Class Observation Guide
English without Borders
ATENEA

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Document Description

This document serves as a guide to systematically assess and provide feedback on RT teaching practices observed in the virtual classroom setting. The observation form enables observers to gain in-depth insights into the effectiveness of the lesson and the educator's methodologies. It helps enhance teaching quality and supports professional development within the English without Borders programme.

The guide considers teaching strategies on 31 different class features and 3 additional exploratory questions. For each, the observer should mark the appropriate descriptor on a scale from 2 to 5. The guide uses the following scale to indicate varying degrees of compliance with established standards.

- **Fully Meets Standard (5):** This is the highest level of achievement. There is no need for improvement in the observed area. The teacher consistently and effectively demonstrates all the key elements and competencies outlined in the teaching standard. **They go above and beyond, exceeding expectations.**

- **Meets Standard (4):** This indicates a strong performance, but there's room for slight or some refinement in the specific area. **The teacher successfully implements most of the essential components of the teaching standard.** While there may be a few minor areas needing slight improvement, the overall execution of the standard is strong and effective.

- **Partially Meets Standard (3):** This suggests the teacher needs some development in their understanding and skills in a particular area to meet the standard. **The teacher shows some understanding of the teaching standard and attempts to implement it, but their application is inconsistent or incomplete.** There are clear areas requiring improvement to achieve the full expectations of the standard.

- **Does Not Meet Standard (2):** This indicates a need for substantial improvement in the observed area to meet the standard. **The teacher demonstrates limited understanding or implementation of the teaching standard. There is a significant need for development and improvement** in order to achieve the expectations outlined in the standard

This guide intends to provide a systematic approach towards a comprehensive reflection on the lesson's effectiveness and the educator's methodologies. The form follows the suggested lesson stages from the beginning to the end so the observer is able to mark the answers chronologically, in real time. Each stage features specific descriptors that refer to various relevant teaching strategies. When these different strategies are observed, this indicates alignment with the corresponding teaching standards.

The main observation features are derived from the British Council's teaching standards, which include:

- **Standard 1. Demonstrate Subject Knowledge**
- **Standard 2. Engage and Motivate Learners**
- **Standard 3. Create a Positive and Inclusive Learning Environment**
- **Standard 4. Plan and Deliver Coherent Lessons**
- **Standard 5. Make Use of Assessment and Feedback**
- **Standard 6. Manage Teaching and Learning Resources**
- **Standard 7. Uphold Professional Responsibilities and Values**

For more information on the teaching standards and program guidelines, refer to the document: Program Guidelines for Remote Teachers or follow this link. Please note that this format is for preparation and standardization purposes only. During the actual class observations, the observer will mark the responses on Google or Microsoft Forms.

An Overview of the Class Observation Form

In this first section, you will see an overview of all features that should be observed in a class in a chronological order: beginning, middle, and end. For each feature, there is an alignment with the British Council teaching standards, which guide our teaching and professional practices.

This form is filled in online via Google Forms during the observation.

Lesson Stage	Teaching Standard	Features
Start of class	***S4.Plan and Deliver Coherent Lessons*** ***S2. Engage and Motivate Learners***	1. Lesson aims and objectives are shared with students. 2. Lesson aims are student- and performance-centred. 3. There is an effective warm-up. 4. There is an effective lead-in. 5. The beginning of the class (warm-up and lead-in) is engaging and energetic.

