How have you established and communicated clear expectations for student behavior to both students and their parents?
- Describe how you managed a disruptive situation that occurred.
- How do you establish and manage classroom procedures to maximize academic learning time?
- How do you use ongoing, mid-lesson assessment to monitor effectiveness of instruction?
- How do you ensure active student participation in your lessons?

STANDARD 4: Human Relations and Communication Skills

- How do you ensure consistent communication with students, staff, parents, and the community?
- Describe how you handled a difficult human relations or communication problem.
- How do you promote positive home/school relationships?
- How do you communicate high expectations for student behavior?
- How do you provide opportunities for success and meaningful positive recognition?
- How do you work cooperatively with appropriate school personnel to assist students in reaching their goals?

STANDARD 5: Professionalism

- How have you participated actively and constructively in the development of your academic program and implementation of schoolwide goals?
- How have you shared your expertise and new ideas with colleagues?
- How do you provide additional opportunities for students to receive academic assistance?
- Describe your participation in staff development opportunities.

STRUCTURED INTERVIEW FOR TEACHERS
(Continued)

- Describe your professional growth activities since your last evaluation.
- How do you engage in ongoing self-assessment?
- Describe any opportunities you have had to serve as a collaborator, mentor, coach, presenter, or researcher to foster the development of teachers.
- What steps have you taken to maintain proper licensure? (for teachers with a provisional license)

Note: School-based technology specialists work primarily with adults. Any reference to student, participant, etc., should be interpreted as adult learner.

Class Period _____

**TEACHER SELF-ASSESSMENT
STUDENT OPINION SURVEY**

The purpose of this survey is to share your ideas about how this class might be improved. You are encouraged to add your own comments and suggestions.

Directions: Do not put your name on the survey. Write your class period in the space provided above. Listed below are several statements about this class. Check your response to each statement in the column on the right. If you wish to comment, please write your comments in the space after the item or on the back of this sheet.

Questions	Check One	Comments
1. This class provides a good environment for learning.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
2. My teacher encourages me to do my best.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
3. Students in this class are treated fairly by the teacher.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
4. The way my grade is determined is fair.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
5. My teacher is usually well-prepared to teach this class.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
6. My teacher is usually available to help me after school.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
7. I am kept informed of how I am doing in this class.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
8. My teacher clearly states the things we are supposed to learn in this class.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
9. My teacher encourages us to ask and answer questions in this class.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Uncertain	
10. For me, the pace of instruction in this class is:	<input type="checkbox"/> About right <input type="checkbox"/> Too slow <input type="checkbox"/> Too fast	