APPENDIX - 16.

Manual for Teacher Rating Scale (TRS)

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A suitable selection and promotion of teacher's necessitates a reliable and valid instrument for the assessment of teaching competence. Measures of pupil change, and techniques like Flander's Interaction analysis don't seem to be usable measures for this purpose. Rating scales are the tools of choice for the assessment of teaching competence. A rating scale with well defined and empirically derived dimensions can perhaps provide a very suitable scheme of reference for the assessment of teaching ability and may lead to fairly reliable and valid evaluation of teaching competence. (Lawrence 4)

The characteristics comprising the dimensions of most of the rating scales have not been empirically derived and are highly subjective because they are based on constructor's own idea of what constitutes effective teaching. (Reeder 5) "Critical Incidents Technique" developed by Flanagan (3) of the American Institute of Research can help to evolve teacher characteristics on an empirical basis from actual classroom situations. Briefly, this technique consists in obtaining from a fairly large sample a description of observable behaviours (called "Critical Incidents") which seem to make a particular teacher either very effective or ineffective. A rating scale based on such behaviours is likely to be very efficient because extreme behaviours can be more accurately identified than behaviours which are average in character. Ryons (6) and his associates have completed a very exhaustive study—"The Teacher Characteristic Study"—involving 6000 teachers in 1700 schools and have constructed scale based on this technique. This scale has

(1)
yielded very satisfactory results and has been widely used (Beery 1). Deva (2) has also employed this technique for constructing a rating scale for the assessment of student teaching effectiveness. This scale was also found to be very satisfactory. The present scale is also based on this technique and has yielded satisfactory reliability and validity indices.

**Description of the Scale:**

The present rating scale consists of 17 dimensions. These dimensions have been grouped under 3 major heads for help in locating them. About 3000 “Critical Incidents” were coded, scrutinised, classified and categorised to evolve these dimensions. The accuracy with which a rating scale can be used depends largely on the precision with which the characteristics to be rated can be defined and perceived. It is, therefore, necessary to provide objective description of every dimension of the rating scale. The “Critical Incidents” pertaining to the two poles of each continuum (dimension) provide such descriptions. These descriptive terms are available in the Glossary. The raters are required to be thoroughly familiar with these descriptive terms before giving their ratings.

**Scoring the Scale:**

A seven point scale has been considered optimally useful from the point of view of accuracy of discrimination (Symonds 7, Wrightstone 9), therefore the present instrument has been designed as a seven point numerical scale. Various procedures of weighting the scale dimensions were tried. Inter-rater reliabilities computed for the different procedures showed that unweighted scores were as good as the weighted scores. The scale is, therefore, designed to yield unweighted scores. The teacher effectiveness score can be easily obtained by simply adding the numerical rating obtained on the different dimensions of the scale.
Validity and Reliability of the Scale:

The validity of a rating scale should be 'thought less in statistical terms and more in terms of apparent relevance of behaviours to ultimate goals of training (Thorndike 8). Since the 'Critical Incidents Technique' results in a rational analysis of job functions, the scale may safely be assumed to be valid. Statistical validity of the scale was also computed. A coefficient of correlation of '85 was obtained between the present scale and judgement of experts. The rating scale has yield an inter-rater reliability coefficient of '91.

Directions for Use:

This scale has been constructed for evaluating teaching effectiveness of teachers in profession. Teachers are to be rated on various items of this scale on the basis of their behaviour in actual teaching situation. Every characteristic or trait is to be judged on a seven point scale.

The items in this rating scale are bi-polar i.e. they represent two extremes of a continuum. Each continuum represents a characteristic or trait which makes teaching either effective or ineffective. For the help of the rater, sample 'teacher behaviours' relative to a particular characteristic or trait have been provided in the 'glossary'. For good rating you should be thoroughly familiar with these sample 'teacher behaviours', so that you will not fail to detect them even though they are demonstrated in a quick succession in a given teaching situation.