Middle of class	***S2. Engage and Motivate Learners*** ***S3. Create a Positive and Inclusive Learning Environment*** ***S4. Plan and Deliver Coherent Lessons*** ***S5. Make Use of Assessment and Feedback*** ***S6. Manage Teaching and Learning Resources***	6. The teacher ensures learner engagement through appropriate and varied tasks according to the type of learners, lesson stage, and activity type. 7. The teacher uses online applications effectively to support learning in online environments. 8. The teacher scaffolds by providing effective and comprehensive input. 9. The teacher employs a variety of relevant teaching strategies/varies instructions to develop and practice the lesson objectives (e.g., pair work, group work, role-playing, and games). 10. The teacher uses a variety of corrective feedback techniques in appropriate moments. 11. The teacher provides clear instructions: provides a context, scene-setting, demonstrates how the task works, and checks for understanding with students. 12. The teacher sets an appropriate pace for the different class activities, allowing students to participate and learn effectively. 13. The teacher praises appropriately, providing a variety of specific, relevant comments to students. 14. The teacher nominates effectively. 15. The teacher monitors and provides a variety of conceptual or motivational support in ways that match the activity and concern. 16. The teacher incorporates a variety of Zoom features in their lessons, matching the needs of the different activities (broadcast messaging, annotate, whiteboard, BoRs, chat, etc.). 17. The teacher selects age- and level-appropriate materials to achieve their lesson aims. 18. The teacher incorporates a variety of technology (polls, online games, interactive exercises) that enhances the practice of the target language across the different activities and groupings in the lesson. 19. The teacher checks for student understanding of instructions and concepts in specific, appropriate moments, in ways that are clear and concise (CCQs and ICQs). 20. The teacher incorporates BreakoutRooms effectively into the lesson sequence to foster interaction, small group work, and differentiated instruction. 21. The teacher provides engaging, accurate, contextualised examples of the language content for the learners. 22. The teacher provides appropriately sequenced opportunities for controlled practice of the target language. 23. The teacher adequately exposes students to appropriate input concerning the lesson aim, to provide a clear exposure of the target language and its different features, ensuring scaffolding.

		24. The teacher prepares students for listening and/or reading tasks. 25. The teacher appropriately structures the lesson to promote the meaningful, communicative use of the target language by students across the different activities in the lesson. 26. The teacher fosters freer language practice at the appropriate moments in the lesson sequence for an adequate amount of time. 27. The teacher grades language consistently and appropriately. 28. The teacher balances teacher talking time (TTT) and student talking time (STT), ensuring that communicative language learning takes place. 29. The teacher applies a variety of compensation strategies to promote learning and vocabulary acquisition at appropriate moments in the lesson sequence.
End of class	***C4. Plan and Deliver Coherent Lessons*** ***S5. Make Use of Assessment and Feedback***	30. The teacher refers back to learning outcomes at the end of the class. 31. The teacher asks students to reflect on their learning through an effective and structured activity at the end (e.g., exit ticket).
Demonstrates subject knowledge (all class stages)	***S7. Uphold Professional Responsibilities and Values***	32. The teacher demonstrates understanding of the language construct or skill focused on in the lesson. 33. The teacher is an adequate model of pronunciation/language for students. 34. The teacher creates a safe classroom environment. 35. The teacher creates an inclusive environment for learning. 36. The teacher builds rapport with students.
Methods & approaches No scale. This is an open answer question.	***S1. Demonstrate Subject Knowledge***	37. Which method/approach is the RT applying? 38. There are elements of EDI/Empowerment visible in the lesson. 39. There is/are mindfulness activities in some stages of the lesson. 40. Strengths 41. Areas for Development 42. Additional Comments (#40 and 41 are copy and pasted into each RT's My CPD Plan)

How to use the rubric?

Detailed Description of the Rubric for Benchmarking

For a more detailed description of how to rate each of the features mentioned above, refer to the table below. Each observer should be familiar with this rubric to ensure alignment among different observers and guarantee the quality of teaching in EwB.

