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| **Category** | **Exceeds Expectations (4)** | **✓** | **Meets expectations (3)** | **✓** | **Approaching expectations (2)** | **✓** | **Does not meet expectations (1)** | **✓** | **Comments** |
| Teaching style | The tutor employs a great variety of teaching methods and differentiated resources and activities |   | The tutor employs an appropriate variety of teaching methods and differentiated resources and activities |   | The tutor employs some variety of teaching methods and differentiated resources and activities |   | The tutor does not employ a variety of teaching methods and differentiated resources and activities |   |   |
| Provides extension work where needed |   | Provides some extension work |   | Provides extension work inconsistently |   | Does not provide extension work |   |
| