

# Appendix:

## Teacher Effectiveness Scale



Consumable Booklet

of

# K T E S

(English Version)

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Please fill in the following informations :—

Name.....

Age..... Sex.....

Qualifications..... Designation.....

Experience.....

### INSTRUCTIONS

If we perceive the best and the worst effective teachers and the other categories of them in terms of the rungs of the picture of the ladder given here, we can say that the best effective teachers could be placed on the 10th (highest) rung of the ladder and the worst effective ones on the 0th rung of the ladder. If one travels from the bottom to the top of the picture of the ladder given here, one would be having teachers with higher levels of effectiveness. If one travels from the top to the bottom of the picture of the ladder, one would be having teachers with lower and lower levels of effectiveness.

You have been a teacher at the Secondary School level for quite some time now. Hence, by now you might have attained some level (status) in respect of your effectiveness as a teacher. Also you might have been aspiring to attain some better level (status) in the next three years in terms of your being an effective teacher.

Please read the statement given in the next pages and indicate the step number on which you think you are now in the picture of the ladder in respect of your effectiveness as a teacher and the step number you aspire to reach in the picture of the ladder in respect of your effectiveness in the next three years, keeping in view the maximum possible effectiveness (BEST) of teachers and the least possible effectiveness (WORST) of teachers, as a frame of reference for your rating.

This is not an examination for you. There are no right or wrong answers in your responses. You should feel free in marking your responses. You may please start now.

10

9

8

7

6

5

4

3

2

1

0

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## PSYCHO-EDUCATIONAL TESTING CENTRE

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## TEACHER EFFECTIVENESS RATING SCALE

Name of the School .....

Name of the Rater .....

Name of the Teacher being Rated .....

In general under which category of the following do you classify the teacher you are rating as effective teacher .....

Ineffective teacher .....

(Please tick the appropriate category)

**DIRECTIONS :** Below are given five roles/functions that teachers are expected to perform. Against each role/function five categories of responses and their numerical equivalents are given. You have been your teacher's supervisor for quite sometime now. Please rate each of your teachers on the five roles/functions defined in the rating scales. Teachers are to be rated for their effectiveness in respect of their roles/functions defined below. Please note that you are to encircle only one numerical of each role/function of a teacher.

Sl. No.	Role/function of teacher	Poor	Fair	Good	Very Good	Excellent
<b>A</b>	<b>Preparation and Planning for teaching :</b>					
	Ability of the teacher in preparing, planning and organising for teaching in accordance with the course objectives by using different source materials	1	2	3	4	5
<b>B</b>	<b>Classroom Management :</b>					
	Ability of the teacher to successfully communicate, motivate the students and evaluate the teaching-learning process and also to maintain discipline in the classroom within the framework of a democratic organization.	1	2	3	4	5
<b>C</b>	<b>Knowledge of subject matter :</b>					
	Ability of the teacher in acquiring, retaining, interpreting and making use of the content of subjects he/she is dealing within classroom situations.	1	2	3	4	5
<b>D</b>	<b>Teacher Characteristics :</b>					
	It is the personality make-up and its behavioural manifestations that have their own level of acceptability or unacceptability in the teaching profession.	1	2	3	4	5
<b>E</b>	<b>Interpersonal Relations :</b>					
	It is the ability of the teacher to adopt himself to maintain cordial relations with his/her colleagues pupils, their parents and other persons in the community with whom he/she is to interact as an integral part of his/her	1	2	3	4	5

Sl. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years
16. B	I value interaction of my students during teaching- learning sessions.	<input type="checkbox"/>	<input type="checkbox"/>
17. C	I keep on acquiring new knowledge.	<input type="checkbox"/>	<input type="checkbox"/>
18. D	I am emotionally balanced.	<input type="checkbox"/>	<input type="checkbox"/>
19. E	I do not discriminate students for personal reasons.	<input type="checkbox"/>	<input type="checkbox"/>
20. B	I am objective in evaluating my students.	<input type="checkbox"/>	<input type="checkbox"/>
21. D	I am reasonably active.	<input type="checkbox"/>	<input type="checkbox"/>
22. E	I take a great deal of interest in parent-teacher associations.	<input type="checkbox"/>	<input type="checkbox"/>
23. A	I make my teaching interesting by giving examples and situations that are familiar to students.	<input type="checkbox"/>	<input type="checkbox"/>
24. B	I try to stimulate the intellectual curiosity of my students during my classes.	<input type="checkbox"/>	<input type="checkbox"/>
25. D	I go to school neatly dressed and smart.	<input type="checkbox"/>	<input type="checkbox"/>
26. E	I do contribute in the meetings of professionals and scholarly societies.	<input type="checkbox"/>	<input type="checkbox"/>
27. A	I am systematic in my preparation of lessons.	<input type="checkbox"/>	<input type="checkbox"/>
28. B	I conduct tests periodically to evaluate my teaching.	<input type="checkbox"/>	<input type="checkbox"/>
29. C	I have a substantial knowledge of human development and learning.	<input type="checkbox"/>	<input type="checkbox"/>
30. D	I am punctual in attending my school work.	<input type="checkbox"/>	<input type="checkbox"/>