Standard: S4. Plan and Deliver Coherent Lessons

Feature	Fully Meets Standard (5)	Meets Standard (4)	Partially Meets Standard (3)	Does Not Meet the Standard (2)
1. Lesson aims and objectives are shared with students.	The teacher clearly states the lesson aims and objectives to the students at the start of the lesson. The teacher checks if students understand the objectives.	The teacher states the lesson aims and objectives, but they might not be fully clear to the students or the teacher may not check for understanding.	The teacher attempts to share the lesson aims and objectives, but they are unclear or not communicated effectively.	The teacher does not share the lesson aims and objectives with the students.
2. Lesson aims are student and performance-centred.	The lesson aims are designed to be relevant and engaging for students. Their focus is on student learning/performance and development, not on the content.	The lesson aims are relatively student-centered, but they could be phrased more clearly.	The lesson aims are primarily focused on teacher objectives, with little consideration for student needs. The lesson's aim might use unnecessary meta-language or focus on procedure rather than skills.	The lesson aims are not aligned with student learning or development.
3. There is an effective warm-up.	The lesson begins with a motivating and engaging warm-up activity that is of adequate length.	The lesson begins with a motivating and engaging warm-up activity that might be a bit too long or short.	The lesson begins with a warm-up up which might be too teacher-led or not engaging for students.	The lesson lacks a warm-up.
4. There is an effective lead-in.	The lead-in is effective, connected to the lesson's topic, and of adequate length.	The lesson has a lead-in, but it may not be engaging or it may be too teacher-centered.	The lesson has a lead-in but is not well-planned; it may be too short/long, or it may not be connected to the lesson content.	The lesson does not have a lead-in.
5. The beginning of the class (warm-up	The teacher creates a positive and engaging atmosphere from the	The teacher attempts to engage students at the	The lesson starts slowly, with students	The lesson begins with a lack of energy

Feature	Fully Meets Standard (5)	Meets Standard (4)	Partially Meets Standard (3)	Does Not Meet the Standard (2)
and lead-in) is engaging and energetic.	very beginning of the lesson. Students are eager to participate.	beginning of the lesson, but the energy level seems somewhat low.	appearing disengaged or lacking motivation.	or enthusiasm. Students are not actively participating.

Standard: S2. Engage and Motivate Learners

Standard: S4. Plan and Deliver Coherent Lessons

Feature	Fully Meets Standard (5)	Meets Standard (4)	Partially Meets Standard (3)	Does Not Meet the Standard (2)
6. The teacher ensures learner engagement through appropriate and varied tasks according to the type of learners, lesson stage, and activity type.	The teacher consistently uses a variety of engaging tasks that cater to different learning styles, the lesson stage, and needs of all students.	The teacher incorporates some variety in tasks, but they may not be consistently appropriate for all learners or all lesson stage.	The teacher uses a limited range of tasks, and they might not be engaging for all students or the current lesson stage.	The teacher uses the same types of tasks throughout the lesson, which may not be engaging or effective for all learners.
7. The teacher uses online applications effectively to support learning in online environments.	The teacher consistently and creatively integrates online applications to significantly enhance the learning experience. Applications are chosen thoughtfully to support specific learning objectives, promote active student engagement, and provide opportunities for collaborative and personalized learning beyond basic content delivery. The use of these tools is seamless and highly effective.	The teacher incorporates some online apps. These tools are generally well-integrated into the lesson design, contributing to student engagement and helping achieve learning objectives. The teacher demonstrates competence in using the applications and addresses basic technical issues effectively.	The teacher makes attempts to use online applications, but their integration is inconsistent or sometimes clunky. Applications might be used for basic tasks (e.g., sharing documents) but may not fully exploit their potential for active learning or interaction. There might be occasional technical difficulties that disrupt the flow, or the choice of tools isn't always optimal for the learning objective.	The teacher rarely or never uses online applications apart from Zoom screen sharing and RLP, or their use is ineffective and does not genuinely support learning. Tools might be used superficially (e.g., as a direct replacement for offline materials without added value) or technical issues frequently prevent their successful implementation, leading to minimal or negative impact on student

