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Self-evaluation as a Substantial Part of Teacher Assessment

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Abstract

Quality of teachers and possibilities of making the assessment of their competences more objective belong to the most discussed educational issues in recent years. Due to the rapid changes of society, the requirements on teachers' competences are constantly changing. Current methods and tools of teacher assessment, however, resist this pressure. The paper discusses the approaches, methods and tools used in teacher evaluation in Slovakia and other European countries. Based on the outcomes of the project *Assessment of Teachers Competences* carried out by the research team from Constantine the Philosopher University in Nitra it also presents new research findings on how the assessment performance could be improved and made more objective by making it more particularized and applying self-evaluation sheets for teachers to express their position on lessons observed by assessors.

Selbstevaluation als der erhebliche Bestandteil der Lehrerbewertung

Zusammenfassung

Qualität von Lehrern und Lehrerinnen und die Möglichkeiten, wie man die Bewertung von Kompetenzen des Lehrers objektiver machen kann, gehören zu den am häufigsten besprochenen Themen in den letzten Jahren. Aufgrund von rapiden Änderungen in der Gesellschaft ändern sich ständig auch die Anforderungen an Lehrer Kompetenzen. Gegenwärtige Methoden und Instrumente der Lehrerbewertung widerstehen immer noch dem Druck. Der Beitrag handelt deshalb von den Ansätzen, Methoden und Instrumenten, die man für Lehrerbewertung in der Slowakei und in verschiedenen europäischen Ländern benutzt. Aufgrund von Ergebnissen des Projekts der Konstantin Universität in Nitra mit dem Namen *Bewertung von Lehrer-Kompetenzen*, der Beitrag präsentiert auch die neuen Forschungsergebnisse, zum Beispiel, wie die Bewertung der Lehrer ausgebessert und objektiviert mit Hilfe der Selbstbewertungsbögen werden kann.

Keywords:
Quality
Teacher
Assessment
Competence
Self-evaluation sheet

Schlüsselwörter:
Qualität
Lehrer
Bewertung
Kompetenz
Selbstbewertungsbogen

1 Introduction

Due to rapid changes in society in recent years more and more emphasis is put on the quality of education. One of the most important aspects that influence the entire educational system in each country is the quality of their teachers which is not easy to assess. In some countries the way teachers are evaluated is legally underpinned. However, in many countries methods and tools of teacher assessment are still not precisely defined and sufficiently described. There are many drawbacks that should be eliminated. Therefore, the aim of

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this paper is to depict approaches, methods and tools of teacher assessment used in different European countries and in Slovakia. Furthermore, the article focuses on the project *Assessment of Teacher Competences* carried out by the research team from Constantine the Philosopher University in Nitra which is based on the idea that methods, tools and instruments used for evaluating teachers in Slovakia do not reflect the current trends in the area of requirements on teachers and offer not enough space for teachers to take part in the process of their assessment. The intention of the project participants is to find new ways how teachers' assessment can be improved and made more objective. Using self-evaluation sheets can be considered one of these new tools.

2 Teacher evaluation

2.1 Teacher evaluation in European countries

In the last few decades educational system in **Bulgaria** has been influenced by different events, such as totalitarian regime, its change to democracy (1989), and the EU accession (2007) and it has undergone many reforms connected with changes in its funding, textbooks-writing, teacher education and training. (Psifidou, 2010)

Teachers in Bulgaria are assessed regularly. In the first two years of their teaching the head teacher or appointed colleagues observe their lessons (at least 4 times a year). The aim is to motivate teachers and to facilitate their adaptation to new working environment. (Parvanova, 2013) Except that, experienced teachers are supposed to prepare so called *open lesson* every two years, which is also used as a tool of teacher assessment. (Psifidou, 2010) At the end of each school year, head teachers evaluate teachers. Each teacher can get 100 points. The aim of this process is to check whether teachers achieved the stated tasks. The nature of this kind of evaluation is mainly administrative. However, complex evaluation of teachers and assessment of concrete teacher's competences is missing.

