Appendix - A

Teacher Effectiveness Scale (First Draft)

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Directions:

Here are a few items reflecting effectiveness in your work. How about knowing how effective you are in your work. Please read each item and try to think how well it describes the style of your work on any of the five points from always, frequently, sometimes, rarely to never. If you think you always do that, please put a tick mark in that column. If you think you rarely do that, then mark it in that column and so on. Please rate yourself on every item and do not leave any item unanswered.

The information collected through this scale will be used for research purpose only and never to your disadvantage. Your co-operation in this regard is highly solicited.
Particular Information:

Teacher's Name............Age........Sex........Male/Female
School....................District..................
Qualification............Subject taught..............
Teaching experience.........years
Residence...................Rural/Urban

Statements:

1. The organization of my course content is well planned.
2. I select contents, materials, and activities for increasing students' learning experiences.
3. I plan activities with the cooperation of the class such as exhibition, field trip, etc.
4. I prepare materials and equipment for teaching in advance so that I can use them effectively, whenever needed.
5. I keep a complete record of students' scholarship and learning.
6. I know the subject and know how to put it across.
7. I usually give students another point of view in addition to what the book says.
8. I can make impromptu speeches even on topics about which I have almost no information.
9. I think, of all the methods of teaching, the best is the one that involves the participation of the students.

10. I promote problem solving approach among the students.

11. I use a variety of learning experiences in each class that I taught.

12. I use the textbook as well as other instructional materials.

13. I use audio-visual materials for meeting individual differences.

14. I divide the class for group work according to their interest and ability.

15. I use "buzz groups" for discussion on issues.

16. My students clearly understand the objectives planned for future work.

17. I am mainly interested in whether my students can "think for themselves".

18. I make some students work on projects, and some students study, depending on how far behind they are.

19. I make class-work a pleasure.

20. I am enthusiastically interested in teaching.

22. I praise the students who are successful in improving their learning.
23. When the habitually hostile student makes a friendly gesture towards a classmate. I commend his good behavior in the class.
24. I give adequate reward to my student who improves his work.
25. I appreciate my student who cleans and erases the blackboard.
26. I give stars for regular and good work.
27. I think, giving rewards gives better results in motivating students.
28. I use sarcasm in answering students' questions.
29. If my student could not finish assignments in class, I ask him to do it at home.
30. If my student does not work in class I tell him to sit in the back of the class and not allow him to return to his seat until he decides to work.
31. I select challenging materials for the gifted children.
32. I give the slow learners the opportunity to learn at their own pace.
33. I change classroom environment for motivating the students' learning.
34. I provide effective motivation by relating lesson with students' own experiences.
35. I give assignment of optimum difficulty to enable the students to complete them.
36. I select the subject that deals with students' own present day problems.
37. I spend a lot of time asking students to make their own decisions about the course plan or group project.
38. I use verbal comments as feedback to help students improve their performances.
39. I encourage my students to form a class council to make rules for their own class-room behaviour.
40. A friendly behavior with the students makes it easier for me to maintain discipline in the class.
41. I create students' discipline among students by using mutual respect between teacher and students and let them involve in what is going on.
42. I tell students to ask permission before going out or coming in the class.
43. I ask students to keep quiet during working in group.
44. I make students to have self-control for creating discipline by themselves.
45. I spend a lot of time asking my students to make their own decisions about tests and grades.

46. I am fair in marking and grading in examination.

47. I use various techniques of measurements for evaluating students' learning.

48. I use formative evaluation to diagnose the students' apparent strengths and weaknesses.

49. I view evaluation as a means to facilitate teaching and learning process.

50. I assess home assignment, project reports, and class-room questioning to evaluate the day to day performance of students.

51. I assess weekly tests to enable the students to make progress in learning.

52. I actively control class-room management for a comfortable and attractive environment in the class.

53. I keep bulletin boards attractive and up-to-date.

54. I begin class promptly and end it on time.

55. My students decide about their own projects to work upon.

56. MY students make room neat and clean.

57. My students feel free to express their ideas in class.
58. I tell stories and encourage my students to tell about funny things happened to them.