Feature	Fully Meets Standard (5)	Meets Standard (4)	Partially Meets Standard (3)	Does Not Meet the Standard (2)
				engagement and learning.
8. The teacher scaffolds by providing effective and comprehensive input.	The teacher consistently provides highly effective and comprehensive input that is tailored to student needs and the task at hand. Instructions are clear, examples are rich and varied, and scaffolding strategies (e.g., pre-teaching vocabulary, modeling, guided practice, simplified language, visual aids) are seamlessly integrated.	The teacher generally provides effective and comprehensive input, offering clear instructions, relevant examples, and appropriate language models. Scaffolding is evident and helps students engage with tasks, facilitating their understanding and participation. There might be minor instances where additional support or a different approach to input could be beneficial, but it does not hinder overall learning.	The teacher attempts to provide scaffolding and input, but it is inconsistent or not always comprehensive. The input may not always be optimally adapted to the level. Students might be sent to controlled or freer practice without prior preparation or language models.	key language or concepts are not adequately pre-taught or modeled. Students are frequently lost or confused about tasks due to insufficient support, leading to minimal engagement or learning.
9. The teacher employs a variety of relevant teaching strategies/varies instructions to develop and practice the lesson objectives (e.g., pair work, group work, role-playing, and games).	The teacher consistently and creatively employs a wide and highly effective variety of relevant teaching strategies and instructions (e.g., dynamic pair work, collaborative group tasks, authentic role-playing, engaging games, simulations, debates).	The teacher regularly employs a good variety of relevant teaching strategies and instructions (e.g., pair work, group work, role-playing). These activities are generally well-suited to the lesson objectives and provide ample opportunities for students to develop and practice. The teacher's approach ensures good student engagement and varied practice, though there might be occasional opportunities for	The teacher attempts to vary teaching strategies, but the variety might be limited or the application inconsistent. While some activities like pair work or basic role-plays are used, they may not always be optimally designed to fully develop or practice the lesson objectives. The lesson might occasionally feel repetitive, or the chosen strategies don't always lead to the most	The teacher does not employ a variety of techniques to develop and practice skills during the lesson.

Feature	Fully Meets Standard (5)	Meets Standard (4)	Partially Meets Standard (3)	Does Not Meet the Standard (2)
		even greater diversity or more innovative activity design.	effective student engagement or learning outcomes.	
10. The teacher uses a variety of corrective feedback techniques in appropriate moments.	The teacher has a variety of strategies to provide clear and corrective feedback to students in a timely, and appropriate manner (when correction is needed). The teachers uses both direct and indirect constructive feedback strategies.	The teacher provides corrective feedback but may rely too heavily on direct /indirect corrective feedback.	The teacher overcorrects even when the focus of the lesson is fluency rather than accuracy.	The teacher does not provide corrective feedback to students.

Standard: S3. Create a Positive and Inclusive Learning Environment

Feature	Fully Meets Standard (5)	Meets Standard (4)	Partially Meets Standard (3)	Does Not Meet the Standard (2)
11. The teacher provides clear instructions: provides a context, scene-setting, demonstrates how the task works, and checks for understanding with students.	The teacher provides clear, concise instructions for each task, demonstrating how it works/modelling and checking for understanding. Students understand what is expected of them.	The teacher provides instructions, demonstrates the task, and checks for understanding, but they may not be completely clear or specific.	The teacher provides general instructions but does not demonstrate how to complete the task and/or does not check for understanding.	The teacher does not provide clear instructions for tasks, leading to confusion among students.
12. The teacher sets an appropriate pace for the different class activities, allowing students to participate and learn effectively.	Across all the different class activities, the teacher maintains a pace that allows all students to participate and learn effectively.	The teacher's pace is generally appropriate, but it may be too fast or too slow for some students or may not fit the nature of the activity.	The teacher's pace is inconsistent, and it may be difficult for some students to keep up or there may be some differences between the time the activity requires and the time allotted.	The teacher's pace is frequently too fast or too slow for the activity, preventing students from effectively participating in the lesson.

