

Teaching Evaluation Form

English Language

This form is part of a battery of tools developed by Prof. Ibrahim A. Halloun for ascertaining methods and means of learning and instruction of various disciplines. It is meant to evaluate English language teaching at all grade levels, while observing teachers in action in the classroom. The form is conceived in five dimensions, each consisting of a set of features to be evaluated on a 5-point ordinal scale as explained below. If necessary, the observer-evaluator may include additional comments at the end of every dimension.

It is not expected that every feature, in any given dimension, be covered in every single period of instructions. It often takes many periods to cover all features / dimensions presented in this form. Three columns have been included in the following table to cover three periods of instruction by the end of which most, if not all, features would be covered. More columns may be added to cover more periods of instruction.

For any information or feedback about this form, please visit: www.halloun.net or send an email to: Prof.Halloun@idm.net.lb.

INSTRUCTIONS:

Some terms used in this form have specific meaning for the purpose of the target evaluation. In the following are some of these terms and their meanings.

Lesson = All that is learned and taught in the period of instruction during which evaluation is conducted.

Materials = The content of a lesson.

Approach = The way the teacher deals with the lesson.

Discipline = The English language as conceived by experts in the field.

Profile = The comprehensive set of content knowledge, process knowledge (competences), and dispositions that individual students are expected to develop by the end of the course.

Learning cycle = A systematic instructional approach following consistent, well-defined stages.

SCORE:

A 5-point rating scale is used for ascertaining each feature. Please record one of the following scores in the corresponding cell. Each cell/column is reserved for a given period during which evaluation is taking place. New columns may be added for additional periods if necessary.

4 = Excellent

3 = Good

2 = Fair

1 = Poor

0 = Missing; the teacher did not cover this feature while s/he should have done so.

N/A = Not Applicable. Please indicate instead of "0", if you deem that the feature in question could not, or should not, be treated during the evaluation period.

DIMENSION	FEATURE	DATE	SCORE		
			Period 1	Period 2	Period 3
CONTENT KNOWLEDGE	1C Semantic aspects (vocabulary/terminology, meaning, interpretation) are adequately treated				
	2C Syntactic aspects (structure of individual, and groups of, sentences; grammar) are adequately treated				
	3C Various materials are adequately sequenced and coherently related within and across lessons				
	4C Materials are treated helicoidally: critical elements are revisited with increasing complexity throughout consecutive lessons				
	5C Breadth (scope and amount) and depth (quality details) of covered materials are adequate and well-balanced				
	6C Materials are accurate and flawless				
	Additional comments:				
PROCESSES / COMPETENCES	7P Students adequately develop their listening proficiency and oral comprehension				
	8P Students articulate well-enough their pronunciation and oral expression and communication				
	9P Students adequately develop their reading proficiency and written comprehension				
	10P Students articulate well-enough their written expression and communication				
	11P Students are guided to develop various semantic and syntactic rules for interpretive and structural purposes respectively				
	12P Students develop critical thinking through various analysis modes and normative (criterial) evaluation				
	13P Students are guided to follow systematic strategies for making objective decisions about appropriate problematic situations				
	14P Students are guided to deal with the same situation from different perspectives, and following different methods				
	15P Students are guided to extrapolate materials beyond their immediate domain, and connect English to other disciplines				
	Additional comments:				
DISPOSITIONS	16D Students relate covered materials to their everyday life, and enhance their cultural awareness				
	17D Students develop positive learning attitudes, including self-confidence, perseverance, autonomy, and the realization that it takes more effort than talent to learn covered materials				
	18D Students appreciate objectivity, precision and concision, as well as coherence and consistency in thought, discourse and judgment, within and outside the discipline				
	19D Students work more on their creativity than on their capacity to assimilate and recall information or reproduce operations				
	20D Students develop positive social attitudes, including open-mindedness, collaboration, respect and tolerance of others, equity, and bias rejection				
	Additional comments:				

DIMENSION	FEATURE	DATE	SCORE		
			Period 1	Period 2	Period 3
ASSESSMENT	21A Multiple forms of assessment are used (oral and written, tests and homework, open-ended and closed, peer discussions...)				
	22A Recall and productivity are adequately ascertained				
	23A Assessment promotes meaningful rather than rote learning				
	24A Assessment is comprehensive; all dimensions and aspects of student profile are adequately ascertained				
	25A Assessment is carried out to unearth student errors and difficulties, and promote self-evaluation and self-regulation				
	Additional comments:				
APPROACH	26M The teacher comes to class apparently well-prepared				
	27M The teacher begins the lesson with motivating questions that lay out the lesson objectives in ways to capture student interest and attention				
	28M The teacher ensures that students possess pre-requisites before starting with new material				
	29M The teacher allows students to express their ideas and discuss them with peers whenever necessary				
	30M Students are actively engaged in classroom activities, individually and in team work				
	31M Activities are diversified (traditional exercises, games, case study, projects, etc.)				
	32M An adequate diversity of resources and pedagogical aids (posters, films, CDs...) is used, along with the textbook				
	33M The teacher helps students develop, on their own, target content and processes				
	34M Various learning styles (visual, auditory, kinesthetic...) are adequately accounted for				
	35M The approach is sufficiently flexible: The teacher readily and adequately deviates from a preconceived agenda to deal with unexpected learning opportunities and difficulties				
	36M The approach is interdisciplinary: The relationship to other disciplines is well-established				
	37M The approach follows a well-defined learning cycle				
	38M The approach is adapted to students' age and cognitive level				
	39M The teacher deviates from the textbook, if necessary, and points out irregularities therein, to respect the rigor of the discipline				
	40M The approach is aligned with well-established modern pedagogy				
Additional comments:					