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| INSTRUCTIONAL SKILLS | **no** | **YES** | **EXPERT** | **COMMENTS** |
| WARM-UPTeacher begins lesson with an engaging warm-up activity that relates to what students are about to learn. |  |  |  |  |
| APPLICATION OF MATERIALTeacher understands students’ needs. |  |  |  |  |
| CLASSROOM ATMOSPHERETeacher creates a comfortable environment where learners are willing to take risks. |  |  |  |  |
| ASSESSMENTTeacher provides means for students to assess their learning. |  |  |  |  |
| CULTURAL AWARENESSTeacher demonstrates awareness of, and sensitivity to, cultural differences and how they inform the multiple roles and responsibilities of learners. |  |  |  |  |
| INSTRUCTIONAL EXAMPLESTeacher uses adequate instructional examples that are meaningful, clearly illustrated, and varied. |  |  |  |  |
| CLARITY OF VISUALSTeacher’s visual presentations are clear (boards, charts, overheads, flip charts, pictures, etc.) |  |  |  |  |
| VARIETY OF MODESTeacher uses a variety of learning modes (e.g., see it, hear it, say it, touch it, write it and read about it.) |  |  |  |  |
| VARIETY OF TECHNIQUESTeacher uses varied tasks and media. |  |  |  |  |
| VOICE, BODY LANGUAGE, CUESTeacher uses effective voice, body language, gestures, and cues. |  |  |  |  |

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| ORGANIZATIONAL SKILLS | **no** | **YES** | **EXPERT** | **COMMENTS** |
| PLANNED LESSONTeacher has a planned, organic lesson which shows evidence of a) sequence, b) connection to yesterday and tomorrow, c) a focus on goal and d) task analysis. |  |  |  |  |
| INSTRUCTIONAL DESIGNTeacher has planned a lesson appropriate to the level (SPL) of the class. |  |  |  |  |
| MATERIALS CHOSENTeacher has designed and/or adapted materials to address relevant themes and learner needs. |  |  |  |  |

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| CLASSROOM MANAGEMENT SKILLS | **no** | **YES** | **EXPERT** | **COMMENTS** |
| PUNCTUALITYTeacher starts and ends class on time. |  |  |  |  |
| CLEAR EXPECTATIONSTeacher sets clear expectations for classroom interaction. |  |  |  |  |
| EVALUATION OF LEARNINGTeacher allows time at the end of class to evaluate the success of the lesson in terms of comprehension and relevance. |  |  |  |  |
| STUDENT ACCOMPLISHMENTSTeacher helps learners to see and verbalize their own progress. |  |  |  |  |
| STUDENT-TO-STUDENT INTERACTIONTeacher provides opportunities for a) peer teaching and b) peer correction. |  |  |  |  |
| FLEXIBILITYTeacher recognizes “teachable moments” and adapts to new situations that arise and accepts correct alternative answers. |  |  |  |  |
| CHECKPOINTS FOR STUDENT LEARNINGTeacher stops periodically during lesson to evaluate learning and adjusts material and pace accordingly. |  |  |  |  |
| STAYING ON THE TOPICTeacher sticks to the subject at hand and doesn’t wander off topic. |  |  |  |  |
| WAIT TIMETeacher allows several seconds of quiet time for learners to respond. |  |  |  |  |
| MULTI-LEVEL CLASSROOMSTeacher recognizes and manages different levels in the classroom. |  |  |  |  |