Standard: S5. Make Use of Assessment and Feedback

Feature	Fully Meets Standard (5)	Meets Standard (4)	Partially Meets Standard (3)	Does Not Meet the Standard (2)
13. The teacher praises appropriately, providing a variety of specific, relevant comments to students.	The teacher effectively uses a variety of specific praise and positive reinforcement to motivate and encourage students.	The teacher uses praise frequently, but it may not always be specific or appropriate.	The teacher rarely praises students, and/or their praising may consistently be general (e.g., “good job”)	The teacher does not use praise or include any positive reinforcement during the lesson.
14. The teacher nominates effectively.	The teacher consistently and creatively employs a variety of nomination techniques (e.g., picker wheel, Class Dojo, targeted questioning, direct calls, turn-taking patterns) to ensure equitable and widespread participation from all students. Nomination is seamless, highly engaging, and strategically used to deepen discussion, check understanding, and foster an inclusive environment where every student feels seen and encouraged to speak.	The teacher regularly nominates students effectively, using a few varied methods (e.g., direct calls, asking for volunteers, waiting for responses). They generally ensure most students have opportunities to speak, and the nomination supports the activity's goals. While mostly effective, there might be occasional instances where a few students are overlooked, or the method isn't perfectly varied.	The teacher attempts to nominate students, but the approach is inconsistent or not always strategic. They might rely heavily on volunteers or a few active students, leading to uneven participation. The nomination method may sometimes feel forced, interrupt the natural flow of discussion, or miss opportunities to draw out quieter learners.	The teacher rarely or ineffectively nominates students. They may call on the same few students repeatedly, or wait silently without prompting, resulting in very limited participation from the majority of the class. The lack of effective nomination actively hinders student engagement and creates an inequitable speaking environment.
15. The teacher monitors and provides a variety of conceptual or motivational support in ways that match the activity and concern.	The teacher effectively monitors student learning and provides the appropriate type of support for the specific issue and activity type.	The teacher monitors student learning, but they may not always provide the appropriate support to match the specific issue or activity.	The teacher monitors student learning less than expected, and/or their support does not match the issue or activity.	The teacher does not monitor student learning or provide support during the lesson.

Standard: S6. Manage Teaching and Learning Resources

Feature	Fully Meets Standard (5)	Meets Standard (4)	Partially Meets Standard (3)	Does Not Meet the Standard (2)
16. The teacher incorporates a variety of Zoom features in their lessons, matching the needs of the different activities (broadcast messaging, annotate, whiteboard, BoRs, chat, etc.).	The teacher effectively uses all Zoom features to enhance the different activities throughout their lesson.	The teacher uses many Zoom features across the different activities of their lesson, but may not take full advantage of their potential.	The teacher uses a limited range of Zoom features (i.e. annotate and screensharing) and/or they are not always well-matched to the specific activity.	The teacher does not use Zoom features effectively, or they are not used to enhance the lesson's activities.
17. The teacher selects age- and level-appropriate materials to achieve their lesson aims.	The teacher selects appropriate materials (other than RLP), aligned with the students' age, level, and the lesson aims. highly engaging, and directly support all learning outcomes. A well-designed PPT is central, complemented by diverse, effective visual aids and innovative, purposeful use of online apps that truly enhance interaction and learning.	The teacher selects materials that are mostly appropriate for the students' age (other than RLP), level and lesson aims, but there may be a few mismatches. A PPT is included with adequate visual aids. Online apps are used, but their integration could be slightly more impactful or varied to maximize learning.	The teacher selects materials that are not always appropriate for the students' age, level or the lesson aims. The PPT or visual aids might be basic, insufficient, or distracting. Online apps are used minimally or without clear pedagogical purpose.	The teacher selects materials that are inappropriate for the students' age, level, and the lesson aims. Materials are inappropriate for age/level, poorly designed, or absent. There is no clear PPT or visual aids, and online apps are either not used or used in a way that hinders learning or engagement.

Standard: S1. Demonstrate Subject Knowledge

Feature	Fully Meets Standard (5)	Meets Standard (4)	Partially Meets Standard (3)	Does Not Meet the Standard (2)
18. The teacher incorporates a variety of technology (polls, online games, interactive exercises) that enhances the practice of the target language across the different activities and	The teacher effectively uses a variety of technologies to enhance the practice of the target language in the lesson's different activities and groupings.	The teacher uses some technology, but it is not always effectively integrated into the different activities or groupings.	The teacher occasionally uses technology, but it is not consistently used to enhance the practice of the target language across the variety of activities and groupings of a lesson.	The teacher does not use technology other than the basic Zoom features to enhance the practice of the target language.