Since 1989 also in the **Czech Republic** there has been a permanent discussion about the ways of understanding teaching profession, its standardization, and evaluation of its quality. But due to frequent appointments of new and new ministers of education during the last years, no standards have been agreed. However, there were and still are many projects that focus on teacher assessment in Bohemia. According to Rýdl (2004, p. 16), quality standards of teacher profession can be characterized as "the framework of professional competences which are necessary for being a good teacher in the context of understanding aims, content and strategies of education that are characterized in curricula." The emphasis is placed mainly on complex self-evaluation and evaluation of the quality of teacher´s work (Tomková et.al., 2012). This was the issue in the project on self-evaluation called *Road to Quality Improvement* run by the Ministry of Education of the Czech Republic. The project outputs were recommended self-evaluating tools which have been offered for primary and secondary schools along with the relevant methodology and documents, for example, observation sheets or questionnaires. (http://www.nuov.cz/ae?lchan=1&lred=1)

According to the project there are several tools that can be used in order to evaluate teachers. One of the tools is professional teacher portfolio. This instrument serves not only for evaluating teachers, but also for their self-evaluation. It helps teachers to discover their strengths and weaknesses and it supports them in their work. Each portfolio should include such documents as teacher's CV, their educational platform (philosophy of education), plan of their professional development, lesson plans (at least three), written outputs of students, self-reflection, description of an event which was organized by the teacher with self-evaluation notes, suggestions and evaluation, earned certificates of the teacher, key ideas from a special publication and comments on some articles from educational journals and other materials. (Trunda, 2012) Quite widely used method of teacher's assessment in Bohemia is observation. Head teachers, deputy-heads and other teachers observe their colleagues at least once a year. After each observation discussion or a questionnaire is applied. But as Žák (2012) states in the Czech Republic it is necessary to improve the quality of education, and therefore, the improvement of teacher assessment methods and tools is needed, too.

In **France**, one of the main aims of teacher assessment is considered to be their career development. The inspectors visit schools every second year and their task is not just to judge teachers and schools, but to give them useful recommendations. The results of their visits are expressed in points which are very important for a teacher´s career. One of the most frequently used methods of teacher assessment is also observation followed by a discussion after each lesson. However, the system of evaluating teachers is often criticized. The reasons

why it is so are its inaccuracies, lack of explicitness, unclear criteria, evaluation expressed in points, subjectivity of assessment and the fact that merits of teachers are not visualized enough. (Doriath, 2013)
The two main approaches to evaluate teachers in **Malta** are external and internal evaluation. The professionals who evaluate are usually focused on whether teachers are able to achieve the set goals, whether teachers support their students and follow curricula and their lesson plans. But the rule is that only professionals with more than 7 years of experience can evaluate their colleagues, and they use different tools such as discussion, observation, questionnaires and seminars. (Vella, Borg, 2001)
In **Germany,** teacher assessment is governed by law. Before lesson observation the assessor always discusses it with the teacher. This is a significant difference in comparison with other European countries where the discussion always follows the observed lesson. In Germany teachers are usually observed once or twice a year by the head teacher or by the appointed colleague. However, observation performed by a colleague is preferred in this country. The exact date of observation has to be disclosed three days in advance. Similarly as in some other European countries the results of teachers evaluation in Germany is also expressed in a certain number of points. (Buhren, 2011)
Teachers in **Poland** are usually assessed for two main purposes: to check their performance and to plan and support their career development. The aim of head teachers is to find out what strengths and weaknesses of their teachers are and to determine the potential for their future development. They often observe not only teachers lessons, but also their involvement in different school and out of school activities. Teachers are assessed not only on the basis of some quantitative, but also qualitative criteria. Teachers can go through four stages of their development during their career; the fourth one is the highest. (Beňo, 2001)
In **Austria** teachers are assessed regularly. There is the tendency to improve the quality of education all the time. Will-be-teachers start to be observed during their studies when attending lessons of their teaching practice. In the first five years of teaching they are evaluated by head teachers in several areas, such as the way of presenting new subject matter, teaching and managerial skills, cooperation with other colleagues, and fulfillment of their tasks. Each teacher is informed about their achieved results and conclusions of their assessment via a written report. (Bruneforth, Lassnigg, 2012)

