

Teachers' Self-Evaluation Checklist

	Quality	Indicators	Often	Rarely	Never
Teacher' Personal & Professional Qualities	Caring	I exhibit active listening	✓		
		I show concern for students' emotional and physical well-being	✓		
		I display interest in and about the students lives outside university		✓	
		I create a supportive and warm classroom climate	✓		
	Shows Fairness And Respect	I respond to misbehaviour on an individual level	✓		
		I prevent situations in which a student loses peer respect	✓		
		I treat students equally	✓		
		I create situations for all students to succeed	✓		
		I show respect to all students	✓		
	Interactions With Students	I maintain professional role while being friendly	✓		
		I Give students' responsibility		✓	
		I Know students' interests both in and out of university		✓	
		I Value what students say	✓		
		I Interact in a fun, playful manner ;jokes when appropriate	✓		
	Enthusiasm	I Show joy for the content material		✓	
		I Take pleasure in teaching	✓		
		I Demonstrate involvement in learningactivities outside the classroom		✓	
	Motivation	I Maintain high quality work	✓		
		I Return students' work in a timely manner	✓		
		I Provide students with meaningful feedback	✓		
	Dedication To Teaching	I Possess a positive attitude toward life and teaching	✓		
		I Spend time outside university to prepare	✓		
		I Participate in university activities		✓	
		I Accept responsibility for student outcomes	✓		
		Seek professional development	✓		

		I Find, implement and share new instructional strategies	✓		
	Reflective Practice	I Know areas of personal strengths and weaknesses	•		
		I Use reflection to improve teaching		•	
		Set high expectations for personal classroom performance	•		
		I Demonstrate high efficacy	•		
	Team Teaching	I co-produce teaching and learning materials as much as possible to produce co-ownership of materials		•	
		I organize team sessions to exchange ideas, responsibilities and get support		•	
		I keep each other informed of what we are doing and how it is going		•	
	Being A Good Collaborative Colleague	I am punctual when attending meetings and ensure that i have prepared properly for them	•		
		I keep my colleagues briefed about what I am currently working on	•		
		I make available to colleagues my teaching materials, including handouts, exercises and online data	•		
	Mentoring New Colleagues	I provide an environment in which new colleagues feel supported and welcomed and make it easy for them to ask questions	•		
		I provide written briefings on key issues for new colleagues covering both formal and informal matters	•		
		I encourage and invite then to attend my session	•		
	Contributing Effectively To Meetings	I attend all the meetings and make reports to be aware of every new issue	•		
	Coping With Difficult People Colleagues	I maintain a professional stance when others are being petty, bureaucratic or conflictual	•		
		I have appropriate strategies which enable me to handle other people 's unprofessional behaviour such as temper tantrums, personal aggression	•		
		I manage to avoid temptation to use improper channels such as gossiping, bitchiness when faced with difficult colleagues	•		
		I endeavour to perceive difficulties in terms of actions or situations rather than in terms of people		•	
		I try to find out the circumstances which may lead to people behaving in a difficult way, and to understand their point of view even when i cannot agree with it	•		
		I distinguish carefully between conflicts of ideas and conflicts of personality	•		

		I value others' opinions and respect their right to hold them even when diametrically opposed to my own views	•		
	Ensuring Effective Communication With Learners	I ensure that learners are aware of the times and places at which i am available for individual consultation	•		
		When I receive messages from learners (in paper or e-mail), I reply quickly to their request	•		
		I encourage learners to use emails to interact with me directly		•	
	Equal Opportunities	I check that I am not treating learners differently in sessions or tasks	•		
		I make effort to pronounce the names of my students	•		
		I do not use jokes or anecdotes which could be interpreted as oppressive to any group	•		
		I seek feedback from learners to probe any feelings they have regarding being treated unequally in any respect	•		
		I dont relate grading to personal behaviour or conflicts with students	•		
	Continuing To Learn About Learning	I keep myself up to date with new developments in teaching and learning	•		
		I regularly read articles, papers and books about the processes and practices of teaching and learning in higher education		•	
		I belong to a professional network for the development of teaching and learning in my subject area	•		
		I attend conferences and staff development workshops about teaching, learning and assessment		•	
		I contribute actively to conferences and workshops about teaching and learnibg	•		
		I write articles for publication in my area	•		
		I actively follow the published research literature in at least one of the disciplines i teach regularly		•	
		I contribute to the design of the curriculum for those subjects where I have detailed insight to update the curiculum	•		
		I share my knowledge and activities with my learners to raise their awareness	•		
		I attend sessions of teachers in the english speaking countries to know new techniques and materials			•
		I contact professionals and experts in my area of interest to get more experience and insight		•	