Feature	Fully Meets Standard (5)	Meets Standard (4)	Partially Meets Standard (3)	Does Not Meet the Standard (2)
groupings in the lesson.				
19. The teacher checks for student understanding of instructions and concepts in specific, appropriate moments, in ways that are clear and concise (CCQs and ICQs).	The teacher incorporates specific and appropriate moments, using clear, concise language, to ensure students understand instructions and/or concepts.	The teacher checks for understanding with a variety of questions, but they may not always use clear language or ask questions effectively. There are some missed opportunities to ICQ.	The teacher may only occasionally check for understanding, or do so in ways that are not clear or effective (e.g., “do you understand?”.	The teacher does not check understanding of instructions and concepts during the lesson.
20. The teacher incorporates BreakoutRooms effectively into the lesson sequence to foster interaction, small group work, and differentiated instruction.	The teacher effectively uses BreakoutRooms effectively, in relevant activities in the lesson sequence.	The teacher uses BreakoutRooms, but they may not always be used effectively to promote collaboration or differentiated instruction	The teacher may only occasionally use BreakoutRooms, and/or they are not always used effectively for the particular activity.	The teacher does not use BreakoutRooms during the lesson or their use does not match the activity’s aim.
21. The teacher provides engaging, accurate, contextualised examples of the language content for the learners.	The teacher provides clear and relevant examples that are contextualized to the students' lives and learning experiences. T	The teacher provides examples, but they may not always be clear or relevant to the learners or the lesson aims.	The teacher provides limited examples, and they may not always be relevant or contextualized for the learners or the lesson's aims.	The teacher does not provide examples for the learners or they are wholly unrelated from the lesson aims.
22. The teacher provides appropriately sequenced opportunities for controlled practice of the target language.	The teacher provides opportunities for students to practice the target language in a controlled environment at the appropriate moment in the lesson sequence.	The teacher provides some opportunities for controlled practice, but they may not be sufficient, effective, or appropriately sequenced.	The teacher occasionally provides opportunities for controlled practice, but it may not be consistent, effective, or appropriately sequenced.	The teacher does not provide opportunities for controlled practice during the lesson or these moments are wholly decontextualized or inappropriately sequenced.
23. The teacher adequately exposes students to appropriate input concerning the lesson aim, to provide a clear exposure of the target language and its	The teacher provides clear and appropriate input to support student understanding of the target language and its features learning and help them	The teacher provides input concerning the target language, but it may not always be clear or completeappropriate.	The teacher provides limited input about the target language, and it may not always be helpful for students.	The teacher does not provide input to support student learning during the lesson or it may be so unclear and unactionable that