2.2 Teacher evaluation in Slovakia

According to the act No. 317/2009 Coll. of the Ministry of Education, Youth and Sport of the Slovak Republic "each educational institution has to evaluate the quality of teachers' pedagogical activities." (https://www.minedu.sk/6826-sk/zakon-c-3172009-z-z-o-pedagogickych-zamestnancoch-a-odbornych-zamestnancoch-a-o-zmene-a-doplneni-niektorych-zakonov/) This means that evaluation of teachers is a must in Slovakia. Despite this regulation there are no unified exact criteria stating how teachers should be assessed. Teachers are usually observed once a year by a head teacher and approximately three times a year by their colleagues. Moreover, at least once in six years inspectors should come to each school and check not only teachers, but also head teachers and the whole schools. The inspection examines all the necessary documentation, such as documents on teachers' education, lesson plans, portfolio of materials used during lessons. (Horváthová, 2011) However, the way teachers in Slovakia are evaluated is not very appropriate and satisfying the current needs. The most frequent method of teacher assessment is observation. Often the teachers know only in the last moment that they are going to be observed and they also do not know what the observers are going to focus on. For example, Gadušová (2014) states that teachers should always be aware of the applied observation criteria and of the whole process of their evaluation before observation of their lesson starts. There are no rules and standards that are supposed to be followed when evaluating a teacher. Gadušová and Hašková (2017, p. 280) claim that there are "several serious drawbacks and lacks in currently performed evaluation of teachers, as, for example, lack of relevant, optimal and quality criteria and related assessment tools, which would be applicable to assess real quality of teaching." These authors focus also on the idea that the way teachers are assessed in Slovakia is from one (very general) point of view too complex (it focuses on a complex, but general evaluation of all aspects of the lesson), but from the other point of view it is not specific enough, it does not provide the observed teacher with a deep analysis of any competence chosen by the assessor. Furthermore, teachers do not have enough space and chances to contribute to the process of evaluation and to take part in the discussion and explanation of their performance. And as Pavlov (2006) claims, it is important to create standards valid for all schools and teachers in Slovakia, because the way how teachers are evaluated today is neither unified nor objective enough and has got many weaknesses.

3 Selected outcomes of the project *Assessment of Teachers Competences*

The activities of the research team from Constantine the Philosopher University in Nitra (Slovakia) within the project *Evaluation of Teachers' Competences* started from July 1, 2015. The main aim of the project is the design of a creative evaluation mechanism of teachers' competences. Such assessment model should not include a checking approach only, but also stimulation elements for creative self-reflection and self-presentation of teachers.

Before the team has started the development of the assessment tools they considered as an important aspect to be aware of the opinions of teachers and their assessors about teachers assessment. That is why in the first stage of the project qualitative field research was carried out with head teachers and teachers. The data were collected from teachers (650) and head teachers (130) from all over Slovakia using two questionnaires, one for head teachers and the other one - for teachers. For both groups of respondents the questionnaire was designed with eleven structured questions.

One group of the collected data was related to the open question dealing with how teachers perceive assessment and what they think was the impact of current teacher´s assessment. Based on the collected data it is possible to say that both head teachers and teachers share very similar opinion on the impact of assessment on teachers' work - two thirds of them are happy to say that assessment has motivating impact on teachers. In more concrete data it looked as follows: 67% of head teachers find the assessment motivating for teachers, 10% consider it unnecessary, 3% of them find it biased or unfair, and 20% state other opinions. From the point of view of teachers the situation is similar: 67% of teachers involved in the questionnaire find the assessment motivating for them, 3% think it is discouraging, 7% unnecessary, 6% biased or unfair, and 16% state other opinions.

The following question was also the open one and the respondents, both head teachers and teachers, were asked to express their personal opinion on teachers' assessment and evaluation.

The majority of head teachers (74%) expressed the opinion that the positives of teachers' assessment are their encouragement and motivation for better work achievements, provision of teachers with feedback, facilitation of their professional and personal development. Head teachers, however, lack tools and criteria for meaningful, functional and objective assessment of teachers. Here are some of the most typical positive statements of the head teachers on teachers' assessment:

- *Assessment of teachers is necessary, as any assessment in other professions. It stimulates teachers to move further, good teachers are encouraged and motivated, less skilled teachers are directed how and in which direction to move further. If the assessment is carried out fairly, it contributes continuous professional development with positive impact on pupils.*
- *Personally me, I am for a realistic assessment of the work of teachers which has clear rules and principles, and is carried out with dignity, based on mutual trust. It should be conducted through interviews and discussions, where everyone has enough space to express their opinions where not only the assessor but also the one who is assessed may suggest proposals for work improvement in order to make their activities and personal development more efficient.*
- *Assessment shows what needs to be done to improve the activities of teachers and their performance in order to match values and achieve objectives of the school. It is related to monitoring teachers' performance in relation to teachers' professional standards and providing feedback on the change in the quality of teachers' competences. Assessment associated with self-assessment has to motivate teachers so as they themselves were able to monitor and evaluate their work performance and change its quality through continuous professional development and self-education.*

