



# Instructor Evaluation Guideline



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Evaluating ELT instructors is an ongoing process designed to enhance the quality of instruction. As an instructor, it is important to view each evaluation as an opportunity for growth, receiving constructive feedback that highlights strengths and areas of improvement.



There are two types of instructor evaluations: planned and unplanned, each offering different advantages. Planned evaluations allow time for preparation, though they might not always reflect a typical teaching style. Unplanned evaluations give a more authentic view of everyday instruction. In both cases, consistency in your regular teaching approach is key to ensuring an accurate evaluation.

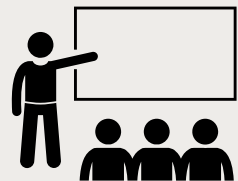
The Classroom Instructor Evaluation Checklist is divided into four major categories:

- **Introduction**
- **Presentation**
- **Instructor-Student Interaction**
- **Summary**



### Introduction

This section covers 13 points, emphasizing the instructor's ability to establish the tone and context for the lesson.



### Presentation

With a weight of 64 points, this section assesses the instructor's effectiveness in delivering and engaging with the content.



### Instructor/Student Interaction

This section is worth 16 points and gauges the instructor's proficiency in interacting with students, fostering participation and understanding.



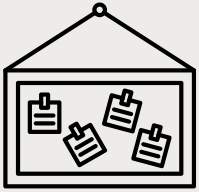
### Summary

This section concludes the evaluation, earning 7 points. It highlights the instructor's ability to summarize the lesson's key takeaways.

## Preparation

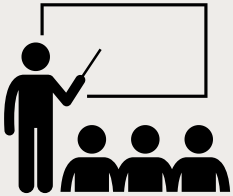
Ensure that all instructional materials are prepared, the lesson is well-planned, the classroom and training environment are organized, and all necessary equipment is available and functioning properly. Always be ready for an evaluation, as your students constantly evaluate your performance whenever you teach. Keep in mind that students share their experiences, both formally and informally, with others, so it is essential to be well-prepared and deliver high-quality instruction each time you enter the classroom.

A. Introduction:		Total	NO	NA	ME/NI	Max (13)
1	Displayed course and topic title	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	1
2	Introduced self	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	1
3	Explained how the material fits into the course	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	2
4	Explained objectives to the class	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	5
5	Stressed the importance of safety	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	1
6	Explained the importance of satisfactory performance	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	1
7	Motivated cadets to do their best	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	2



### Pacing Schedule:

Ensure that your pacing schedule or lesson plan is clearly displayed on the bulletin board or whiteboard. This helps both students and the instructor stay informed about the content, exercises and activities planned for the class.



### Classroom Setup:

Before the start of each period, ensure that your classroom is arranged. Proper seating arrangements are essential for an organized and conducive learning environment. Additionally, check that the Smartboard is in working condition and ready for use.



### Effective Training Aids:

Use training aids like PowerPoint and EasiNote to enhance the effectiveness of your lessons. These tools can help make your teaching more engaging and creative.



# Introduction

The introduction lays the foundation for the lesson. It should capture students' interest and motivate them to engage with the material. Below are the key elements the evaluator will focus on when assessing your performance, along with guidance on how to structure your instruction to meet those expectations

## Example

- Good morning, everyone! My name is Mr. Munye, and I will be your instructor for this cycle, teaching Book 5. Our objective for this period is to learn how to use the present continuous tense, complete exercises A and B on pages 50-55, and practice writing 3-5 sentences on our own after completing the exercises
- This grammar lesson is important and beneficial, as it will be on the book test and the ALCPT. Learning this grammar will also help if you plan to travel outside Saudi Arabia or continue your studies in the west.
- I encourage each of you to actively engage in the class—pay close attention, take notes, and not be afraid to ask questions. It is alright to make mistakes; that is how we learn and improve. Remember, I am here to support you, and my goal is to see all of you work hard and succeed.
- Let's take advantage of our class time and work together. I am confident in you and believe you will do well in this class.

