

8. Familiarity with subject content	Thorough knowledge / preparation of grammar, examples, vocabulary, skills etc. being taught. Problems anticipated	Reasonable knowledge / preparation of content of lesson to be taught. Obvious problems anticipated	Lack of thorough preparation of content, explanations, examples, anticipation of problems etc.
<u>IMPLEMENTATION</u>			
9. Classroom Management	The teacher is always in control. Various types of grouping and interaction are used efficiently as appropriate. Pupils always clear what to do	Teacher mostly in control and ensuring pupils always active. Effective use of different groupings. Pupils mainly clear what to do	Some time wasting, due to ineffective classroom organisation, confusion over what to do etc.
10. Pace and timing	Realistic allocation of time for different activities and timing largely kept to. Pace varies to maintain motivation / interest	Timing of activities mainly competent. Teacher aware of tendency to teach too quickly or slowly. Pace varied.	Too much or too little time allocated for certain activities. Teacher unable to vary pace
11. Use of teaching aids	Competent (and imaginative) use of blackboard, visual aids, OHP, video etc.	Competent if unambitious use of teaching aids	Teaching aids unexploited or inefficiently used
12. Clarity of explanation / instructions	Extreme care taken to ensure that explanations, instructions always clear. Consideration given to the use of Czech or English for this.	Explanations and instructions mainly clear	Confusion arises due to lack of clear preparation of explanations and instructions
13. Correction techniques	Teacher deals with errors clearly and sympathetically. Uses a variety of correction and feedback techniques	Teacher aware of error and tries to use appropriate correction and feedback techniques	Teacher unaware of errors or corrects them in a confusing or unsympathetic way. Makes little use of self / peer or delayed correction
14. Questioning techniques	Questioning is relevant, varied and stimulating whether eliciting, checking comprehension, meaning etc.	Teacher makes competent use of a variety of questioning techniques	Questioning is random and unclearly focused in purpose