Though the opinions of the head teachers were mostly positive, a quarter of them (26%) perceive teachers' assessment negatively. They criticized it as bureaucratic, pointing at loading head teachers with "paper work" which has little informative value about the daily work of teachers as there are hardly any clearly defined criteria for teachers' assessment. Some of the most frequent negative opinions of the head teachers were as follows:

- *Each head teacher knows their teachers' merits and can assess them without any paper work as required by School Act N° 317/2009 and school inspection. Head teacher of the school is to be its father, not its bureaucrat!*
- *Keeping written evaluation forms, in my opinion, is unnecessary and an extra load on head teachers' shoulders …*

- *Assessment of teachers is carried out rarely. The problem is to obtain a realistic and objective picture of teacher's work. Teachers' performance during head teachers' class observations is different from the one when there is none from the school managers present in the classroom.*

Teachers' opinions on their evaluation and assessment were, in some cases, not so straightforward. Only half of them (51%) were positive about it, 30% of respondents shared negative opinions and 19% of them did not want to be very explicit (they expressed a kind of neutral opinion).

Those who consider evaluation to be a positive part of their educational activities believe that it ensures feedback and self-reflection for them, to get rid of their drawbacks and thus, improve their teaching activities. Here are a few examples of the positive opinions:

- *Assessment of teachers has to lead to improved teaching activities of teachers; it should motivate them to continue in what they do well and avoid problematic issues that were pointed out in the assessment*.
- *I think that teachers should be assessed in a more complex way; lesson observations are not enough, it is necessary to take into consideration also perennial activities at school, various activities, extracurricular activities...*
- *Assessment is important and it should be a regular part of the process of education so as teachers could better see their drawbacks and were able to improve them. The assessment, in my opinion, should be carried out in the form of regular discussions (e.g. with head teachers at least once a year) and not in the form of written assessment (on paper); both, the assessed party and the assessor, should provide reasoning for their positions and be able to understand the assessed issues better.*

The common denominator of the negative opinions of teachers about the assessment of their work was biased as unprofessional, incompetent, and formal, lacking objective and efficient assessment tools. Teachers find it full of bureaucracy, malfunction, stress and depression. Considerably negative statements about the assessment of teachers were like these:

- *I think, assessment is not always objective, it is stressful for teachers, and under the stress teachers' performance is not always the best; and then, students are also stressed and they are not as active as during normal lessons.*
- *Assessment does not fulfill its function; it is useless and formal, because no subsequent steps follow.*
- *Now we are assessed by anyone. At our school assessment tools for teachers are very poor ... I would like to perceive my assessment, even if it is negative, as certain form of motivation, but then, the head teacher of our school should have, at least, some idea about what my job is. His lack of interest in the teacher's work is demotivating for all colleagues.*

Some teachers do not have a strong opinion on the assessment; they perceive it neither positively nor negatively, often pointing to the fact that much depends on the personality of the assessor. From among the opinions identified as rather neutral here are some examples:

- *It is difficult to say … Assessment depends on who is the assessor and why he assesses. It also depends on the particular expertise of the assessor, on the form of the assessment and on the way of its presentation and administration.*
- *It depends … who is the assessor. I do not care about the opinions of lay people, but I value the opinions of people who are experienced in teaching and have experience in diagnosing students, who organized and were involved in various school events. I have no problem to listen to their opinions and assessment of my person and my lessons.*
- *In general, I am not against if assessment principles are known and kept. However, sometimes it's stressful.*

4 Competence based self-evaluation sheets

In order to develop the set of tools for evaluation of teachers' professional competences the project team has accepted three basic dimensions of teachers' competences: competences related to learner, competences related to the educational process and competences related to professional self-development of teachers. The development of the system of evaluation tools has also taken into consideration the potential of professional performance – knowledge, skills and attitudes as basic components forming different competence areas.

