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Jule

EVALUATION CHART FOR INDIVIDUAL TEACHERS

NOTE: This chart is to be used by individual teachers to plot continuous improvements in their points of view and practices. Wherever conditions permit, much added value may result if the teacher will periodically talk over his own estimates with the principal, supervisor and other teachers. Teachers should keep on hand data to justify their evaluations.

	OCE.	Dec.	March	May
PART I Except for question no 1, indicate answers to this part of the chart by marking "Yes" or "No" in the column at the right				
l. List on separate paper five criteria drawn from your school's point of view and used most frequently to direct your instructional activities				
2. Do you have available a relatively com- plete record of every student you teach?				
3. Do you regularly use the personal data about your students to determine assignments and select materials and activities for the class?				
4. Do you have on hand analysis sheets containing specially important facts about most of the students you teach?				
5. Do you organize assignments in such ways that they are clear to you and the students and are such assignments designed to meet obvious needs and interests of the learners and their community?				
PART II Mark this section by using "U" for usually, "S" for seldom, and "N" for not at all.				
1. Do you use the key points in your school's point of view as a guide in all lesson planning?				
2. Do you provide for your class as to study when library and other materials are used for more than half of the period?				
3. Do you make sure that the purposes of an assignment are cooperatively organized by teacher and students?				
4. Do you plan assignments which, to students and teachers, are obviously designed to promote improvements in: a. The habit of thinking reflectively?				
 b. Working with others happily and creatively? c. Appreciating one's part in contributing to an improved society? d. Improving one's health habits? 				
e. Improving the mental health of the leaners?				
media for doing an effective job? g. Ability to give criticisms helpfully? h. Ability to make criticisms intelligently?				

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work with oth	Itely coordinate your assigned ner subject matter fields claim- s attention?	Oct.	Dec.	March	May
teachers and rious phases	upon specially trained fellow others to contribute to va- of (your course) — the edu- eriences you direct?				
ships (the lo	sure that students see relation- ong view purposes) which tie ekly assignments into patterns				
	numbers to indicate the proper the following questions.				
ferences (of	y how many individual-con- ten minutes or more) have you udents this term (Septnow)?				
reviewed the	ately how many students have you record cards to prepare for a				
teachers in	ferences have you held with other of fort to understand indivi-				
have you held	Gerences of ten minutes or more with "non-problem" students improving themselves?				and the latest department of the latest depart
	erences have you held with students?				
6. With principa	1?				
cerning "non-	erences with adults were con- problem type pupils" (i.e. e not disciplinary cases?	•			
order reasons selecting cour	ate paper and in descending or for the conferences held (eg. ses-40; disciplinary prob-				
the approximused the for progress according to the progress according to the progress with the approximation of th	opposite each of the following nate number of times you have llowing to improve student's ademically and generally. h your fellow teachers and the the evidence on hand for each.				
1. Devotional p	eriods	••			
	activities such as athletics, clubs, recess periods				
4. Movies, field 5. Special seati known physica 6. Special seati	ies trips, etc ng arrangements because of l defects ng arrangements because of ersonality traits	•			
tunities for false tests?	le in each quiz special oppor- critical thinking in the true-				
mation and sl	your tests provide for infor- kills learned through use of aterials?				