

**NATIONAL INSTITUTE OF EDUCATION
SAMTSE : BHUTAN**

EVALUATION FORM

Name: _____ Class: _____

School: _____

1. Subject: _____ Topic _____ Class: _____ Date _____

2. Subject: _____ Topic _____ Class: _____ Date _____

3. Subject: _____ Topic _____ Class: _____ Date _____

Aim for these	Grade	Avoid these
<p><u>Panning:</u> Well written & systematic plan with clear objectives; uses of materials appropriate to introduction, presentation & closure; logical presentations of content through appropriate approaches & detailed closure of lesson.</p>	<p>A:B:C:D:E A:B:C:D:E A:B:C:D:E (9:7:5:3:1)</p>	<p>No written plan or a plan with very brief information which, one cannot find useful.</p>
<p><u>Presentation of Lesson:</u> a) Introduction: Links the lesson to the students' experiences or previous knowledge related to topic through appropriate methods.</p>	<p>A:B:C:D:E A:B:C:D:E A:B:C:D:E (4:3:2:1:0)</p>	<p>No links made or just introduces asking "what did we do in the last class?" which has no goal.</p>
<p>b) Lesson Development: Present in a logical order through a variety of approaches and develops concepts, procedural skills and values & attitudes effectively. The flow of lesson is smooth and well paced by allocating adequate time for specific performances.</p>	<p>A:B:C:D:E A:B:C:D:E A:B:C:D:E (4:3:2:1:0)</p>	<p>Presents in bits and pieces which, do not make sense; does not develop lesson properly; lesson flow is not smooth; uses ineffective & inappropriate methods.</p>
<p>c) Closure: Closes lesson recapitulating/evaluating the students' performance/using extended activity/ies.</p>	<p>A:B:C:D:E A:B:C:D:E A:B:C:D:E (4:3:2:1:0)</p>	<p>Does not close the lesson well. Not time conscious and dictated by the bell in ending the lesson and ends it by saying: "we'll continue in the next class."</p>

<p><u>Activity:</u></p> <ul style="list-style-type: none"> - Draws students' attention before the instructions/ directions are given to carry out the activity/ies. - Simple, clear & complete instructions given. - Checks the students' understanding of instructions. - Relevant activity/ies is/are organized for students to develop concepts, skills, and values & attitudes of the lesson content. - Monitors the activity/ies by going around from group to group, individual to individual – observing, listening, helping & suggesting/correcting to ensure the activity/ies is/are being carried out. - Follow-up of activity/ies done to consolidate/ reinforce / confirm students' learning through the activity/ies. 	<p>A:B:C:D:E A:B:C:D:E A:B:C:D:E (9:7:5:3:1)</p>	<ul style="list-style-type: none"> - Activity/ies given to students without properly drawing attention and instructing the students. Instructions are incomplete and not systematic. - Activity/ies is/are not relevant with no specific task to accomplish but rather for the sake of group work/activity. - Activity/ies left to complete but no follow-up action taken.
<p><u>Language:</u></p> <ul style="list-style-type: none"> - Uses appropriate language to the level of the students, simple & well structured, polite & clearly worded. - Questions of different level are asked and are widely distributed. Adequate time is given for responses. - Motivates students by using encouraging words, variety of reinforcement & acknowledges students' responses. 	<p>A:B:C:D:E A:B:C:D:E A:B:C:D:E (9:7:5:3:1)</p>	<ul style="list-style-type: none"> - Uses inappropriate language – not as per the level of students – slang, vulgar & foul words used. - Only active students are asked to respond. - Does not use reinforcements but discouraging words are used.
<p><u>Effective Use of Improvised and Available Resources:</u></p> <ul style="list-style-type: none"> - Appropriate materials are 	<p>A:B:C:D:E</p>	<ul style="list-style-type: none"> - Uses inadequate teaching/learning for the sake of using them only. Use of materials distracts students' attention