Feature	Fully Meets Standard (5)	Meets Standard (4)	Partially Meets Standard (3)	Does Not Meet the Standard (2)
different features. ensure scaffolding.	progress (modelling the language, offering prompts, sentence starters, examples of language to use, etc.).			it creates confusion or frustration..
24. The teacher prepares students for listening and/or reading tasks.	Teacher skillfully activates prior knowledge, pre-teach essential vocabulary and complex concepts, set clear purposes for listening/reading, and introduce relevant strategies (e.g., predicting, skimming, scanning). This preparation is timed and tailored, making the tasks genuinely accessible.	The teacher generally prepares students effectively for listening and/or reading tasks. They typically activate prior knowledge, pre-teach key vocabulary, and establish a clear purpose for the activity. Students usually understand what to do and what to focus on. While effective, there might be occasional opportunities to deepen the preparation or introduce more varied strategies.	The teacher attempts to prepare students, but the preparation is inconsistent or not always comprehensive. They might pre-teach some vocabulary but miss other crucial items, or the purpose of the task isn't always fully clear. Students may still struggle with understanding because the support provided before the task is insufficient or not well-targeted to their needs.	The teacher rarely or ineffectively prepares students for listening and/or reading tasks. They may jump directly into the activity without activating prior knowledge, pre-teaching vocabulary, or setting a clear purpose. This often leaves students feeling overwhelmed, confused, or unable to complete the task successfully.
25. The teacher appropriately structures the lesson to promote the meaningful, communicative use of the target language by students across the different activities in the lesson.	The teacher structures the lesson appropriately to encourage students to use the target language communicatively and meaningfully across the different activities of the lesson.	The teacher structures the lesson to provide moments of meaningful communicative language use, but this may be inconsistent, inauthentic, or not very communicative.	The teacher occasionally structures the lesson to encourage the communicative and meaningful use of the target language, but it is not that consistent or effective.	The teacher does not structure the lesson to include the meaningful, communicative use of the target language, or it is done in wholly ineffective ways.
26. The teacher fosters freer language practice at the appropriate moments in the lesson sequence for an adequate amount of time.	The teacher creates opportunities for students to practice the target language spontaneously and communicatively, at the appropriate moments in the lesson sequence, for	The teacher provides moments of freer practice, but they may not always be sequenced appropriately or provide an adequate amount	The teacher provides some moments of freer practice, but this is not done consistently or at appropriate moments in the lesson.	The teacher does not provide moments of freer practice during the lesson or they are wholly inconsistent or at completely inappropriate

Feature	Fully Meets Standard (5)	Meets Standard (4)	Partially Meets Standard (3)	Does Not Meet the Standard (2)
	an adequate amount of time.	of support (e.g., too short; too long).	Freer practice is not related to the aims.	moments in the lesson. There is no real freer practice.
27. The teacher grades language consistently and appropriately.	The teacher consistently and effectively grades language in a way that supports student learning.	The teacher generally provides appropriate language grading.	The teacher attempts to grade their language, but it is inconsistent or not always effective (too fast or too advanced for the level).	The teacher rarely makes attempts to grade language.
28. The teacher balances teacher talking time (TTT) and student talking time (STT), ensuring that communicative language learning takes place.	The teacher expertly manages TTT, ensuring it is minimal, purposeful, and highly effective. (e.g., for clear instructions, concise feedback, or essential input). The locus of activity (meaningful communication) is squarely with the students, even in lesson segments where the teacher needs to provide information.	The teacher generally achieves a good balance between TTT and STT. Students have ample opportunities to speak and interact. TTT is mostly purposeful, though there might be occasional instances where the locus of activity is unnecessarily focused on the teacher, but it does not significantly impede student participation.	The balance between TTT and STT is rather or often inconsistent. The locus of activity on the teacher may sometimes be excessive, reducing opportunities for student interaction. While students do speak, their turns might be short or less frequent than ideal, or as part of a teacher-centered interaction.	The teacher heavily dominates the talking time, leaving very few opportunities for STT. Students are largely passive listeners, and their contributions are minimal or very brief. TTT is often not purposeful, including unnecessary explanations, repetitions, or monologues.
29. The teacher applies a variety of compensation strategies to promote learning and vocabulary acquisition at appropriate moments in the lesson sequence.	The teacher consistently and skillfully applies a wide range of compensation strategies (e.g., rephrasing, using synonyms/antonyms, providing clear examples, utilizing visuals/gestures, checking for understanding, or judiciously using L1 when essential for clarity) at precise moments.	The teacher regularly uses appropriate compensation strategies to support learning and vocabulary acquisition. They employ a variety of techniques (e.g., rephrasing, giving examples, using visuals) that generally help students understand new words and concepts. These	The teacher attempts to use compensation strategies, but their application is inconsistent or limited in variety. They might rephrase or give simple examples, but often miss opportunities to clarify key vocabulary or complex ideas effectively. Students may still struggle with	The teacher does not use compensation strategies to promote learning and vocabulary acquisition during the lesson. Teacher translates to Spanish without any obvious need.

