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| **PHILIPPINE SCIENCE HIGH SCHOOL SYSTEM**  **BICOL REGION CAMPUS**  **TEACHING PERFORMANCE EVALUATION TOOL BY STUDENTS** | | | | | | |
| Name of Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_ Section:\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_  **Each of the qualities below is evaluated on the basis of points equivalent to the adjectival rating which are as follows:**  5 – Outstanding (O) 4 – Very Satisfactory (VS) 3 – Satisfactory (S) 2 – Fair (F) 1 – Poor (P)  **Check the column of rating that best describes the teacher. Please be fair and objective in rating the teacher.** | | | | | | |
|  |  | 5 | 4 | 3 | 2 | 1 |
| 1 | Shows a broad, accurate, up-to-date knowledge of the subject matter. |  |  |  |  |  |
| 2 | Introduces new lesson/topic with confidence |  |  |  |  |  |
| 3 | Interprets abstract ideas clearly and supports these ideas with examples, comparisons, and facts. |  |  |  |  |  |
| 4 | Relates course to other fields and/or present-day problems. |  |  |  |  |  |
| 5 | Is well-informed about current trends and development in the area |  |  |  |  |  |
| 6 | Can expertly answer a variety of students’ questions almost all the time. |  |  |  |  |  |
| 7 | Presents subject matter clearly and systematically. |  |  |  |  |  |
| 8 | Uses varied approaches in teaching. |  |  |  |  |  |
| 9 | Creates interesting situations to stimulate learning. |  |  |  |  |  |
| 10 | Aims challenging questions requiring higher order thinking skills. |  |  |  |  |  |
| 11 | Presents adequate materials and activities throughout the class hours. |  |  |  |  |  |
| 12 | Demonstrates proficiency in the medium of instruction. |  |  |  |  |  |
| 13 | Clarifies course objectives and specifies course content and requirements at the beginning of the course |  |  |  |  |  |
| 14 | Presents objectives/content that is consistent with PSHS vision and mission. |  |  |  |  |  |
| 15 | Gives students chance to ask questions and express their opinions freely |  |  |  |  |  |
| 16 | Designs activities that generate wide class participation/discussion. |  |  |  |  |  |
| 17 | Encourages students to take the lead in class discussions/activities and succeeds in stimulating most to do so. |  |  |  |  |  |
| 18 | Maintains order and discipline in the classroom and keeps distractions to the minimum |  |  |  |  |  |
| 19 | Creates class atmosphere that is highly conducive to learning |  |  |  |  |  |
| 20 | Requires test or non-test measures that are adequately explained, well-managed, and clearly proceed from classroom lessons. |  |  |  |  |  |
| 21 | Provides enough opportunities for students to improve their class standing. |  |  |  |  |  |
| 22 | Gives students prompt feedback on their performance (test and non-test requirements). |  |  |  |  |  |
| What suggestions can you make to improve the teaching of the course? | | | | | | |