<p>systematically & smoothly used in developing concepts, skills and values & attitudes at appropriate steps/stages of lesson.</p> <ul style="list-style-type: none"> - Writing on chalkboard is bold, good handwriting and systematic. 	<p>A:B:C:D:E A:B:C:D:E (9:7:5:3:1)</p>	<p>rather than helping them to learn.</p> <ul style="list-style-type: none"> - Bad writing and very unsystematic use of chalkboard.
<p><u>Relationship/ Awareness:</u></p> <ul style="list-style-type: none"> - Sensitive to students' moods and maintains an appropriate classroom atmosphere. - Cooperative and friendly but firm and maintains a productive relationship with the pupils. - Keeps him/herself aware of individual differences of the pupils and deals appropriately to bring adequate classroom discipline conducive to learning. 	<p>A:B:C:D:E A:B:C:D:E A:B:C:D:E (9:7:5:3:1)</p>	<ul style="list-style-type: none"> - Not sensitive enough or no suitable atmosphere created. - No appropriate relationship between trainee and the taught exists. - Not aware of what happens in the class. No classroom control.
<p><u>Professional Competencies:</u></p> <ul style="list-style-type: none"> - Exhibits adequate knowledge of the subject and provides correct information and references adequate to the level of the class. - Uses skills/strategies correctly that is appropriate to the class. 	<p>A:B:C:D:E A:B:C:D:E A:B:C:D:E (9:7:5:3:1)</p>	<ul style="list-style-type: none"> - Lacks content/subject knowledge and gives wrong and incorrect information. - Unable to use teaching skills and strategies effectively.
<p><u>Other Personal and Professional Qualities:</u></p> <p>a) Psychological adequacy: Mentally & emotionally sound; socializes freely; has keen sense of humour; active and energetic.</p>	<p>A:B:C:D:E A:B:C:D:E A:B:C:D:E (9:7:5:3:1)</p>	<ul style="list-style-type: none"> - Unpredictable mentality; not sociable – does not get along with others. - Lazy, monotonous and inactive.
<p>b) Attitude: Creative; receptive to suggestions; participates & performs tasks/responsibilities in co-curricular activities like cultural, games, social work and</p>	<p>A:B:C:D:E A:B:C:D:E A:B:C:D:E (9:7:5:3:1)</p>	<p>Lacks initiatives; self-centred and defensive; not interested to participate in co-curricular activities.</p>

agriculture; shows initiatives and resourcefulness cheerfully & willingly.		
b) Personal Quality (Personality): - Dresses and grooms appropriately; has a good posture, neat & pleasing appearance. - Clear, audible & well-modulated voice; articulates clearly with good habits & mannerism.	A:B:C:D:E A:B:C:D:E A:B:C:D:E (4:3:2:1:0)	- Does not wear descent dress; or over dresses. - Voice not audible; unable to change the tone/voice suitable to the needs of the class.
Grade Key : A = Excellent; B = Good; C = Fair; D = Poor; E = Fail Grade Range : A = 86 & above; B = 71 – 85; C = 56 – 70; D = 40 – 55; E = 39 & below.		

COMMENTS:

(Signature and Name of the AT)

(Signature & Name of the SL/s)

TRAINEE TEACHERS PROFILE RATINGS

Name: _____

Class: _____ Year : _____

T.P. School: _____

Descriptors	Ratings					Remarks
Professional Qualities						
1. Teaching Competencies (knowledge & application of: - Instructional materials - Psychology	1	2	3	4	5	
2. Subject knowledge	1	2	3	4	5	
3. Professional Commitment - Innovation - Enthusiasm - good work ethics	1	2	3	4	5	
4. Communication skills	1	2	3	4	5	
5. Readiness to learn	1	2	3	4	5	
6. Creativity	1	2	3	4	5	
7. Confidence	1	2	3	4	5	
Personal Qualities						
1. Punctuality	1	2	3	4	5	
2. Honesty	1	2	3	4	5	
3. Sincerity	1	2	3	4	5	
4. Cooperative	1	2	3	4	5	
5. Enthusiasm	1	2	3	4	5	
6. Self esteem	1	2	3	4	5	
7. Reliability	1	2	3	4	5	
8. Emotional maturity	1	2	3	4	5	
9. Tolerance/compassion	1	2	3	4	5	
10. Loyalty	1	2	3	4	5	
11. Generosity	1	2	3	4	5	
12. Self reliance	1	2	3	4	5	
Sociability						
1. Adaptability	1	2	3	4	5	
2. Courteous/politeness	1	2	3	4	5	
3. Animator	1	2	3	4	5	
4. Leadership	1	2	3	4	5	
5. Civic responsibility/ citizenship ethics	1	2	3	4	5	
6. Sense of belonging	1	2	3	4	5	

