

TEACHING PRACTICE EVALUATION FORM

GUIDE TO USE OF CATEGORIES

CATEGORY EXCELLENT SATISFACTORY INADEQUATE

PERSONAL QUALITIES			
1. Presence / confidence	Carries off role of 'teacher' with confidence; Individual, positive teaching style	Good presence in classroom	Personality has little impact; lack of confidence in maintaining role of teacher
2. Voice Quality	good quality of voice; clear diction	voice is audible, speech intelligible from all parts of classroom	voice is inaudible, sometimes unintelligible
3. Professional attitude	clearly enthusiastic and committed to a professional approach to their teaching	works hard to maintain a professional atmosphere in class, even if not 100% successful	displays a lack of interest in developing professional skills
4. Rapport	tries to establish friendly and positive atmosphere. Responds flexibly to pupils	reasonable relationship between teacher and pupils	fails to establish relationship, responds to pupils
PLANNING			
5. Aim and Objectives	Clear statement of realistic aims, awareness of language and skills being developed, checking that objectives reached	reasonable awareness of aim and objectives of lesson and purpose of each activity	complete omission of aims and/or lack of awareness of what lesson should be attempting to achieve
6. Shape and balance of activities	Imaginative, but realistic, motivating range of activities. Clear connections between different activities, topics etc.	Reasonably motivating range of activities, attention paid to variety and links between activities	lack of thought in planning of overall shape of lesson, bitsy, disjointed etc.
7. Preparation of Materials	Excellent preparation of attractive, motivating materials if necessary from variety of sources, supplementary materials	Good preparation of a range of materials for lesson, appropriate to age and interests of pupils	Little additional effort put into procuring or preparing interesting materials for lesson

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.
IMPLEMENTATION			
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 if 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