NEAR EAST UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
PRACTICE TEACHING EVALUATION FORM

Student-Teacher:	**Age of Class:**
School Mentor:	**Date:**
Supervisor:	**Time:**
School:	
Any other relevant information:	

Please enter your grade in every box. In case you can't make a specific item, write NA. Enter overall grade at the bottom. Please take your time to write comments in the space provided.

Grading Scheme	
Mark	**Explanation**
4	Very good
3	Good but has minor problems
2	Borderline (=Pass,needs improvement in important areas)
1	Inadequate (has major problems)
0	Poor

A. Personal qualities	**Mark**	**Comments**
Presence (appearance, appropriate attire, posture)		
Personality (general style, positive attitude towards teaching)		
Manner and rapport (positive attitude towards students, ability to establish rapport)		
Voice (audibility, ability to project)		
B. Command of Language		
Accuracy of teacher's language (correctness of structure, vocabulary, register)		
Fluency		
Relevant classroom language (short, clear instructions, appropriate use of language, sensitive to pupils' level of language)		
General intelligibility (pronunciation, stress, intonation, speed, audibility)		
Handling of his/her own mistakes, if any (aware of them? ignore them? self-correct?**)**		
Used L2 most of the time (and L1 when absolutely necessary)		
C. Implementation		
Usage of opening techniques (greeting, warm-up, informing the sts about objective/specification of aim)		

Teaching aids (materials, worksheets, handouts, pictures, visuals…) (appropriate for the students' age and level; lead to the target structure; interesting and stimulating)		
Demonstrates knowledge of content		
Use of body language, mimes, or/and gestures (to explain a structure or vocabulary)		
Progress through the lesson (follows a logical sequence -stays on topic)		
Checks for comprehension of instructions (asking questions, demo etc.)		
Uses smooth transitions between activities and/or stages of the lesson		
Provides opportunities for learners to apply their existing skills and knowledge		
Provides opportunities for learners to communicate in the target language (genuine language use)		
Questioning (divergent and convergent questioning, display/referential questions, checking of instructions/learning)		
Awareness and correction of pupils' errors (provides accurate and prompt feedback and error correction to students)		
Involvement and encouragement of learners (divides attention equally among students)		
D. Classroom management		
Use of blackboard (clean board at the beginning of the lesson, write legibly etc…) **or equivalent**		
Eye-contact and proximity		
Deals with disruptive behavior effectively (using appropriate techniques)		
Holds attention of students (maintains interest)		
Minimizes teacher talking time		
Wait time (pauses after questions to allow student time to think of an answer)		
Monitors classroom activities (checking of learning)		
Teacher movement in the class (not standing at the same place all the time**)**		
Positive learning environment (good relations with students, good interaction with one another and the teacher, safe and supportive learning environment)		
Overall pace (flow of the lesson, appropriate timing for the presentation, activities etc…)		
Total	**/128**	**=** **/10**

Observer's Full Name & Signature _____