Index: 5 = Excellent; 4 = Very good; 3 = Good; 2 = Satisfactory; 1 = Poor

Comments:

NATIONAL INSTITUTE OF EDUCATION
SAMTSE, BHUTAN
APRIL 1999

TRAINEE TEACHERS PROFILE

1. What is it?

Profile is a document, which can record assessments of trainee teachers across a wide range of abilities, including skills, attitudes, professional and personal achievements and subject attainments.

1. What is the purpose?

1. To maintain a cumulative record of the professional and personal development of individual trainee teachers.
2. To enable both the tutors and the trainee teachers to help the latter where improvements are necessary.
3. To provide an authentic background information to the Education Division on the trainee teachers at the time of graduation.

2. When and how to develop the profile?

The profile should be based on data gathered at different stages of the course at the NIE and cooperating schools, by different people who work closely with the trainee teachers. This will be helpful in developing a final report.

The Performa designed by the staff includes descriptors, grouped into three categories, ratings 1 2 3 4 and 5 against each sub-category and remarks. The remark column at the right hand side is to be used for explaining the extreme ratings.

1. The form should be used at the end of every semester and at the end of each teaching practice period.
2. Subject tutors will use the form to rate the performance in their subjects of specialization and professional studies.
3. Supervising Lecturers and Associate Teachers separately will use it during the teaching practice and the latter will give it to the lecturer.
4. House Advisers will use the form during co-curricular activities.
5. Coordination, and compilation of the information will be undertaken by the teaching practice committee during the teaching practice and give to the respective course committees who will also coordinate and compile for the semesters. The profile will finally come for discussion during the review meetings at the end of each semester.
6. Students teachers will get to see how they are rated against the qualities during the process, albeit before the final compilation and reporting.

STAFF DEVELOPMENT ON ASSOCIATE TEACHER'S WORKSHOP

25th – 26th March 1999

Date	9-10.30	10.30-10.45	10.45-12..00	12.00-1.00	1/00-1.15	1.15-1.30	1.30-2.00	2.00-2.15	2.15-3.00	3.00-4.00
25.3.99	ATs Workshop Schedule preparation in groups	Tea	Group Presentation	Lunch	Brief on TP reflection (GRM)	Briefing on Trainee Teachers Profile (PD)	Briefing on TP Evaluation forms (NBR)	Tea Break	Briefing on Dzongkha Lesson Observation (WD)	Briefing on DE Lesson Observation (SD) Budget for ATs workshop (NG) Briefing on TP Handbook Editing (DT)
26.3.99	TP Handbook Editing (DT)	Tea	TP Handbook Editing	Lunch	Transport Arrangement	Stationery Distribution (NBR & WD)	ATs Workshop Preparation in Cluster	Tea	Cont.	Cont.

ASSOCIATE TEACHERS' WORKSHOP SCHEDULE

Date Time	Day 1	Day 2	Day3	Day 4
0930-1030	Aims & objectives of the ATs workshop. Role of the AT	Observation Vs Opinions	ATs work in groups in their own schools: Carry out full Prof Dev Cyl with 3 trainees to collect data on elements and techniques of conferences. Use of 3 different observation forms to find out the differences and similarities in use.	Collate & compare previous day's findings + clarifications.
1030-1100	T E A			BREAK
1100-1230	Prof. Dev. Cycle, Techniques and ideas of supervision	Overview of observation and evaluation forms	-do-	Contd. From morning.
1230-1330	L U N C H		B R E A K	
1330-1500	Prof. Input : Activity Based Teaching	Contd. + Group division & Task setting for use of forms.	-do-	Reflections of my TP + Trainee profile.
1500-1530	T E A		B R E A K	
1530-1700	Lesson Plan format	To the schools for Pre conference.	-do-	Workshop feedback & DA disbursement.