Indicators of teaching quality

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| ***Criteria*** | ***Subcategories*** | ***How to observe (Verifiers)*** |
| ***Efficient classroom management*** | Clear regulations | * Regulations are posted somewhere in classroom other are told orally to students * Regulations are binding for both the teacher and learners |
| Efficient time-use | * The teacher respects the allotted time, starting time and ending time * Time for various tasks, announced and respected * **Greater time is used for learners’ reflection** * Wait time (8 sec) is respected when a question is asked |
| De-escalation | * Teacher’s reaction to students behaviours ( & minor disruptions) * minor disruptions addressed constructively without interrupting the learning and teaching process |
| Sitting disposition | * Dynamic and gives possibilities of interactive learning |
| ***Clarity in subject knowledge*** | Factual correctness | * Content explained with clarity (without ambiguity) * Critical attributes of concepts developed in a logical way * Comprehension levels of students diagnosed and explained * Structure meaning and relate complex descriptions to the central ideas * Appropriate use of teaching aid and didactical materials to clarify facts and strengthen reflections * Through preparation and teaching process |
| Language clarity | * Correct terminology for the subject is used and explained * Spellings, language structure etc well implemented * Appropriate use of language consciously encouraged * Learners given space to explain concepts in their own mother tongues * Students can understand and interact with the teacher |
| Transparent structure | * Give the learners the overview of the lesson * Let learners know what to do * Make projections clear for learners * Give feedback to learners on any changes that arise * Through the preparation and teaching process |
| ***High cognitive activation by tasks*** | Tasks to solve by  Students | * Students work on complex tasks (with problem-solving character) * Students reflecting and working on their own * Tasks require a combination of skills * Tasks do not have an obvious solution * Task is relevant: linked to daily life or to students’ experiences * Task visualized * Students get assignments and homework (more on complext tasks) |
| Different levels of  Competencies | * Both fast and slow learners are fully engaged (students are not sleeping!) * No student finishes so fast while others have barely started * Different pathways to the solution * Deep reflections from students * Task is not necessarily difficult but just “complex” * The structure of homework and assignments |
| Learning is self-related | * Carryout out task in order to learn (not just to have test grades) |
| ***Effective forms of repetition*** | Repetition is done | * Activities or tasks are carried out on learnt knowledge * Through the teaching process and practical exercises |
| Repetition from different points of  Views | * Repetition is enacting reflections and creativity * Is out of the routine box * Through the teaching and structure of assignments and homework |
|  | Respect | * Interaction between students themselves and between students and teacher enhanced * View point of students taken into consideration (not only basedon performance) * Individual feedback prioritized over social feedback * Teacher is built on learners’ ideas * Teacher calls learners by name |
| ***Good learning climate*** | Responsibility | * Participation * Learners work on their own * Various forms of participatory methods used in a reflected way * Learners cooperate in learning * Learners are trusted |
| Justice | * All students are treated alike * Democratic processes used * Gender stereotypes are broken * Constructive criticism is encouraged and tolerated |
| High expectations | * Teachers give feedback to students’ questions, answers and comments * Teacher encourages all learners towards success * Teacher encourages hard work * Mistakes are accepted as part of learning and worked on for improvement |
| Laughing | * Classroom is a relaxing environment * Occasional cracking of jokes by both teachers and learners accepted * Fun is injected in teaching and learning * Teachers and students laugh (but not laugh at people) |
| Transparent  standards of assessment | * At the beginning of the lecture students know what they will do in evaluation and how they will do it. They can give their opinions as well (learners share ideas on assessment criteria; assessment structure well explained) |
| *Individual support* | Diagnostic al knowledge | * Teacher reacts to students’ comments with respect to their particularities |
| Different tasks to different learners | * according to their particular cases |
| Allowing learners to choose tasks | * In some cases students have the freedom to choose their works |

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