

Part 1

Checklist of Teacher Competencies

Teacher: _____ Topic of Lesson: _____

Observer: _____ Class: _____ Date: _____

Instructions: Use this checklist for classroom observations¹. Place a check beside the teacher competency observed. If the teacher demonstrated the competency in a different way, write it next to "Other". If the competency was not demonstrated consistently or if you feel there is room for improvement, place a question mark and make a reference in the "Comments" section below.

	TEACHER COMPETENCIES	✓ ?	DEMONSTRATED TEACHER COMPETENCIES
I. KNOWLEDGE ABOUT LANGUAGE	Knowledge and use of the target language		Demonstrated clear pronunciation
			Used appropriate stress and intonation
			Used accurate forms of grammar and vocabulary
			Demonstrated understanding of appropriate use of language in different contexts, e.g. academic and social
			Showed awareness of linguistic and cultural similarities and differences across languages
			Other:
II. METHODOLOGY	Selection and exploitation of materials		Used material appropriate for learners' level of proficiency and knowledge of subject
			Used material appropriate for the age of the learners
			Used material of interest to the learners
			Included activities which engaged learners in critical and creative thinking
			Used activities related to real-world tasks
			Used examination preparation material effectively
			Demonstrated positive relationship between teaching, learning and assessment
			Other:
	Used technology to facilitate learning		Exploited features of the IWB
			Used multimedia tools (e.g. PowerPoint presentation, video, sound, online resources, etc.)
Scaffolding techniques		Used supporting frameworks for developing all skills (e.g. pre-while-post- stages)	

¹ The checklist can be used for formative and summative assessment. Teachers/Candidates may also use the checklist for self-reflection.

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	TEACHER COMPETENCIES	✓ ?	DEMONSTRATED TEACHER COMPETENCIES
			Provided linguistic scaffolding (e.g. modeling pronunciation)
			Used visuals, e.g. graphic organizers, mind maps, realia, etc.*
			Promoted the development of learning strategies
			Used L1 judiciously
			Other:
		Integration of skills to facilitate communicative competence	
			Other:
III. AWARENESS & FLEXIBILITY	Awareness of learners' needs as a group and individually		Periodically checked learners' comprehension*
			Engaged early finishers
			Responded to learners' questions appropriately*
			Monitored and assisted learners when necessary
			Incorporated elements of differentiated instruction when necessary
		Other:	
	Ability to vary T's role in the instructional process: instructor, facilitator, coach		Varied the interaction patterns (e.g. whole-class, pair- and group-work)
			Other:
Flexibility		Adjusted the lesson plan when necessary	
		Modified procedures and activities when necessary	
		Other:	
IV. LESSON PLANNING	Lesson Planning		Delivered a lesson with clear objectives and outcomes
			Delivered a lesson with coherent stages (e.g. presentation, practice, production, evaluation)
			Used smooth transitions between each stage
			Other:
V. CLASSROOM MANAGEMENT	Classroom management techniques		Spoke clearly and varied the tone and pitch of voice appropriately
			Demonstrated awareness of the timing of the tasks
			Encouraged inclusive participation
			Facilitated classroom interaction
			Promoted classroom routines
			Demonstrated consistent use of classroom rules
		Other:	
	Feedback/error correction		Used appropriate feedback techniques for learners from different cultural backgrounds

*Descriptions marked with * and checklist design adapted from: Marshall, B, & Young, S. (2009). *Observing and providing feedback to teachers of adults learning English*. Washington, DC: Center for Applied Linguistics. Retrieved from <https://files.eric.ed.gov/fulltext/ED505392.pdf>

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	TEACHER COMPETENCIES	✓ ?	DEMONSTRATED TEACHER COMPETENCIES
	Teacher language		Used varied feedback techniques
			Other:
			Modified language when necessary and/or provided explanations and clarifications
			Gave adequate/appropriate explanations of new concepts*
VI. ATTITUDE	Rapport with and among learners		Demonstrated knowledge of learners' background
			Provided opportunities for personalization
			Other:
	Learner motivation		Praised learners appropriately
			Demonstrated enthusiasm and promoted lively participation
			Other:
	Inclusive learning environment supporting learners' different cultural identities		Provided opportunities for learners to connect language and content to their own culture
			Other:

	TEACHER COMPETENCIES	✓ ?	DEMONSTRATED TEACHER COMPETENCIES
VII. REFLECTION	Post-observation reflection		Critically reflected on strengths and weaknesses of own teaching
			Responded constructively to observer's feedback
			Other:

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 Marshall, B, & Young, S. (2009). *Observing and providing feedback to teachers of adults learning English*. Washington, DC: Center for Applied Linguistics. Retrieved from
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	OBSERVER'S COMMENTS:
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