**Teacher Self-Evaluation**

| Professor: |  | Class: |  | Subject: |  |
| --- | --- | --- | --- | --- | --- |
| Date: |  | Student’s Book: |  | Number of students: |  |

Standards:

|  | **YES** | **NO** |
| --- | --- | --- |
| Professor has prepared for the observation of teaching by preparing a session plan and copied materials for the observer. |  |  |
| Session had a properly defined SMART goal that participants were familiar with at the beginning of the session. |  |  |
| At the end of the session, a review of the goal accomplishment was made, where participants became aware of their own progress. |  |  |
| The session was prepared and performed on the principle of the LPC method. |  |  |
| Each individual activity had a clear LPC structure. The target language structures are clearly presented in L, sufficiently recycled in P and properly applicable in C phases of each teaching activity. |  |  |
| All parts of the session were well connected. |  |  |
| The teaching was dynamic, consisting of various activities in which all available resources and media were used. |  |  |
| The content on the board (flipchart, etc.) was appropriate and reviewed. |  |  |
| Attendees actively took notes during the session. |  |  |
| The atmosphere in the classroom was stimulating and positive and at the same time fun and working. |  |  |
| All participants actively participated. |  |  |
| The teaching material was quantitative and substantive in accordance with the course program and the needs of the group. |  |  |
| Supplementary teaching material was economically prepared and used (minimal amount with maximum recycling of target language structures). |  |  |
| Additional teaching materials are clear, accurate, professional and tidy. School's logo is located in the header of each material delivered. |  |  |
| Classes started and ended at the scheduled time. |  |  |
| Only the target language was used in the classroom, except when mother tongue was justified. |  |  |
| Initially, it was reviewed / recorded and at the end of the session adequate homework assigned. |  |  |

At the observed session, the professor showed that:

|  | **YES** | **NO** |
| --- | --- | --- |
| …has a positive attitude. |  |  |
| …has a good command of the target language and methodology. |  |  |
| …he/she was well prepared for teaching. |  |  |
| …uses language of style, speed and complexity appropriate to the needs of the group. |  |  |
| …notifies the specificities and learning styles of individuals in a group and accordingly adapts the way they work with the whole group. |  |  |
| …shows creativity in preparing materials and designing a teaching session. |  |  |
| …has authority and successfully controls the work of the group. |  |  |
| …expertly and appropriately uses board and AV aids. |  |  |
| …manages session time appropriately. |  |  |
| …gives clear instructions and time limits for individual activities. |  |  |
| …provides maximum talking time for students: 20-30% speaks professor, 70-80% students. |  |  |
| …corrects the trainees enough and appropriately. |  |  |
| …often praises trainees for the achieved results, encouraging them to make further progress. |  |  |
| …has adequate expectations of the trainees and encourages them to give their maximum. |  |  |
| …equally pays attention and time to all participants. |  |  |
| …is at the same time professional and friendly in relation to the participants. |  |  |
| …has patience and understanding for all students. |  |  |
| …knows and applies the general standard of professional handling and that he/she dresses appropriately. |  |  |

Special notes:

| **Professor was excellent at:** | **Professor should improve:** |
| --- | --- |
|  |  |

|  | **TRUE** | **FALSE** |
| --- | --- | --- |
| I gladly accept any kind of criticism as it may help me become a better teacher. |  |  |
| No one else can tell me how to behave in my classroom because they are not there to walk in my shoes. |  |  |
| Anyone can be a brilliant teacher. All it takes is a bit of effort. |  |  |