Classroom Management & Organization	Classroom Management	I use consistent and proactive discipline	•		
		I establish routines for all daily tasks and needs	•		
		I orchestrate smooth transitions and continuity of classroom momentum	•		
		I balance variety and challenge in students' activities	•		
		I am aware of all activities in the classroom	•		
		I anticipate potential problems	•		
		I use space, proximity or movement around the classroom for nearness to trouble spots and to encourage attention	•		
	Organization	I handle routine tasks promptly, efficiently and consistently			
		I prepare materials in advance and has them ready to use	•		
		I organize classroom space efficiently			
	Discipline Of Students	I interpret and respond to inappropriate behaviour promptly	•		
		I implement rules for behaviour fairly and consistently	•		
		I reinforce and reiterate expectations for positive behavior	•		
		I use appropriate disciplinary measures	•		
	Importance Of Instruction	I focus classroom time on teaching and learning	•		
		I link instruction to students real life situations		•	
	Time Allocation	I follow a consistent schedule and maintains procedures and routines	•		
		I handle administrative tasks quickly and efficiently	•		
		I prepare materials in advance	•		
		I maintain momentum within and accross lessons			
		I limit disruptions and interruptions	•		
	Teachers' Expectations	I set clearly articulated high expectationsfor self and students			
		I orient the classroom experience toward improvement and growth	•		
		I stresse student responsibility and accountability	•		
	Intruction Plans	I carefully link learning objectives and activities	•		
		I organize content for effective presentation	•		

		I explore student understanding by asking questions	•		
		I consider students attention span and learning styles when designing lessons	•		
		I develop objectives, questions and activities that reflect higher and lower level cognitive skills as appropriate for the content and the students	•		
	Clarity	I inform learners of lesson objectives like describing what behaviours will be tested or required on future assignments as a result of the lesson	•		
		I provide learners with an advance organizer such as placing lesson in perspective of past and or future lessons		•	
		I check for task relevant prior learning at beginning of the lesson, eg determines level of understanding of prerequisite facts or concepts and reaches if necessary	•		
		I give directives slowly and distinctly like repeating directives when needed and dividing them into smaller pieces	•		
		I know ability levels and teaches at or slightly above learners' current level of understanding	•		
		I use examples, illustrations and demonstrations to explain and clarify like using visuals to help interpret and reinforce main points		•	
		I provide review or summary at end of each lesson		•	
	Teacher Task Orientation	I develop unit and lesson plans that reflect the most relevant features of the curriculum guide or adapted text		•	
		I handle administrative and clerical interruptions efficiently like visitors, announcements, collection of money or dispensing of materials by anticipating and preorganizing some tasks and deferring others to non -instructional time	•		
		I Stop or prevent misbehavior with a minimum of class disruption	•		
		I select the most appropriate instructional model for the objectives being taught like using direct instruction for knowledge and comprehension objectives and indirect instruction for inquiry and problem solving objectives	•		
		I build to unit outcomes with clearly definable events as in a form of a weekly or monthly review, feedback and testing sessions		•	
Implementing Instruction	Instructional Strategies	I employ different techniques and instructional strategies such as hand-on learning	✓		
		I stress meaningful conceptualization , emphasizing the students' own knowledge of the world		✓	
		I suit instruction to students' achievement levels and needs	✓		

		I use a variety of grouping strategies	✓		
	Content And Expectation	I set overall high expectations for improvement and growth in the classroom	✓		
		I give clear examples and offers guided practice	✓		
		I stress students' responsibility and accountability in meeting expectations	✓		
		I teach metacognitive strategies to support reflection on learning progress		✓	
	Complexity	I am concerned with having students learn and demonstrate understanding of meaning rather than memorization	✓		
		I hold reading as a priority	✓		
		I emphasize higher order thinking skills in learning		✓	
	Questioning	I ask questions that reflect the type of content and the objectives of the lesson	✓		
		I vary question type to maintain interest and momentum	✓		
		I prepare questions in advance	✓		
		I use wait time during questionnaing	✓		
		I vary intruactional strategies , types of assignments and activities	✓		
		I lead, directs and paces students' activities		✓	
	Setting Independent Study Tasks	I make it clear to learners how much time they should reasonably spend on my subject outside class contact hours		✓	
		I give clear links between independent study tasks I set and the intended learning objectives		✓	
		I give instructions of the task in writing		✓	
		I clarify how much each assignment will count in the overall scheme of assessed work	✓		
		I ensure that learners get feedback for the task rapidly and regularly	✓		
	Lesson Plans	I already prepare my lesson plans for oral expression module	✓		
	Variety	I use attention- gaining devices like beginning with a challenging question or visuals or example		✓	
		I show enthusiasm and animation through variation in eye contact, voice and gestures like chaging picth and volume and moving about during transitions to a new activity	✓		
		I vary mode of presentation	✓		
		I use a mix of rewards and reinforces like extra credit, verbal praise and independent study weekly or monthly	✓		
		I incorporate students' ideas or participationin some aspects of the instruction like using	✓		

