



**STATE OF MARYLAND
POLICE TRAINING COMMISSION
STATE D.A.R.E. OFFICE**

**Drug Abuse Resistance Education (DARE)
INSTRUCTOR APPRAISAL FORM**

MARKING INSTRUCTIONS

- Use a black No. 2 pencil only.
- Make dark marks that fill oval completely.
- Make erasures cleanly.

RIGHT ● WRONG ✗ ✓ ✗

DARE Instructor Name: _____

Classroom Teacher Name: _____

School District: _____

Telephone No.: _____

Agency: _____

Grade Level: _____

School: _____

Program Dates: _____ MONTHS/YEAR ONLY

Outstanding - The instructor consistently exceeded expectations and was clearly exceptional.

Highly Effective - The instructor always met and frequently exceeded performance expectations.

Effective - The instructor generally met performance expectations in a good, competent manner. This is expected and usual level of performance.

Effective - Needs Improvement - The instructor met performance expectations at a minimally acceptable level.

----- FOLD HERE ONLY -----

Unsatisfactory - The instructor clearly did not meet performance expectations, not even at a minimally acceptable level.

	OUTSTANDING					
	HIGHLY EFFECTIVE					
	EFFECTIVE					
	EFFECTIVE - NEEDS IMPROVEMENT					
	UNSATISFACTORY					
	NO BASIS FOR APPRAISAL					
PERSONAL QUALITIES						
1. Maintains appropriate dress and grooming.	0	1	2	3	4	5
2. Is poised.	0	1	2	3	4	5
3. Displays physical vitality and desirable health habits.	0	1	2	3	4	5
4. Punctual in fulfilling obligations.	0	1	2	3	4	5
5. Demonstrates an appropriate sense of humor.	0	1	2	3	4	5
6. Utilizes effective communication skills.	0	1	2	3	4	5
PREPARATION FOR TEACHING						
1. Displays a thorough knowledge of the subject matter to be taught.	0	1	2	3	4	5
2. Shows evidence of effective planning.	0	1	2	3	4	5
3. Uses a variety of teaching materials, techniques and strategies.	0	1	2	3	4	5
RELATIONSHIP WITH STUDENTS						
1. Maintains an appropriate adult relationship with students, both in and outside the classroom.	0	1	2	3	4	5
2. Accepts and works effectively with each student in accordance with his/her personal needs and learning potential.	0	1	2	3	4	5
3. Maintains open, friendly rapport with students.	0	1	2	3	4	5
4. Interacts with students on playground and in lunchroom.	0	1	2	3	4	5
CLASSROOM MANAGEMENT						
1. Establishes and maintains a classroom climate conducive to student learning.	0	1	2	3	4	5
2. Works effectively with small groups while supervising the activities of the entire class.	0	1	2	3	4	5
3. Adjusts procedures to cope with unanticipated classroom situations.	0	1	2	3	4	5
4. Is well organized and makes efficient use of time.	0	1	2	3	4	5
CLASSROOM LEADERSHIP						
1. Directs student learning experiences effectively and efficiently.	0	1	2	3	4	5
2. Makes appropriate organizational and procedural decisions within the classroom setting.	0	1	2	3	4	5
3. Assists students to establish a seriousness of purpose toward the learning activity.	0	1	2	3	4	5
4. Expresses ideas clearly and logically.	0	1	2	3	4	5
5. Displays enthusiasm, resourcefulness, initiative in teaching and understanding of prevention concepts.	0	1	2	3	4	5
PROFESSIONAL ATTITUDE						
1. Is sensitive to the professional image projected by his/her own behavior.	0	1	2	3	4	5
2. Displays interest in the school program beyond his/her own behavior.	0	1	2	3	4	5
3. Exhibits a willingness to cooperate.	0	1	2	3	4	5
4. Accepts, evaluates and acts upon criticism and suggestions.	0	1	2	3	4	5
5. Develops a good working relationship with faculty and staff.	0	1	2	3	4	5
6. Provides in-service training on DARE to faculty/staff.	0	1	2	3	4	5
INDIVIDUALIZATION						
1. Develops learning opportunities appropriate to each student's style, rate of learning and level of achievement.	0	1	2	3	4	5
2. Ascertain that students understand the purpose and nature of individual assignments.	0	1	2	3	4	5
3. Relates individual study and assignments to classroom activities.	0	1	2	3	4	5
4. Assists students in assessing their own performance and progress.	0	1	2	3	4	5
5. Counsels students regarding individual problems.	0	1	2	3	4	5