It is not necessary that all the 'teacher behaviours' given in the 'glossary' are available in a particular teaching situation. The behaviour given, are only descriptive and only serve to help you understand the characteristic. If you find something else in the behaviour of a teacher which may be taken as evidence of a particular characteristic or trait you may make your judgement accordingly.
You are further requested to note the following points:

1. Don't confer with others in making your judgement. Let these rating represent your own opinion.

2. In each characteristic contained in the scale compare the individual being rated by you with the average teacher you have known.

3. In rating for any particular characteristic disregard every other characteristic on the scale. Don't let your ratings of individual characteristics be differenced by a favourable impression you have formed of the individual about any particular characteristic.

4. Give the highest score on the scale to the individual whom you consider to be outstanding in that trait and so forth.

5. Do not continue your observations too long over any characteristic. Give for each characteristic your best judgement and go on to the next.

6. Give a rating for each characteristic of each individual rated by you.

REFERENCES


GLOSSARY
(To be used with the Teacher Rating Scale)

1 *Apathetic*

Teacher fails to encourage students.

Teacher is indifferent, inactive and dull.

Teacher lacks sense of humour.

Class atmosphere pervaded with boredom and monotony.

*Stimulating*

Teacher encourages students to do better work.

Teacher is active and alert. He has a keen desire to get things done.

Teacher possesses sense of humour, provides variety of lively experiences by narrating interesting stories and anecdotes to eliminate monotony and boredom.
Teacher is glum and unhappy.  

2 Autocratic  
Teacher directs student activity in a mandatory manner.  
Teacher wants the order to be obeyed without delay.  
Teacher is intolerant of students views.  
Teacher interrupts students even when their discussions are relevant.  

3 Harsh  
Teacher is rough, rude and fault finding.  
Teacher is sarcastic insults students in the class.  
Teacher shows students.  

4 Unimpressive  
Teacher’s dress is untidy and inappropriate.  
Teacher’s bearing and postures are unattractive.  
Teacher has distracting mannerism and physical defects.  

Teacher is cheerful, smiling and stimulating.  

Democratic  
Teacher guides students without being mandatory.  
Teacher encourages students to make and carry out their decisions.  
Teacher welcomes different views.  
Teacher encourages students to discuss and present their views.  

Kind  
Teacher is sympathetic, friendly and helpful.  
Teacher points out students defects in a way that they do not feel ashamed offers criticism tactfully.  
Teacher shows affection.  

Impressive  
Teacher is well dressed.  
Teacher’s learning and postures natural and dignified.  
Teacher is free from personal peculiarities e.g. irritating mannerism and distracting physical defects.
5 Nervous
Teacher shows signs of nervousness and timidity and avoids facing pupils in presence of the class.
Teacher becomes self-conscious in the presence of superiors.
Teacher is unable to perform experiments and demonstrations successfully due to nervousness.
Teacher falters and uses gestures too often.

6 Excitable
Teacher gets annoyed even on trifles.
Teacher is easily flustered and upset.
Teacher gets angry when a student does not understand a fact easily.

Teachers of action is easily swayed by circumstances of the moment.

7 Careless
Teacher wastes time in irrelevant talk.
Teacher does not take pains in teaching.
Teacher comes late too often.
Teacher is cursory.

Confident
Teacher faces the class firmly answers questions confidently.
Teacher is unmindful of the presence of superiors.
Teacher performs experiments and demonstrations with natural ease and confidence.
Teacher speaks quietly and slowly.

Poised
Teacher is not annoyed even at students’ assured answer.
Teacher is dignified and informal.
Teacher does not lose patience when a weak student fails to understand a point after repeated explanations.
Teacher is consistent maintains progress towards goal.

Conscientious
Teacher begins teaching as soon as the period starts.
Teacher takes pains in teaching.
Teacher is punctual.
Teacher is thorough.
II. PROFESSIONAL COMPETENCE

8 Narrow

Teacher gives inaccurate and confused information suggestive of narrow scholarship.

Subject matter is confined to textbooks, lacks necessary details and explanations.

Subject matter taught is out of date and lacks new ideas. Teacher consults notes too often.

