

Rubric: Teaching Skills

Needs improvement = 1

satisfactory = 2

good = 3

excellent = 4

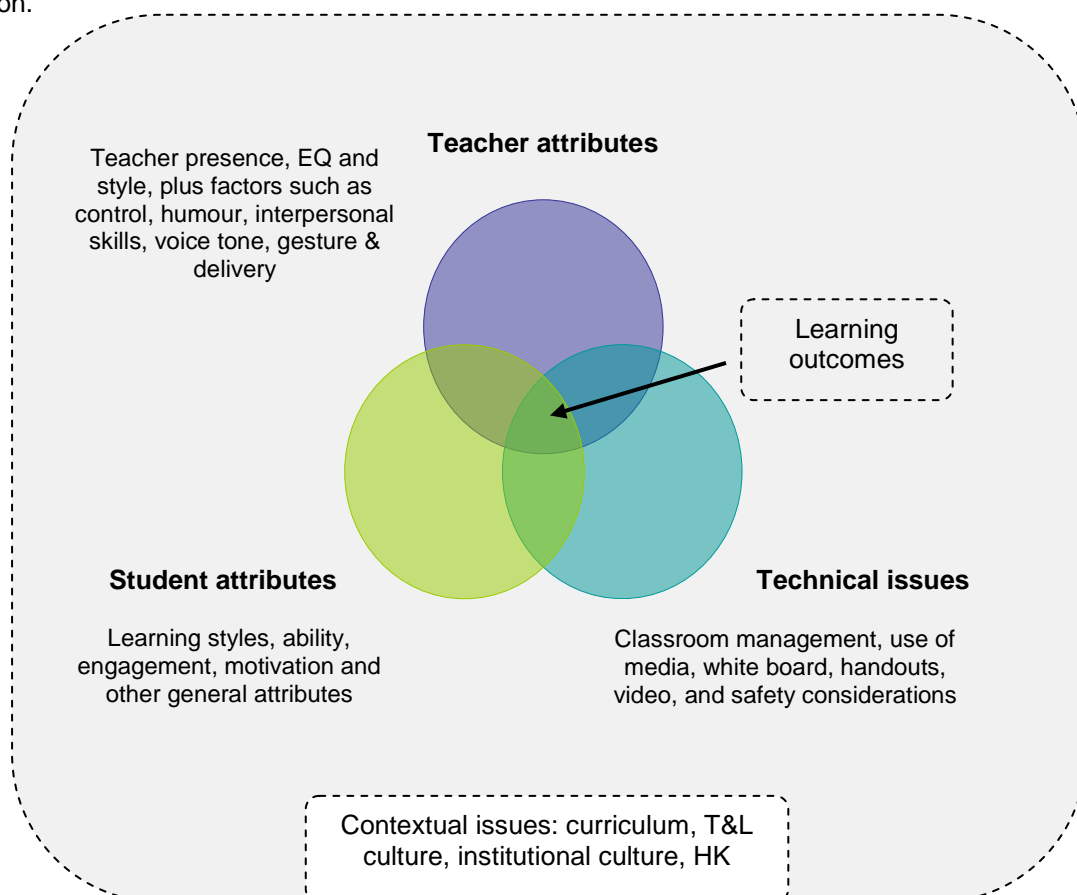
Criteria (technical issues)	Rating	Comment
Introduction - clear purpose statement and roadmap (structure to lesson) - hook that engages listener - personalised contextual opening - link to previous lesson (if relevant)		
Body - logical structure + transitions - clear direction & management of activities - fundamental concepts made explicit - avoided excess detail - gave examples to show relevance of theory		
Visual aids - helped understanding of content - graphics: visual appeal - power point readability (not dense) - relevance to topic		
Delivery/ Classroom management - engaged whole class - spoke clearly and audibly - use of tone and pacing - good eye contact with audience - non-verbal (gestures) - any distracting habits - invited feedback - adapt in response to feedback - used groups/ teams - utility of handouts - classroom layout/ environment (distractions, noise, safety) Discussion/ Question technique - open questions - acknowledged responses - listening skills - invited further discussion - personalised (use of names)		
Conclusion - signal end (in conclusion) - summarized key concepts - remind where this fits (context) - linked to future class		

Overall Reflection: (summation of observed practices, highlighting some areas for development)

- these may include: student engagement, relationship, time management, use of appropriate teaching aids, creativity, acknowledge of contributions, general presence in class, integrated approach to content and emphasis on graduate attributes – critical thinking, respect, dialogue

The list above outlines basic, **technical** issues. This skill set is necessary, but alone is not sufficient for teaching excellence, which involves an amalgam of global characteristics discussed below. This includes **teacher** attributes, such as personal 'presence'¹emotional intelligence or quotient (EQ), style humour and other personal attributes, as well as **student** attributes and **contextual** considerations. Excellence is something one develops over time and involves considerable reflective practice. Again, these additional considerations are not sufficient, unless you achieve the desired learning outcomes. Note, EQ represents emotional intelligence (quotient), comprising intra and inter-personal skills.

It is not valid or appropriate for CLEAR to provide feedback on these latter constructs based on one lesson.



¹ <http://communitiesofinquiry.com/teachingpresence>