59. When the students are working in a group I let them decide how the project should be handled.

60. When my students get angry at me, they feel that they could show their anger without making the teacher angry.

61. When there is work which has to be done with another student, the students can usually decide with whom they want to do.

62. I am fair and square in dealing with students.

63. I am considerate of students' feeling in the class.

64. I respect students' opinion, and encourage discussion in class.

65. I spend the time after school with students who have individual problems.

66. I help students acquire attitudes and values not fostered in them in their own homes.

67. I allow students to confide in me with personal problems that they may not wish to discuss with their parents.

68. I accept the deficiencies and shortcomings of my students.
69. I maintain a dignified pupil-teacher relationship.
70. I co-operate with administrative authorities.
71. My principal stays after school to help me finish my work.
72. My principal tells me of new ideas he has run across.
73. I help my colleagues in finding solutions to the problems.
74. I welcome suggestions from the head and colleagues.
75. I am considerate of my colleagues.
76. I provide opportunities for parent-teacher conferences.
77. I co-operate with the students' parents.
78. I send reports of the students to their parents about their progress in studies.
79. I believe and participate of in Parent-Teacher Association enthusiastically.
80. I am cheerful and happy.
81. I have a sense of humour.
82. I am not cross grouchy, nagging, or sarcastic.
83. I am kind and sympathetic.
84. I dress attractively, appropriately, and neatly.
85. I am usually calm and collected.
86. At parties and social gathering, I do not do or say things that others will not like.
87. I would not change my opinions and actions in order to please someone else.
88. I understand and adhere to school board and administrative policies.
89. I respect the confidential matters relating to students, parents, and school personnel.
90. I use formative and summative assessment to evaluate students' learning effectively.
91. I require more knowledge in teaching than it is required in any other job.
92. I think that teaching is the only profession that provides opportunity to grow and learn.
93. I have an ample opportunity to display my talent.
94. I play an important role in bringing about changes in society.
95. Dealing with youth tends to keep me active, alert, and young.
96. My present job enables me to provide a satisfactory standard of living.
97. I feel competent in my present job.
98. I have adequate opportunities to make progress in the job.
99. I get opportunity to do creative jobs.
100. I am satisfied that the people give proper recognition to my work as a subject specialist.
101. My principal promotes a sense of belongingness among the teachers in the school.
102. My principal praises me for the work which I do well.
103. The policy of promotions in my school is in accordance with the competency of the person.
104. I find satisfaction with tenure, pension plans, hospitalization, cumulative sick leave, and credit union etc.
105. The school provides me with adequate resource materials, audio-visual aids, and projection equipment.
106. Library facilities are adequate for the subject area which I teach.
107. School secretarial service is available for my use.
108. The school environment is so attractive that encourages me to work to my satisfaction.
109. I feel free to criticize administrative policy at staff meeting called by the principal.
110. I feel that I am adequately rewarded in my job.
111. I am really satisfied with what I have at present.
112. I feel that working with my students is important and meaningful.
113. I help my students to make progress in their work.
114. I get feedback from students to know how well I have taught.
115. I believe that it is my responsibility to see the students learn and grow intellectually.
116. When the students experience failure, I examine my own performance in order to be more helpful to them.
117. I identify strategies to achieve my goals.
118. I involve students in framing the objectives and strategies for achieving goals.
119. I feel quite confident about my ability to motivate certain behaviour in some students while feeling less competent with others.
120. I willingly join in-service training to gain experiences for my academic growth.
121. I work with the supervisor for improvement of teaching.
122. I seek extra duties for school activities.
123. I respond well to constructive criticism.
124. I am satisfied with the progress that I make toward the goal which I set for myself in this present job.

125. I pay more attention to under-achieving students.

126. I use counselling service to help students to be successful in learning.

127. I work with the school counsellor for assisting students in personal and academic problems.