OUTSTANDING
HIGHLY EFFECTIVE
EFFECTIVE
EFFECTIVE - NEEDS IMPROVEMENT
UNSATISFACTORY
NO BASIS FOR APPRAISAL

	0	1	2	3	4	5
CREATIVITY						
1. Encourages and accepts student creativity.	0	1	2	3	4	5
2. Provides opportunities for students to interact and participate in class activities.	0	1	2	3	4	5
3. Initiates learning experiences beyond those suggested by others.	0	1	2	3	4	5
INSTRUCTIONAL MATERIAL						
1. Displays competence in the selection and use of instructional materials and equipment.	0	1	2	3	4	5
2. Encourages the use of student-developed materials.	0	1	2	3	4	5
3. Utilizes materials from sources outside the school.	0	1	2	3	4	5
EFFECTIVE METHODS						
1. Conducts lessons so that they are easy for students to follow.	0	1	2	3	4	5
2. Clarifies concepts and concerns as necessary during the lesson.	0	1	2	3	4	5
3. Uses questions to elicit thinking and student response consistent with instructional goals.	0	1	2	3	4	5
4. Uses meaningful examples or illustrations for conveying ideas during the lesson.	0	1	2	3	4	5
5. Provides practice in skill development.	0	1	2	3	4	5
6. Establishes linkage between subject matter content and real life situations.	0	1	2	3	4	5
7. Maintains a high level of time-on-task for each student.	0	1	2	3	4	5
HELPING RELATIONSHIP						
1. Provides opportunities for students to demonstrate desirable attitudes and appreciations.	0	1	2	3	4	5
2. Helps individual students assume responsibility for the consequences of their own behavior.	0	1	2	3	4	5
3. Is seen by students as being sensitive and approachable.	0	1	2	3	4	5
4. Is supportive and perceptive of students needs.	0	1	2	3	4	5
5. Assists students in evaluating their own achievements.	0	1	2	3	4	5
6. Encourages student independence in learning.	0	1	2	3	4	5
STUDENT STUDY HABITS						
1. Encourages and assists students in developing effective study habits.	0	1	2	3	4	5
2. Makes clear and appropriate assignments.	0	1	2	3	4	5
3. Periodically checks to see that the work of each student is proceeding well.	0	1	2	3	4	5

COMMENTS: _____

(Appraisers are encouraged to comment, particularly in areas where unsatisfactory, effective - needs improvement or outstanding ratings have been given. Comments regarding ways to enhance performance are also encouraged.)

Printed in the U.S.A. (C3.F3) 25-0633

DO NOT MARK BELOW THIS LINE (For State D.A.R.E. Office Use Only)

Please return the completed form to:

**Maryland Police Training Commission,
Office of the State D.A.R.E. Coordinator
6852 4th Street
Sykesville, MD 21784**

If you have any questions, please contact a State D.A.R.E. Office representative at (800) 303-8802.

Date Received _____ Initials _____

Date Processed _____ Initials _____

INSTRUCTOR SOCIAL SECURITY NO.		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

AGENCY
0
1
2
3
4
5
6
7
8
9

TYPE OF SCHOOL
<input type="checkbox"/> Public
<input type="checkbox"/> Parochial
<input type="checkbox"/> Other

SCHOOL ID		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9