LESSON SELF-EVALUATION

	OBSERVATIONS	SCORE 1-10

Preparation

+1: Confirmed with Assistants, Brought a Lesson Plan, Arrived 15 Minutes Early, Arranged Furniture, Hands-on Materials
-1: Inadequate Materials, Materials Designed for ESL, Arrived Late

Technique

+1: "Ready!", Listen & Do, Listen & Point, Real-World Materials, Moved Learners Around, Choral Response, Dictation, Role Play, Gamelike Activities, Creative Activity Modification, Completely New Activity
-1: Used the Board, Asked Question of Entire Group, Never Returned From Tangent, Unmodified Word Game

Engagement

+1: Group Activities, Kept Assistants Busy, Laughing, Visually Interesting Materials, Multilevel Engagement, Banter, Clear Directions, Produced Rhythm/Energy, Voice Modulation, Hammed It Up
-1: Conversed with One Learner, Explained Activity/Grammar Structure, Confused Learner, Individual Activity, Learner or Assistant Not Participating

Connection

+1: Frequent Affirmations, Encouraged Working Together, Responsive Facilitation, Immediate Recognition of Newcomers, Cheerleading, Authenticity, Personal Follow Up, Open to Influence, Brought Food
-1: Didn't Acknowledge Newcomer, PI Not Seeing What's Happening, Extensive Correction/Negative Feedback, Overdoing/Underdoing, Belittling, Posturing

Poise

+1: Elegant Flow, Managed Difficult Learner, Managed Extraordinary Circumstance, Calmness, Rolled With It, Nice Transitions, Started On time, Ended On Time, Tried Something New, Challenged Self
-1: Shamed Learner, Abandoned Activity, Not Sure What's Next, Asked the Group What To Do, Communication Fail, Power Struggle, Started Late, Ended Early/Late, Debilitating Nervousness, Blew It

Reflection

+1: Attendance Tracking, After Class Chat, Timely Website Update, MC Invites Feedback
-1: No After Class Chat, DJ Evaluates MC, Late Website Update

TOTAL SCORE

Lesson Self-Evaluation (Narrative)

This self-evaluation tool is designed help you reflect on all aspects of your planning, technique, classroom management, and interpersonal skill.

On this scale, 1 equals the worst performance you are likely to ever have on a given scale – for example, on poinse, not only were you rude, but you also physically hurt someone – intentionally. This is not an exaggeration – every person who teaches more than 1000 classes will have some extraordinarily horrible days. 1/10 of 1% of your classes will be a 1 – and if we're lucky, you won't experience any of these with us!

2-3 is a poor class. You didn't prepare at all, and everything went wrong. You probably feel bad afterwards, and it may take a few days to get over it. You might decide it's not for you. About 10% of your classes will be 2-3.

4-5 is a fair class. You didn't perform as well as you usually do, and it went ok. About 40% of your classes will be 4-5. We don't have a middle number on the self-eval, so you need to choose: "was I a little under average, or a little over average?" No 5.5 – Did you cut corners?

6-7 is a good class. You did a little more than normal, or things went surprisingly well, or an activity that you'd been struggling with worked well. Perhaps a learner said – "You're a good teacher." Or you saw that someone definitely pushed themselves, and they're making progress. 40% of your classes will be in 6-7 range.

8-9 is an unusually good class. You really set up something amazing, planned really hard, pushed yourself in a way that you thought you couldn't do. Or, something spectacular happened – a major epiphany, you clearly changed someone's life, or someone's kids fell in love with you. About 10% of your classes will be 8-9.

10 equals the best performance you'll likely ever have. The president comes – and you rock it, winning a medal of honor. Think along the lines of you decide to fly your class on an all-expenses paid language learning tour of Southern California. A portal to the gumdrop dimension might open. 1/10 of 1 % of your classes will be a 10.

We are not searching for some perfect method that we can float in and drop in the can each day - learning to teach means constantly challenging and questioning yourself. That's why this scale is not about getting 10s every day, but pushing yourself above a 5 as often as you can.

Continual experimentation and self-improvement; finding your weak spots and exploring them - but it's also about being gentle with yourself and others. We can't push ourselves to the extreme every day, sometimes we need to pull back, phone it in, call in sick. Push when it's time to push. Wait when it's time to wait.

If you are the Primary Instructor (MC) – you will evaluate yourself – it is not the DJ's or the Assistant's role to judge your class. However, you are encouraged – urged – to ask for specific feedback from others. Often, novice teachers or teacher trainers ask, "How did it go?" This is a great way to get a subjective read on your best friend's day – but it's not a good way to objectively assess what happened, and how it might have gone differently. To manage a class well, we need to be able to see what a good class looks like, first of all – and then notice what we're doing that we can control to make the class more effective or more engaging.

That's why we ask the DJ to "Encourage" the reflection – she will make brief factual notes under "observations" – Avoid words like "good" or "bad" or "didn't work". The MC will decide what number for each field, and evaluate herself based on the comments. If appropriate, the DJ will draw out other observations from the MC.

It turns out that people who want to teach are often very sensitive about their shortcomings. Also, people who want to teach are also GREAT at pointing out others shortcomings. And this doesn't help either – it puts others on the defensive, building walls instead of bridges. One of the major things we need to learn is how to move our ego out of the way, and just give the class what it needs.

Doing it well is better than doing it right.

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