**Class Schedule:**

Period	Time	Topic
Period 1	7:30-8:15	Verbs of DESIRE
Period 2	8:20-9:05	PAST Perfect Tense
Period 3	9:25-10:10	Passive Voice w/ Verbs of desire
Period 4	10:15-11:00	infer the Future
Period 5	11:05-11:45	Formula

**Verbs of DESIRE:**

want expect  
need wish  
hope prefer

**PAST Perfect Tense**

The Past Perfect is used to show that one action or event happened before another Past Action.

FORM: Sub + (HAD) + P.P. + Obj.

1. (1<sup>st</sup>: Passed ALCPT / 2<sup>nd</sup>: Took ECL)

2. (1<sup>st</sup>: ate Lunch / 2<sup>nd</sup>: Slept at home)

3. (1<sup>st</sup>: Book Test / 2<sup>nd</sup>: ALCPT)

4. (1<sup>st</sup>: Call Friends / 2<sup>nd</sup>: drank Tea)

**Student Examples:**

5. Hussain needs to be promoted by the company.

6. Ali hopes to be succeeded by Abdullah.

7. Khalid needs to be promoted by a team.

8. The players want the game to be won in the next match.

9. I want to be taught new lessons by the next month.

10. Mr. F had hopes to be graduated by next month.

**Definitions:**

1. Piston: moves up inside the cylinder
2. Spark Plug: produces an electrical spark
3. Gears: transmit power
4. Clutch: connects/disconnects the engine from the transmission
5. Cylinder: the space where the fuel is ignited
6. Coil: produces high voltage
7. Fuel Pump: moves the fuel from the tank through the system
8. Filter: filters the fuel
9. Pedal: the foot operates the pedal
10. Distributor: sends the power to the spark plugs
11. Fuel injector: to control the valves

**Fuel System:**

fuel injector, fuel pump, filter

**Internal Combustion System:**

Cylinder

**The Transmission System:**

Pedal, Clutch, Gears

**IGNITION System:**

Spark plug, Distributor, Coil

The evaluation of your presentation will assess how well you are prepared to teach and how effectively you deliver the material.

B. Presentation:		Total	NO	NA	ME	Max (64)
1	Lesson Plans have been personalized	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	3
2	Classrooms and materials are ready for training	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	4
3	Information technically accurate	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	5
4	Instructor taught from the major teaching points	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	2
5	Instructor taught by the approved materials	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	5
6	Instructor did NOT read from the lesson plan	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	2
7	Transitioned and chained material effectively	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	2
8	Used questioning techniques effectively	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	3
9	Used training aids effectively	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	3
10	Maintained proper eye contact	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	5
11	Displayed enthusiasm	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	2
12	Used gestures effectively	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	2
13	Maintained a positive professional attitude	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	2
14	Used time effectively	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	3
15	Avoided distracting mannerisms	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	2
16	Used communication skills effectively	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	4
17	Maintained flexibility	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	2
18	Used personal experiences/examples to stress material	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	3
19	Explained material clearly	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	10

## Accuracy & Explain material clearly

- It is important for the instructor to thoroughly review the information beforehand. This involves going through the materials and exercises to ensure preparedness in accurately presenting the content to the students
- Explain the material in a way that is understandable to the students. If the instructor notices that students seem confused or do not understand the lesson, then he should explain it differently.

### Not reading from lesson plan

- Avoid reading directly from your lesson plan while teaching. Instead, utilize it as a guide to structure your teaching. This approach allows for a more dynamic and engaging delivery, keeping the students actively involved.

### Transitions

- Link each task to the previous and next one to ensure smooth transitions between activities. Encourage students to anticipate what they will be doing next or how the current activity differs from the previous one.

### Questioning Techniques

- Utilize a mix of direct and probing questions to assess students' understanding during the lesson.
- Ask open-ended questions that encourage students to explain their thinking and explore ideas in depth.
- Use targeted questions to guide students toward the correct answers if they are struggling, promoting self-correction without putting them on the spot.
- Ask questions like "why" and "how" to encourage students to think more deeply and stay focused on the lesson.

### Communication

- Speak clearly and precisely, and conduct all instruction exclusively in English. The instructor must ensure correct grammar and pronunciation are used when communicating, as this improves language learning and understanding.
- Ensure your voice is clear, pleasant, and at an appropriate volume, making it easy for students to understand. Speak with an engaging and confident tone, as this helps maintain student attention and fosters a positive learning environment.