The mapping of stakeholders' idea and needs related to tools for teachers' competences evaluation on national level and analysis of the data expressed in questionnaires has been considered to be one of the starting points

of the project. The other aspect taken into consideration as a springboard for the development of the set of tools for evaluation of teachers' professional competences, which the project team has accepted, were the three basic dimensions of teachers' competences:

- competences related to learner (i.e. competences showing that teacher can demonstrate ability to identify personal characteristics of pupils in the educational process, identify psychological and social factors of students' learning and overall socio-cultural context of learner development);
- competences related to the educational process(i.e. those ones that create optimal conditions for education as a key condition influencing learner's personal development);
- competences related to teacher and their professional self-development (i.e. competences aimed at planning and development of their professional skills and abilities to identify themselves with their professional role). (Kasáčová, 2006)

The development of the system of evaluation tools has also taken into consideration the potential of professional performance – knowledge, skills and attitudes as basic components forming different competence areas.

The drafting of tools for evaluating the teacher's professional competences is based on the above mentioned dimensions of teachers' competences and it is meant for lesson observations. The current proposal is thus three-fold in that it contains a set of 10 evaluation sheets for the assessor (inspector, head teacher or authorized worker), a set of relevant 10 self-evaluation sheets for the assessed person (teacher) and a set of 10 record sheets from interviews of the assessor with the assessed person; they also include suggested possible questions for this interview. The record sheets were developed for the following teacher competences:

- can identify the developmental and individual characteristics of learners,
- can identify the psychological and social factors of student learning;
- can develop the personality of students and their competences;
- can create positive climate in the classroom;
- is aware of the content and didactics of the subjects taught;
- is able to plan and design the teaching/education process;
- can select and implement organizational forms and teaching methods;
- can create and use material resources and teaching aids in the teaching process;
- can evaluate the course and results of teaching and learning of students;
- can plan and realize own professional development.

Evaluation and self-assessment sheets are very similar as to their content in order to enable comparison of the immediate assessor's record from the observed lesson with the shortly delayed (several hour) self-assessment record written by the assessed teacher where they express their perception and thoughts on planning and realization of the assessed aspects of the lesson. Thus, in a self-assessment sheet, the teacher has the possibility to express and justify what, perhaps, the evaluator did not see, or understood otherwise. After comparing the two sheets (assessing and self-assessing), the evaluator can then, during the post-observation interview, point out to the realized and intended positives of the teacher's evaluated competence in the teaching, or draw the teacher's attention to the direction he should follow in the course of his further education.

Examples of teacher´ competence *can select and implement organizational forms and teaching methods* evaluation sheets are presented in Appendix 1-3.

5 Conclusion

As stated above, approaches, methods and tools of teacher evaluation which are used in different European countries and in Slovakia are not without deficiencies and problem areas. Therefore, the research team from Constantine the Philosopher University in Nitra have initiated the work on the project on improving the current methods, tools and instruments for teacher evaluation in Slovakia. They designed a new concept of evaluation and self-evaluation sheets that can be used to make the process of teacher assessment more humanistic and objective. Moreover, their intention is to give teachers the chance to take part in the process of their evaluation. Currently, the pilot versions of both types of sheets are being piloted at schools as it is necessary to prove their applicability and relevance of content. After evaluating the results of the trial version, the research team will modify and finalize both sets of evaluation and self-evaluation sheets and subsequently they will be published and offered to head teachers and inspectors in Slovakia.

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Appendices

Appendix 1

EVALUATION SHEET
TEACHING METHODS AND ORGANIZATIONAL FORMS

School (name and place)**:**.....
Date: ..... **Subject:**.....
Class: ..... **Order of the lesson in the timetable**: .....
Topic: .....
Teacher (name): .....**Number of years of teaching experience**: .....
Assessor (name): .....

Use rating scale 1-4 in the following charts, while 1= the best; notes written in all other parts of the evaluation sheet will be used for the purposes of the discussion after the lesson observation.