Sl. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years
31. D	I do possess pleasing manners.	<input type="checkbox"/>	<input type="checkbox"/>
32. E	I do help my students facing personal and educational problems.	<input type="checkbox"/>	<input type="checkbox"/>
33. A	I organise the subject matter I teach to be in agreement with the course's objectives.	<input type="checkbox"/>	<input type="checkbox"/>
34. D	I have a fairly good memory.	<input type="checkbox"/>	<input type="checkbox"/>
35. D	My gestures in the classroom are pleasant and approvable.	<input type="checkbox"/>	<input type="checkbox"/>
36. D	I have a sense of duty and responsibility.	<input type="checkbox"/>	<input type="checkbox"/>
37. A	The tests I intend administering to my students will be reviewed and improved upon by me.	<input type="checkbox"/>	<input type="checkbox"/>
38. B	My teaching is characterised by clarity.	<input type="checkbox"/>	<input type="checkbox"/>
39. C	I discuss the content of the subject matter with ease and confidence.	<input type="checkbox"/>	<input type="checkbox"/>
40. D	I have pleasant and distinct voice.	<input type="checkbox"/>	<input type="checkbox"/>
41. D	I value my academic achievements.	<input type="checkbox"/>	<input type="checkbox"/>
42. E	I am sufficiently adapt in maintaining cordial human relations.	<input type="checkbox"/>	<input type="checkbox"/>
43. E	I am reasonably obedient to my headmaster.	<input type="checkbox"/>	<input type="checkbox"/>
44. A	I plan my lessons keeping in view the individual differences among students.	<input type="checkbox"/>	<input type="checkbox"/>
45. B	I guide my students in completing their assignments.	<input type="checkbox"/>	<input type="checkbox"/>

Sl. No.	STATEMENTS	Step number you are on Now	Step number aspiring to attain in the Next Three Years
46. C	I have a great deal of interest in the subject I am teaching.	<input type="checkbox"/>	<input type="checkbox"/>
47. D	I provide a laudable example of my personal and social living to my students.	<input type="checkbox"/>	<input type="checkbox"/>
48. D	I show understanding and sympathy in working with my students.	<input type="checkbox"/>	<input type="checkbox"/>
49. A	I am in the habit of summarizing the lessons, I teach, in the end.	<input type="checkbox"/>	<input type="checkbox"/>
50. B	I encourage students to be punctual in their assignments.	<input type="checkbox"/>	<input type="checkbox"/>
51. B	I am concerned with the maintenance of discipline in the classroom within the framework of democratic atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>
52. D	I take criticisms from others as a feedback for my own self improvement.	<input type="checkbox"/>	<input type="checkbox"/>
53. E	I support the genuine causes of teaching community.	<input type="checkbox"/>	<input type="checkbox"/>
54. A	Whenever necessary I do consult my colleagues in the planning of my lessons.	<input type="checkbox"/>	<input type="checkbox"/>
55. B	I help students in their reference work.	<input type="checkbox"/>	<input type="checkbox"/>
56. B	I ask more thought provoking questions than fact finding questions while teaching.	<input type="checkbox"/>	<input type="checkbox"/>
57. D	I have love for my students.	<input type="checkbox"/>	<input type="checkbox"/>
58. A	I plan my lessons based on the techniques tested and found suitable.	<input type="checkbox"/>	<input type="checkbox"/>
59. B	I do discuss students' performance in tests with them.	<input type="checkbox"/>	<input type="checkbox"/>
60. E	I consider my first duty to be devoted to get a good name to my school.	<input type="checkbox"/>	<input type="checkbox"/>