

I. Evaluation of Instruction

1. Context Evaluation

Questions	How to Answer the Questions	Resources
1. Are student instructional needs assessed?	Interview students, review assessment techniques	Questions such as: How are instructional materials delivered? Is the method of instruction easy to follow? Do the materials follow a logical pattern?
2. Are the goals of instruction clearly outlined in each curriculum?	Review curriculum guidelines and content	Curriculum guidelines
3. Are resources available to increase the effectiveness of instruction?	Review funding sources for professional and curriculum development	Funding brochures, related documents

2. Input Evaluation

Questions	How to Answer the Questions	Resources
1. Do the plans for instruction address the known needs of students?	Interview principal, department chairs, teachers	Questions such as: Are the needs of the students known? Do the instructional plans match the student needs?
2. Are there guidelines for instruction that need updating?	Review school policy	School policy manual
3. Do teacher instruction methods conform to department strategies?	Interview teachers, department chairs; observe teacher behavior	Questions such as: Do your teaching methods conform to the departmental goals? Are all required materials adequately covered?

3. Process Evaluation

Note: Instructional activities can be assessed for their adherence to plans

Questions	How to Answer the Questions	Resources
<p>Clarity of instruction, i.e., does the teacher:</p> <ol style="list-style-type: none"> 1. review procedures, information, and/or directions before moving to new material? 2. give simple, concise directions and list them on the chalkboard when necessary? 3. rephrase questions, often repeat statements, and encourage students to ask questions? 4. use many examples to explain a point in a less abstract and confusing way? 5. pace the lesson to coincide with varying rates of learning? 6. establish smooth transitions from subject to subject and situation to situation? 7. expect students to learn and communicate this expectation? 8. plan--including short- and long-term goals, behavioral performance objectives, a description of methods, content, and evaluation system? 9. have organizational skills and attend to detail? 10. explain how the work is to be done? 	<p>Self-assessment, observation by principal or peer</p>	<p>Use the checklist of observation, teacher self-assessment instrument, and survey items to teachers in <i>A Research-Based Self-Assessment System. Analysis and Action Series</i> (Reinhartz & Beach, 1983). ERIC Document Service No. ED 274 051. Other useful items that can be used in surveys can be found in <i>Formulating instrumentation for student assessment of systematic instruction</i> (Nelson, 1976). ERIC Reproduction Service. No. ED 124 243.</p>
<p>Explanation during instruction, i.e., does the teacher:</p> <ol style="list-style-type: none"> 1. adjust the instructional level to match the attention spans of students? 2. follow an instruct-practice-instruct-reinforce procedure? 3. modify strategies to better communicate information? 4. use visuals, chalkboard, and several examples to provide a step-by-step approach when explaining information? 	<p>Self-assessment, observation by principal or peer</p>	<p>See above</p>

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<p>Enthusiasm during instruction, i.e., does the teacher:</p> <ol style="list-style-type: none"> 1. smile a great deal and make learning fun? 2. maintain eye contact? 3. modulate voice level by volume and rate? <p>Is the teacher</p> <ol style="list-style-type: none"> 4. alert and full of energy, excited about what is being taught, exciting to listen to and watch? 5. motivated, motivating others, and showing interest in her/his subject? 	<p>Self-assessment, observation by principal or peer</p>	<p>See above</p>
<p>Task orientation, i.e., does the teacher:</p> <ol style="list-style-type: none"> 1. plan activities that allow students to practice newly learned skills? 2. monitor activities closely to ensure that students are completing the assignment? 3. have students demonstrate skills to the class? 4. regularly review assignments with students and incorporate activities in the evaluation system? 5. conduct the classroom so that less time is spent on housekeeping chores such as attendance and distributing books and more time on developing learning skills? 	<p>Self-assessment, interview and observation by principal or peer</p>	<p>See above</p>
<p>Learning opportunities other than listening, i.e., does the teacher use multiple teaching methods like the following to provide a variety of opportunities for the students?</p> <ul style="list-style-type: none"> -pure telling -lecture -computer-assisted instruction -discussion -questioning -learning centers -contracts -lab -packets -pure discovery -cooperative learning 	<p>Self-assessment, interview and observation by principal or peer</p>	<p>See above</p>

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<p>Multiple levels of discourse, i.e., does the teacher:</p> <ol style="list-style-type: none"> 1. provide visual examples of the concepts being studied? 2. have students stimulate an event or a situation? 3. provide demonstrations or lab situations? 4. help students analyze issues and discuss feelings and opinions? 5. provide hypothetical situations and ask students to predict outcomes? 	<p>Self-assessment, observation by principal or peer</p>	<p>See above</p>
<p>Use of student ideas, i.e., does the teacher:</p> <ol style="list-style-type: none"> 1. have more time to process comments and formulate higher-order questions? 2. regularly solicit suggestions or examples from students during class discussions? 3. have students bring examples from home to supplement what is being studied and ask them to comment on each example? 4. have groups of students plan activities for each unit of study? 5. have students anonymously comment on or evaluate each unit? 6. use a suggestion box? 7. Do students have time to think about the topic and how they feel about it? 8. Does the level of confidence in students increase? 	<p>Self-assessment, survey to students, observation by principal or peer</p>	<p>See above</p>
<p>Use of noncritical remarks, i.e., does the teacher:</p> <ol style="list-style-type: none"> 1. work to develop a vocabulary of praise words? 2. try to identify something positive about each student and cultivate that trait? 3. remember that praise motivates and encourages students to learn? 4. provide rewards as a class routine? 	<p>Self-assessment, observation by principal or peer, survey to teachers</p>	<p>See above</p>

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Use of interesting questions, i.e., does the teacher: <ol style="list-style-type: none"> 1. prepare a list of questions for each lesson? 2. examine the list of questions to ensure multiple levels of thinking (application, analysis, and evaluation)? 3. ask students to summarize and draw their own conclusions? 4. ask 'what would happen if . . . ?' 5. ask students to describe situations and examples? 6. have students develop their own list of questions about the topic? 	Self-assessment, observation by principal or peer, survey to teachers	See above
Cost: What is the cost per pupil for providing instructional programs?	Document review	School and district budget plans

4. Product Evaluation

Questions	How to Answer the Questions	Resources
1. What is the cost per pupil of each instructional program?	Review of school and department expenditures	Budget
2. What is the impact of the instructional technique?	Student achievement scores, teacher ratings by students	Evaluation reports, report cards