

**Please wait for further instructions before making any mark on this sheet.**

Name of Instructor: \_\_\_\_\_  
 Subject: \_\_\_\_\_

Semester: \_\_\_\_\_  
 School Year: \_\_\_\_\_

Republic of the Philippines  
**IFUGAO STATE UNIVERSITY**  
 Nayon, Lamut, Ifugao

**QUALITATIVE CONTRIBUTION EVALUATION (QCE)**  
 Instrument for Instruction/Teaching Effectiveness

**Instruction:** Please evaluate the performance of the particular faculty member using the scale. Encircle your rating.      **5-Outstanding**                      **4-Very Satisfactory**                      **3-Satisfactory**                      **2-Fair**                      **1-Poor**

I. COMMITMENT	SCALE				
	5	4	3	2	1
a. Demonstrate sensitivity to students ability to absorb content information.	5	4	3	2	1
b. Integrates his/her learning objectives with those of the students in a collaborative process.	5	4	3	2	1
c. Makes himself/herself available to students beyond official time.	5	4	3	2	1
d. Regularly comes to class on time, well groomed and well prepared to complete assigned responsibility.	5	4	3	2	1
e. Keep accurate records of students' performance and prompt submission of the same.	5	4	3	2	1
II. KNOWLEDGE OF THE SUBJECT (25%)	SCALE				
a. Demonstrates mastery of the subject matter (explain the subject matter without relying scaly on the prescribed textbook).	5	4	3	2	1
b. Draws and shares information on the state of the art theory and practice in his/ her discipline.	5	4	3	2	1
c. Integrates subject to practical circumstances and learning intent/ purposes of students.	5	4	3	2	1
d. Explains the relevance of present topic to the previous lessons and relates in the subject matter to relevant current issues and/ or daily activities.	5	4	3	2	1
e. Demonstrates up-to date knowledge and/or awareness on current issues of the subject.	5	4	3	2	1
III. TEACHING FOR INDEPENDENT LEARNING (25%)	SCALE				
a. Creates teaching strategies that allow students to practice using concepts they need to understand (interactive discussion).	5	4	3	2	1
b. Enhances students' self esteem and/or gives recognition to students' performance/potentials.	5	4	3	2	1
c. Allows students to create their own course with objectives and realistically defined student-professor rules and makes them accountable for their performance.	5	4	3	2	1
d. Allows students to think independently and make their own decisions and holding them accountable for their performance based largely on their success in executing decisions.	5	4	3	2	1
e. Encourage students to learn beyond what is required and help/guide the students how to apply the concepts learned.	5	4	3	2	1
IV. MANAGEMENT OF LEARNING (25%)	SCALE				
a. Creates opportunities for extensive contribution of students (e.g. break class in dyads, triads or buzz/task groups).	5	4	3	2	1
b. Assume roles as facilitator, resource, coach, inquisitor, integrator, referee in drawing students to contribute to knowledge and understanding of the concepts at hands.	5	4	3	2	1
c. Designs and implements learning activities, conditions and experience that promotes healthy exchange and/or confrontations.	5	4	3	2	1
d. Re-structures learning and teaching-learning context to enhance attainment of collective learning objectives.	5	4	3	2	1
e. Use of instructional materials (audio/video materials, computer aided instruction, etc.) to reinforce learning processes.	5	4	3	2	1

**What are the good points of the Instructor?**

\_\_\_\_\_

**What should be improved by the Instructor? Suggestions:**

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Name of Evaluator: \_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_