

Clinical Trainer	Subject	Date	Group size	Observer
Excellence in Teaching: Lesson Observation/Self Assessment Form				
<p>1. Goals and purpose</p> <ul style="list-style-type: none"> • Teaching schemes, and assessment schedules, are at hand • Aims and objectives are made explicit, and are appropriate for students and syllabus etc • Context: The relevance and importance of the objectives are stressed persuasively. Links are made to related learning • Resources are at hand 				<ul style="list-style-type: none"> • Vague goals • Context is unclear • No sense of purpose • Students unclear what they should be learning • Resources forgotten
<p>2. Planning</p> <ul style="list-style-type: none"> • Active learning: The lesson requires students to apply and develop the learning described in the objectives. • An effective plan: well paced, varied, active, interesting, challenging and logically structured • Individual needs are met: tasks are a mix of mastery and developmental tasks and appeal to different learning styles • Methods are appropriate to students, objectives, and context • Key skills are integrated and developed 				<ul style="list-style-type: none"> • Inappropriate strategies • Students passive • Activities are of dubious purpose • Students lack interest
<p>3. Content and presentation</p> <ul style="list-style-type: none"> • Content and instructions are explained clearly at the correct pace, level, breadth, depth, length, and in a logical order • Presentation is lively and interesting • Subject knowledge of the teacher is sound • Voice is clear and easily heard • Understanding is checked e.g. by question and answer 				<ul style="list-style-type: none"> • Too long • Too fast • No checking of learning • Too much content • Too thin • Flat or distant
<p>4. Atmosphere and relationships</p> <ul style="list-style-type: none"> • Atmosphere is positive, enthusiastic, purposeful, and warm. • Inclusivity: Efforts are made to value and include all learners • Rapport: Efforts are made to achieve mutual respect • Student – student relationships are good or developed • Dignity: Learners are treated with respect and dignity, especially when the don't deserve it (!) 				<ul style="list-style-type: none"> • Poor rapport • Unaware of student need • Group dynamics inhibit learning

<p>5. The student experience</p> <ul style="list-style-type: none"> • Interest: student interest is engaged and sustained. • Participation: all students take part and keep on task • Activity: Students develop and apply knowledge and skills, some of the tasks are high order, challenging, and relevant • Check & Correct: learning, and work in progress is checked and corrected • Praise/rewards for effort, progress, completion of tasks etc are frequent. Criticism is constructive and positive • Weaker students are supported and rewarded for effort and the completion of ordinary learning tasks • Able students: are challenged but supported if necessary • Autonomy: Students take enough responsibility for their own learning. There is evidence of self-motivation. • Cooperation: students have an opportunity to work in pairs or groups and to support each other • Creativity: Students have an opportunity to take control, exercise initiative, and make individual responses 		<ul style="list-style-type: none"> • Individual needs are ignored • A teacher centred approach • Weak students are not discovered and supported • Able students are not stretched
<p>6. Resources</p> <ul style="list-style-type: none"> • Adequacy: Resources are adequate, appropriate, effective and up to date • Handouts OHTs etc are clear, well designed, fit for purpose, and well produced. Extensive writing of notes unnecessary. • A variety of media and methods are used • Safety of the equipment and its use are ensured • Accommodation is appropriate and well managed • Room layout is appropriate and effective 		<ul style="list-style-type: none"> • Resources are inadequate or inappropriate • The environment inhibits learning
<p>7. Achievement of objectives</p> <ul style="list-style-type: none"> • Clarity: learning is summarized, clarified and put in context • Achievement: Students demonstrate that learning has taken place 		<ul style="list-style-type: none"> • Learning is not checked, or does not take place
<p>8. Professionalism</p> <ul style="list-style-type: none"> • Timekeeping: Teacher arrives and finishes on time and expects their students to do the same. • Dress and manner are appropriate and professional 		<ul style="list-style-type: none"> • lesson starts late and finishes early. • Dress and manner is inappropriate