A) METHODS USED IN THE CLASSROOM

1. **Which methods did the teacher use in different phases of the lesson, what was the aim and results of their use?**

Phase of the lesson	**Method used***	**Aim**	**Impact on learners**	**Evaluation and reasoning**
E.g.: presenting new language	*Interactive explanation*	*Development of learners' thinking processes and their motivation*	*Only a small part of learners took part in the activity, it was not interesting for them*	*3 –Teacher was not able to keep the attention of learners, lack of T-S interaction*
Final evaluation **				

*** E.g.: presentation (explanation) of new material (informative, heuristic, problem-solving ...), discussion (stimulating, monologue, dialogue, reproductive, motivating, ...), brainstorming, demonstration (pictures, objects, experiments, movements ...), description, observation (of things, events, activities, ...), illustration, problem-solving, project work, game, simulation, individual work (with a text book, in a lab, practical activities ...), training and practicing, repetition (oral, written, ...), analysis of learners´ products, evaluation...**

**** Take into consideration also extraordinary objective circumstances (of technical, external ... and human nature) and exclude the worst issues during the average rating of different aspects.**

2. **Adequacy and relevance of the used methods:**
   a) according to the aim of the lesson (state and explain):
      i. fully adequate:.....
      .....

ii. mostly adequate:.....
.....
iii. little adequate:.....
.....
iv. inadequate: .....
.....

b) according to the age and interests of learners (state and explain):

i. fully adequate:.....
.....
ii. mostly adequate:.....
.....
iii. little adequate:.....
.....
iv. inadequate: .....
.....

3. Logical continuity of the used methods, dynamics of the lesson:

Methods used in different phases of the lesson were used in a logical order, smoothly and appropriately:

- **yes - mostly – only partially - no (explain your statement)**

.....
.....

The used methods ensured an appropriate time dynamics of the lesson:

- **yes - mostly – only partially - no (explain your statement)**

.....
.....

Recommendations on possible improvement of the teacher´s professional performance from the viewpoint of the used teaching methods:

.....
.....
.....

B) USED ORGANIZATIONAL FORMS

1. Usage of organizational forms:

Phase of the lesson	**Organizational form***	**Activities and reactions of learners (what learners did, how they perceived particular organizational form)**	**Evaluation and reasoning**
Final evaluation**			

*** E.g.: frontal (with the whole class), group-work, pair-work, individual work**
**** the same as in part A**

2. Informing students about the organizational form of the activity:

Learners knew in advance (always - in most cases yes - in most cases no - never) which organizational form will be used in a particular activity –explain your statement .....
.....
.....
.....

3. **Instructions about the used organizational forms were, in principle: (not) clear, (not) factual, (not) brief–explain your statement: .....**

.....
.....
.....

4. **Dividing learners into groups, pairs was realized (you can mark more possibilities, according to their occurrence in the lesson):**

Organizational form was created on the basis of:	Knowledge level		Practical and physical performance		Gender		Interests/ mutual sympathy		Placement techniques**
	HmG*	HtG*	HmG	HtG	HmG	HtG	HmG	HtG	HtG
Teacher									
Learners									

*** HmG = homogeneous group, HtG = heterogeneous group**
**** E.g. according to the color of clothes (red - yellow), season learners were born in, first letter of their names, and others**

Recommendation on possible improvement of the teacher's professional performance from the viewpoint of the used organizational forms:
.....
.....

Final evaluation for the used teaching methods	Final evaluation for the applied organizational forms	Final evaluation

Conclusion and recommendations of the assessor:
.....
.....
Signature of the assessor: .....
Consent or disagreement of the assessed teacher:
.....
.....
Signature of the assessed teacher: .....

Appendix 2

SELF-EVALUATION SHEET

TEACHING METHODS AND ORGANIZATIONAL FORMS

School (name and place)**:**.....
Date: ..... **Subject:**.....
Class: ..... **Order of the lesson in the timetable**: .....
Topic: .....
Teacher (name): .....**Number of years of teaching experience**: .....
Assessor (name): .....

A) METHODS USED IN THE CLASSROOM

1. **I used the following teaching methods during the lesson (the choice of methods and their effect on learners are stated in the chart below):**

Phase of the lesson	Method used*	Aim	Impact on learners
E.g. presenting new subject matter	*Interactive explanation*	*Develop learners´ thinking processes and their motivation*	*Only a small part of learners was involved, the activity was not interesting for them*
Comments:			

*** E.g.: presentation (explanation) of new material (informative, heuristic, problem-solving ...), discussion (stimulating, monologue, dialogue, reproductive, motivating, ...), brainstorming, demonstration (pictures, objects, experiments, movements ...), description, observation (of things, events, activities, ...), illustration, problem-solving, project work, game, simulation, individual work (with a text book, in a lab, practical activities ...), training and practicing, repetition (oral, written, ...), analysis of learners´ products, evaluation...**

