



international debate education association

Teacher Evaluation Form

Educators should

Comments

1. recognize that speech and debate are student-centered activities

- students are the focus of the learning process ___ yes ___ no ___ unobservable
- students are capable of making and defending informed choices
about complex issues outside their own area of interest ___ yes ___ no ___ unobservable
- instruction stresses the civic importance of speech and debate ___ yes ___ no ___ unobservable
- educator demonstrates fairness and respect for all, regardless of
gender, ethnicity, language, or culture ___ yes ___ no ___ unobservable
- educator provides materials and develops activities that facilitate
learning and the acquisition of skills ___ yes ___ no ___ unobservable
- educator builds an atmosphere that encourages the student to welcome
the criticism as a part of the learning experience ___ yes ___ no ___ unobservable
- educator is understanding, friendly, and enthusiastic in dealing with
students ___ yes ___ no ___ unobservable

2. be knowledgeable, and should effectively convey information to others

- educator is an effective advocate of speech and debate in his or her
professional life, and a model to others in his or her teaching ___ yes ___ no ___ unobservable
- educator assists students with conducting research ___ yes ___ no ___ unobservable
- educator provides adequate information to assist students in
understanding the issues at hand ___ yes ___ no ___ unobservable
- educator displays knowledge of speech and debate concepts ___ yes ___ no ___ unobservable
- educator is a facilitator ___ yes ___ no ___ unobservable
- educator demonstrates a clear understanding of the concepts of speech
and debate ___ yes ___ no ___ unobservable
- educator employs appropriate terminology, and conveys the concepts
of speech and debate in a way that is sensitive to the audience ___ yes ___ no ___ unobservable

educator understands the civic importance of teaching speech and debate, and makes appropriate, relevant connections to the world outside of the classroom environment yes no unobservable

educator relates principles to practice yes no unobservable

educator draws on previous classroom discussions and interactions yes no unobservable

educator anticipates, stimulates, and provides effective and accurate responses to questions about the principles and strategies of speech and debate education yes no unobservable

educator adapts speech and debate principles and practice to the needs of the audience yes no unobservable

educator employs a lively and engaging workshop presentation style that is sensitive to participants yes no unobservable

educator uses effective and appropriate interpersonal skills yes no unobservable

3. be organized

educators should evaluate achievement of those objectives based on pre-established criteria yes no unobservable

educator should present concepts in an organized, engaging manner yes no unobservable

educator demonstrates foresight in anticipating problems, and flexibility in solving them yes no unobservable

educator demonstrates the ability to plan session content, including:
the scope and objective of sessions yes no unobservable
time requirements and scheduling yes no unobservable
staff assignments yes no unobservable

educator use evaluation, observation, and feedback for the purposes of future planning yes no unobservable

educator demonstrates the ability to prepare appropriate material yes no unobservable

session has a clear focus

educator explains debate fundamentals clearly yes no unobservable

educator explains the fundamentals progressively (step by step) yes no unobservable

4. create a positive learning environment

all students receive attention yes no unobservable

all are challenged to reach their full potential yes no unobservable

students are fully engaged yes no unobservable

speech and debate principles and practices are adapted to needs of audience yes no unobservable

information is conveyed in a sensitive manner
educator upholds high ethical standards
educator provides a positive atmosphere

yes no unobservable
 yes no unobservable
 yes no unobservable

Teachers should

1. foster the development of oral communication skills and the internalization of the decision making process

students are active learners
students have the opportunity to communicate verbally
students practice discursive skills with their peers
students are encouraged to make positive decisions about what they will say and when they will say it

yes no unobservable
 yes no unobservable
 yes no unobservable
 yes no unobservable

2. challenge students to think analytically

opportunities are provided for students to experiment with new ideas and to examine new models of thought
students are encouraged to evaluate and question novel information and to integrate that information
students are given opportunities to confront viewpoints different from their own
students display the social skills necessary to engage in open and analytical discussion
students are given the chance to participate in enriching, interactive, authentic and often practical experiences
topics carry a personally meaningful challenge for the student
teachers tailor lessons that have a challenging and personal relevance to students
lessons are constructed with a specific goal in mind
an assessment is conducted to see if the goal was accomplished

yes no unobservable
 yes no unobservable
 yes no unobservable
 yes no unobservable
 yes no unobservable
 yes no unobservable
 yes no unobservable
 yes no unobservable
 yes no unobservable

3. give all students equal encouragement and support in their participation

debate and speech activities are open to all students who want to participate
teacher solicits and encourages the active engagement of all students in the classroom

yes no unobservable
 yes no unobservable

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