		indirect instruction or divergent questioning			
		I vary types of questions divergent, convergent and probes to clarify, to solicit and to redirect	✓		
		I use attention- gaining devices like beginning with a challenging question or visuals or example		✓	
	Types of Activities	I design oral tasks that are based only on speaking	✓		
		I design oral tasks that are based on listening and speaking		✓	
		I design tasks integrating the four skills		✓	
		I rely more on whole group discussion		✓	
		I rely most on projects on oral presentation prepared by students	✓		
	Helping Learners to Value Group Work	I demonstrate to learners the benefits of group work	✓		
		I help learners working in groups to feel a sense of ownership of the operation of the group and talk to them about my personal experience with group work	✓		
	Organizing Learners to Peer Assess	I ensure that the criteria for assessment are clear, explicit and understood by everyone	✓		
		I provide opportunity for learners to formulate the criteria which they will later use in peer assessment		✓	
		I demonstrate to learners the value of peer assessing as a deep learning device		✓	
		I give learners practice at devising assessment criteria		✓	
		I use peer assessment in a variety of tasks		✓	
		I give students samples of rubrics to assess speaking performance		✓	
		I count peer assessment in the overall assessment of learners during the whole semester		✓	
	Assessing Group Work	I count individual performances and effort not the final product of the task or group work	✓		
	Preparing Materials Needed	I use handouts to support my lessons	✓		
		I use the data show			✓
		I use the language laboratory		✓	
		I use the online data and conferences			✓
		I use TV shows			✓
		I use radio programs			✓

		I use posters and maps			✓
	Guide Students to Use Library	I tell my students about how to use library of the university		✓	
		I give students references that suite their needs and levels	✓		
	Guide Students to Use Online Resources	I discuss with students the way they are supposed to follow when dealing with websites and which ones are more reliable for research and study (educational software)		✓	
	Using Email to Help Students	I give my students my personal email in case they need any help	✓		
		I help students create research papers and projects in a form of google document using gmails			✓
	Using Personal Websites & Blogs to Help & Guide Students	I created a personal website or blog to be a space for my students to interact with me and with each other.			✓
	Engaging Students in the Learning Process	I elicit the desired behaviour immediately after the instructional stimuli like providing exercises or work book problems with which desired behaviour can be practiced		✓	
		I provide opportunities for feedback in non evaluative atmosphere like asking students to respond as a group or covertly the first time through	✓		
		I use individual or group activities like performance contacts, cds games and simulations and learning centres as motivational aides when needs		✓	
		I use meaningful verbal praise to get and keep students actively practicing in the learning process	✓		
		I monitor seatwork and frequently checks progress during independent practice	✓		
Monitoring Students'	Homework	I clearly explain homeworks	✓		
		I relate homework to the content under study and to students capacity	✓		
	Monitoring Students' Progress	I target questions to lesson objectives	✓		
		I think through liekly misconceptions that may occur during instruction and monitor students for these misconceptions		✓	
		I give clear, specific and timely feedback	✓		
		I reteach students who did not achieve mastery and offers tutoring to students who seek additional help		✓	
	Responding To	I monitor and assess student progress	✓		

Progress And Potential	Students' Needs And Abilities	I use data to make instructional decisions		✓	
		I know and understand students as individuals in terms of ability, achievement, learning styles and needs	✓		
	Getting To Know Learners' Names	I encourage students to know each others' names and to use them in sessions	✓		
		I use a particular strategy to memorize students' names such as personal cards	✓		
		I use names games at beginning of the year to know names of each other and specific and unique things as reference		✓	
	Being Available To Learners	I devote two or three hours per week to be available for my students and I inform them about	✓		
	Helping Learners To Solve Problems	I listen to learners and usually ask them about their learning problems and I work to help solving them	✓		
	Negotiating Learning Agreements	I identify parts of the syllabus where it is appropriate for learners to have some choice over what they learn and at what pace		✓	
		I conduct diagnostic test at the beginning of each semester to know in order for learners to contribute in the selection of tasks and activities		✓	
	Giving Reference For Further Study	I give learners clear idea about books and materials they need and that fit their level and needs (books, DVDs, websites.....)	✓		
	Students' Success	I establish unit and lesson content that reflects prior learning such as planning tasks and lessons that consider task relevant prior information		✓	
		I a correctives immediately after initial response such as showing a model of correct answer and how to attain it after first crude response is given	✓		
		I divide instuctional stimuli into small chunks by establishing bite- size lessons that can be easily digested by learners at their current level of functioning	✓		
		I plan transitions to new material in easy to grasp steps so that each new lesson is seen as an extention of previous lessons	✓		
		I vary the pace at which stimuli are presented and continually builds toward a climax or key event like using review, feedback and testing sessions to form intervals of increasing and decreasing intensity and expectation	✓		