

OPF1: Effective teacher behaviour Observational Checklist

Teacher Activity	Observed Criteria	Performance			
		Good	Satisfactory	Poor	N/A
A. Gains students	<ul style="list-style-type: none"> - Clearly signals start of lesson - Speaks after class has quietened down - Welcomes students - Establishes friendly but businesslike atmosphere - Shows confidence - Shows enthusiasm for subject 				
B. Introduces subject	<ul style="list-style-type: none"> - 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 				
C. Explains subject	<ul style="list-style-type: none"> - 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 				
D. Makes good use of teaching & learning aids	<ul style="list-style-type: none"> - 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 				
E. Maintains students' interest	<ul style="list-style-type: none"> - Shows sustained enthusiasm - Uses analogies and metaphors where helpful - Tells pertinent stories and experiences - Gives interesting examples and topical illustrations that are pertinent 				

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F. Asks and answers questions effectively	<ul style="list-style-type: none"> - Knows students' names - Encourages students to answer - Ask questions clearly and concisely - Asks questions involving analysis, synthesis and evaluation (higher order questions) - Distributes questions <ul style="list-style-type: none"> 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/seek 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 				
G. Organizes students' participation	<ul style="list-style-type: none"> - 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' 				

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H. Responds appropriately to students' needs and behaviour	<ul style="list-style-type: none"> - 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 				
I. Communicates well using voice	<ul style="list-style-type: none"> - 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 				
J. Makes good use of time	<ul style="list-style-type: none"> - Starts promptly - Shows evidence of lesson planning - Departs from plan where appropriate - Finishes promptly 				
K. Closes lesson	<ul style="list-style-type: none"> - 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 				