Feature	Fully Meets Standard (5)	Meets Standard (4)	Partially Meets Standard (3)	Does Not Meet the Standard (2)
		strategies are applied at relevant moments and typically facilitate comprehension, though there might be occasional missed opportunities for additional support.	comprehension because the strategies used are not always comprehensive or applied at the most impactful moments.	

Standard: S4. Plan and Deliver Coherent Lessons

Feature	Fully Meets Standard (5)	Meets Standard (4)	Partially Meets Standard (3)	Does Not Meet the Standard (2)
30. The teacher refers back to learning outcomes at the end of the class.	The teacher purposefully reviews the learning outcomes, emphasizing the key points learned during the lesson.	The teacher mentions the learning outcomes at the end of the lesson, but they may not be fully summarized or reinforced.	The teacher briefly mentions the learning outcomes but does not fully review them or connect them to the lesson content.	The teacher does not refer to the learning outcomes at the end of the lesson.
31. The teacher asks students to reflect on their learning through a structured activity at the end (e.g., exit ticket).	The teacher uses a structured activity (such as an exit ticket) and allows students to reflect on their learning and demonstrate their understanding.	The teacher asks students to reflect on their learning, but they may not use a structured activity or provide adequate time.	The teacher includes an activity on the slides but does not provide a structured activity or adequate time.	The teacher does not ask students to reflect on their learning at the end of the lesson.

Standard: S7. Uphold Professional Responsibilities and Values

Feature	Fully Meets Standard (5)	Meets Standard (4)	Partially Meets Standard (3)	Does Not Meet the Standard (2)
32. The teacher demonstrates understanding of the language construct or skill focused on in the lesson.	The teacher demonstrates a full and clear understanding of the language construct or skill being taught.	The teacher shows a relatively full understanding of the language construct or skill, though their knowledge of some aspects of the construct may seem vague or unclear.	The teacher's understanding of the language construct or skill is partial, and their knowledge of various aspects of the construct may contain mistakes.	The teacher lacks understanding of the language construct or skill being taught or they may have a largely mistaken understanding of the construct.

Feature	Fully Meets Standard (5)	Meets Standard (4)	Partially Meets Standard (3)	Does Not Meet the Standard (2)
33. The teacher is an adequate model of pronunciation/language for students.	The teacher consistently uses expected pronunciation and makes precise grammar choices, serving as a strongly positive model for students.	The teacher's pronunciation and grammatical choices are generally accurate. Though there may be occasional errors or inconsistencies, their language production serves as a positive model for students.	The teacher's pronunciation and grammatical choices are sometimes unclear or inaccurate, which may not serve as a positive model for students.	The teacher's pronunciation and grammatical choices are consistently unclear or inaccurate, which can be confusing for students.
34. The teacher creates a safe classroom environment.	The teacher creates a classroom environment where students participate comfortably, taking risks and making mistakes without negative judgment from the teacher or peers.	The teacher attempts to create a safe classroom environment, but students may be reluctant to participate and ask questions about the mistakes.	The teacher's classroom environment is not always conducive to taking risks and making mistakes.	The teacher's classroom environment is not conducive to taking risks and making mistakes. Students may feel discouraged from participating due to fear of judgment.
35. The teacher creates an inclusive environment for learning.	The teacher creates a classroom environment where all students feel respected, valued, and supported.	The teacher attempts to create an inclusive environment, but there may be some areas where inclusivity is lacking.	The teacher's classroom environment is not always inclusive, and some students may feel marginalized or excluded.	The teacher's classroom environment is not inclusive, and some students may feel marginalized or excluded.
36. The teacher builds rapport with students.	The teacher has a positive and supportive relationship with students, fostering a respectful and productive learning environment. The teacher has a positive attitude, smiles, welcomes students, and creates a good atmosphere in class.	The teacher has a good rapport with students, but students might be reluctant to participate at times.	The teacher's rapport with students is somewhat strained, and there may be a lack of student engagement. The teacher lacks enthusiasm or energy,	The teacher lacks a positive rapport with students, and the silence from students predominates.