### Provide Instructions

- The instructor must provide clear instructions to the students before assigning exercises, assignments, or handouts to prevent any confusion. Use Instruction Concept Questions (ICQ) to assess their understanding of instructions.



## Eye Contact & Enthusiasm

- The instructor should display a positive and enthusiastic attitude toward the subject being taught. Additionally, it is important to maintain eye contact with students in order to keep their attention. Write down the information you want to explain on the whiteboard/smartboard before turning to face the students. Avoid writing on the whiteboard/smartboard while speaking to ensure that your focus remains on the students during the lesson.
- Avoid distracting mannerisms, such as keeping your hands in your pockets or playing with a marker or pointer. Maintaining a professional demeanor throughout the lesson is important.

## Time Management

- Manage your time effectively to stay on track during the lesson. You can use an EasiNote timer to help you when assigning exercises to students. Be prepared for different scenarios and have contingency plans in place in case the lesson ends early. Staying on time during the lesson demonstrates the instructor's level of preparedness.

## Personal Experience

- Incorporate personal experiences into the lesson to make it more relatable and engaging for the students. For example, while teaching present continuous grammar, you can ask questions like, What is Mr. Munye doing? What am I doing? I am teaching, or Mr. Munye is teaching to provide real-life context examples.

## Check Comprehension

- Check for comprehension during the lesson. If certain students are having difficulty, modify your explanation or approach.
- Implement CCQs to verify that students are fully grasping the lesson material.
- Offer different methods of explanation, such as examples, analogies, or visual aids, to support diverse learning styles and ensure all students understand the content effectively.



## Instructor and Student Interaction

This section addresses your effectiveness in engaging students in the learning process and managing instructor-student interactions. To enhance your interaction with students, strive to:

C. Instructor/Student Interaction:		Total	NO	NA	ME	Max (16)
1	Established and maintained attention	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	5
2	Encouraged cadet participation	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	3
3	Check cadet for comprehension	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	5
4	Established and maintained proper relations	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	3

### Establish Boundaries

- Aim to build a rapport with students but maintain a professional distance. Remember, you are their instructor, not their friend.
- Cultivate a positive rapport with your students by demonstrating genuine interest in their progress and well-being.
- Refrain from mimicking or belittling students, as this undermines their confidence and self-esteem.

### Maintain student attention

- The instructor should maintain student attention by keeping lessons interactive and engaging. Varying activities and incorporating visuals or hands-on tasks can help keep students focused and interested throughout the class.

### Encourage student participation

- The instructor should encourage student participation by using open-ended questions. He should call on the students and allow them time to think about their answers. Some students may be shy and afraid to speak or ask questions, so it's important for the instructor to motivate and encourage them to get involved.
- Limit teacher talk time (TTT) and promote student talk time (STT) for them to practice the target language.

A lesson summary helps reinforce the main topics discussed and ensures students have a clear understanding of the content. To provide an effective summary, you should:

E. Summary:		Total	NO	NA	ME	Max (7)
1	Related objectives to the lesson	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	2
2	Summarized lesson properly	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	2
3	Questions checked student understanding	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	2
4	Emphasized the importance of safety	0	<input type="checkbox"/>	<input type="checkbox"/>	NI	1

- Allocate time in your lesson plan to recap the main points in the last five minutes.
- During the summary, restate the lesson objectives and the importance of the material they have learned and provide a few examples on the whiteboard/smartboard.
- Elicit examples from the students to check their comprehension

### Here is an example of how to initiate the summary

Class, we have five minutes remaining. Please close your books and let us take a moment to summarize the lesson. Throughout this period, we learned the usage of the present continuous grammar and completed various exercises. As I mentioned at the beginning of class, this grammar is very important for many reasons, and I want to make sure all of you understand and use it someday.

### What is present continuous, and how is it used?

**Present Continuous is used to describe an action happening at the moment. (Write the grammar structure on the board.)**

**(Subject + To Be + Verb-ing).**

### Examples:

**Mr. Munye is talking.**

**He is listening.**

**We are learning.**

Now, I would like to hear some examples from you. Please raise your hand if you would like to share. The instructor may also call on students in the classroom by asking them questions to assess their understanding of the lesson.