## OPF1: Effective teacher behaviour
### Observational Checklist

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Observed Criteria</th>
<th>Performance</th>
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</table>
| **A. Gains students** | - Clearly signals start of lesson  
- Speaks after class has quietened down  
- Welcomes students  
- Establishes friendly but businesslike atmosphere  
- Shows confidence  
- Shows enthusiasm for subject | Good  
Satisfactory  
Poor  
N/A |
| **B. Introduces subject** | - Introduces subject in an interesting way  
- Clearly states subject of lesson  
- Clearly states aims of lesson  
- Describes structure of lesson  
- Issues brief/tells student what is expected of them  
- Demonstrates relevance of subject  
- Links subject with previous lesson  
- Places subject in context of course  
- Places subject in context of discipline  
- Relates subject to students’ existing knowledge and experience | Good  
Satisfactory  
Poor  
N/A |
| **C. Explains subject** | - Adopts logical, organised approach  
- Defines key terms  
- Explains clearly and concisely  
- Covers essential features  
- States relationship between whole and parts  
- Emphasizes key points  
- Varies pace of delivery | Good  
Satisfactory  
Poor  
N/A |
| **D. Makes good use of teaching & learning aids** | - Uses media to produce variety of stimuli  
- Selects medium appropriate to the purpose  
- Checks equipment at start of session  
- Uses equipment effectively  
- Ensures that aids are visible to class  
- Clearly structures contents of materials  
- Presents materials well  
- Distributes materials when appropriate | Good  
Satisfactory  
Poor  
N/A |
| **E. Maintains students’ interest** | - Shows sustained enthusiasm  
- Uses analogies and metaphors where helpful  
- Tells pertinent stories and experiences  
- Gives interesting examples and topical illustrations that are pertinent | Good  
Satisfactory  
Poor  
N/A |
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| **F. Asks and answers questions effectively** | - Knows students' names  
- Encourages students to answer  
- Ask questions clearly and concisely  
- Asks questions involving analysis, synthesis and evaluation (higher order questions)  
- Distributes questions  
  a) to group as a whole &  
  b) to individuals  
- Uses questions to open up and explore subject  
- Invites alternative responses  
- Gives students time to answer questions  
- Listen carefully to students' responses  
- Uses prompts in inviting responses  
- Uses probes to elicit further responses  
- Clarifies/seeks clarification of students' responses  
- Repeats/summarizes students' responses to class where appropriate  
- Makes use of incorrect answers  
- Reinforces students' contributions  
- Encourages students to ask questions  
- Answers students' questions clearly  
- Refers back to students' questions and answers | Good | Satisfactory | Poor | N/A |
| **G. Organizes students' participation** | - Sets tasks appropriate to the subject  
- Sets tasks appropriate to student ability  
- Sets tasks appropriate to the number and size of group(s)  
- Varies students' activities and types of interaction  
- Issues clear brief and allocates responsibilities  
- Monitors students' progress  
- Gives guidance to individual: students helps students solve problems  
- Invites and reinforces participation by quieter students  
- Restrains dominant students in a friendly way  
- Brings digressions back to subject  
- Gives constructive feedback on students' work  
- Manages group 'crit' | Good | Satisfactory | Poor | N/A |
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| H. Responds appropriately to students’ needs and behaviour | - Check students’ understanding  
- Repeats/clarifies/amplifies where appropriate  
- Adjusts content to students’ level of ability  
- Reassures students where appropriate  
- Shows awareness of students' non-verbal behaviour  
- Maintains an appropriate level of class control and discipline  
- Invites students to share own experiences/give own examples  
- Shows appreciation of students' viewpoint  
- Responds effectively to latecomers | Good | Satisfactory | Poor | N/A |
| I. Communicates well using voice | - Speaks clearly and concisely, using language that students can understand  
- Emphasises key points non-verbally  
- Uses body movement, posture and facial expression to convey extra meaning  
- Makes eye contact with students  
- Varies speed and volume of speech  
- Uses pauses/silences to effect | Good | Satisfactory | Poor | N/A |
| J. Makes good use of time | - Starts promptly  
- Shows evidence of lesson planning  
- Departs from plan where appropriate  
- Finishes promptly | Good | Satisfactory | Poor | N/A |
| K. Closes lesson | - Reiterates and summarizes key points  
- Issues reading lists  
- Gives clear instructions for follow-up work  
- Offers help between lessons  
- Identifies links with following lesson  
- Acknowledges students’ achievements  
- Closes lesson in an interesting way | Good | Satisfactory | Poor | N/A |