9 Stereotyped

Teacher uses routine procedures, relies, mainly on text and “telling facts”.

Teacher uses only conventional material aids and methods.

Broad

Teacher gives correct and clear cut information-suggestive of broad scholarship.

Subject matter is broad in content, includes necessary details and explanations.

Subject matter taught is up to date and includes new ideas. Teacher does not need to consult notes while teaching.

Original

Teacher is imaginative, uses new and original techniques.

Teacher uses original and relatively new material aids and methods.

III. CLASS ROOM PERFORMANCE

10 Aloof

Teacher resorts to narrations and avoids questions

Teachers attention is wandering, seems removed from the class.

Teacher provides no chance to students to cooperate in the development of lesson. Students are passive listeners

Responsive

Teacher elicits most information through well directed and through provoking questions.

Teacher engrossed in teaching, has established a rapport

Teacher is cooperative. He actively helps students in explaining and finding facts.
### 11 Ineffective Questioning

**Effective Questioning**

Teacher avoids questions and resorts to drab & dry Narrations.

- Teacher is indifferent to students response.
- Teacher ignores students incorrect or partly correct responses.
- Teacher does not give opportunity to students to discover correct responses, gives the response himself.

**Teacher elicits most information through questions which ensure success experience to the students.**

- Teacher provides appropriate feedback to students response.
- Teacher analyses students' incorrect or partly correct responses, selects elements of correctness and builds up the whole answer.
- Teacher encourages students to discover correct responses themselves.

### 12 Faltering

**Fluent**

Teacher uses poor, halting and repetitive language and unsystematic construction.

- Teacher has defective speech and pronounciations
- Teachers narrations are confusing and lifeless.
- Teacher fails to explain difficulties, oral illustrations, are irrelevant and unsuitable.

**Teacher has a command over the language. Uses appropriate words, in good connected sequence**

- Teacher's speech and pronounciations are satisfactory
- Teachers narrations are elaborate and vivid.
- Teacher explains difficulties with the help of adequate and suitable oral illustrations.

### 13 Ineffective Material Aids

**Effective Material Aids**

A. V. Aids are not shown or are irrelevant.

- A. V. Aids are appropriate and well arranged.
Material aids are used merely as exhibits or pieces of decorations; distracts students attention and creates disturbances. Teacher is not able to demonstrate experiments. Teacher shows only conventional and easily available material aids.

14 Unsuitable B. B. Work
Teacher fails to do any B.B. Work or B.B. Work is poor and disorganised
B.B. Sketches and diagrams very poor in quality or are not drawn even where necessary.
B.B. Writing poor.

15 Poor Class Management
Teacher admits disorderly behaviour and is careless about discipline.
Students noisy and noncooperative class atmosphere unsuitable for learning.
Teacher fails to engage students who create disturbances in education activity.

16 Rigid
Teacher is rigid, does not change according to circumstances of the teaching situation.
Teacher is helpless when original aids are lost or damaged.

Teacher is slave of the plan did not change the subject matter even when needed.

Teacher makes no attempt to adapt material aids and methods to individual pupils.

17 **Disorganised**

Teacher is unprepared, Class work not well planned.

Subject matter confused, without suitable sequence.

Subject matter and various elements of teaching such as teacher's questions, pupils answers, narrations, teaching aids, B.B. Work etc. disorganised.

Teacher uses ordinary aids present in the class room with advantage when more elaborate one's are lost or damaged.

Teacher brings in relevant things effectively, although not originally included in the lesson plan.

Teacher adopted materials and methods to individual pupils.

**Systemetic**

Teacher is well prepared.

Shows evidence of planned but flexible procedure.

Subject matter has a logical and psychological sequence.

Subject matter well organised diverse elements of teaching, such as teacher's questions, pupils answers, narrations, teaching aids, black board work etc. organised into a functional unit.
## TEACHER RATING SCALE (TRS)

**R. C. DEVA**

### Name of the Teacher

### Subject taught

### Class taught

### School

### Name of Rater

### I. PERSONAL QUALITIES

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