2. **I think the used teaching methods were (not) adequate and relevant :**

a) to the aim of the lesson (state and explain):

i. fully adequate: .....
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ii. mostly adequate:.....
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iii. little adequate: .....
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iv. inadequate: .....
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b) to the age and interest of learners (state and explain):

i. fully adequate: .....
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ii. mostly adequate:.....
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iii. little adequate: .....
.....

iv. inadequate: .....
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3. Logical continuity of the used methods, ensuring dynamics of the lesson:

Methods used in different phases of the lesson were used in a logical order, smoothly and appropriately:

- **yes - mostly – only partially - no (circle the relevant answer and explain your statement)**
  .....
  .....

The used methods created an appropriate dynamics of the lesson:

- **yes - mostly – only partially - no (circle the relevant answer and explain your statement)**
  .....
  .....

B) ORGANIZATIONAL FORMS USED

1. During the lesson, I used following organizational forms*:

Phase of the lesson	Organizational form of work	Activities and reactions of learners (what learners did, how they perceived the organizational form)
E.g. practicing new subject matter	Group-work	Written completion of the chart with the correct verb forms – it was interesting for learners, they were fine
Comments:		

* E.g.: frontal (with the whole class), group-work, team work, individual work, teaching in the classroom, in the lab, in the library, out of school (gallery, museum, sport hall,...) and others

2. I informed students about the organizational forms used in the lesson or different activities in advance:
   - yes – mostly – only partially – no (circle the relevant answer and explain reasons for your statement): ……

……

3. My instructions to the used organizational forms were, in principle: (not) clear, (not) factual, (not) brief (circle the relevant answer and explain reasons for your statement):

……
……

4. I divided learners into groups, pairs according to:

Organizational form was created on the basis of	Knowledge level		Practical or physical performance		Gender		Interests/ mutual sympathy		Placement techniques**
	HmG*	HtG*	HmG	HtG	HmG	HtG	HmG	HtG	HtG
Teacher									
Learners									

* HmG = homogeneous group, HtG = heterogeneous group
** E.g. according to the color of clothes (red - yellow), season learners were born in, first letter of their names, and others.

5. Did your learners have the chance to comment on the used methods and organizational forms or to suggest any changes?

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Other comments and explanations

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Signature of the teacher

Standpoint of the assessor:
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Signature of the assessor: .....

Appendix 3

POST-OBSERVATION INTERVIEW

Teaching methods and organizational forms
(suggested questions)

1. Which teaching methods and organizational forms are your favorite ones/which of them do you prefer? Why?
2. Are there any methods and forms you avoid using / do not like? If yes, which and why?
3. Do you think that methods you used during the observed lesson were adequate to achieve the aim of the lesson and to its thematic focus?
4. Do you think that methods you used during the observed lesson were appropriate to the age of your learners? Were they interesting and motivating for them?
5. Did you think over which methods you were going to use, did you include the methods used into your lesson plan in advance?
6. Have you ever thought about what the *well-structured lesson* is? Do you think that the observed lesson was *well-structured*? Explain.
7. To what extent were you able to stick to the prepared lesson plan during the lesson?
8. Did you have to modify, change or omit any of the planned methods or organizational forms? If yes, why?
9. Does it happen often that you have to change/adapt your lesson plan during the lesson?
10. Which moments/situations do you consider to be so disturbing that you either forget what you wanted to do with your learners or that you significantly change your teaching intentions? Did anything like this happen during the observed lesson (something that you even did not comment on in your self-evaluation sheet)?
11. Do you reflect on how your learners perceive the used methods and organizational forms and how they react to them? Does their reaction inspire you to change your routines? / Do you meet their wishes?

12. How significant are instructions you give learners for you? Do you only instruct your learners or do you give them examples, too? Do you check whether your learners understand the instructions?

13. Do you think that your instructions during the observed lesson had a qualitative impact on the whole lesson and on the performance of your learners?

14. How would you evaluate the observed lesson on the scale „excellent – very good – good“?

15. Do you have the feeling that you should improve your skills regarding the teaching methods and organizational forms you use in the classroom? Explain.

RECORD FROM THE POST-OBSERVATION INTERVIEW

Teacher (name):.....

Observer (name and function): .....

Comment on the question number:

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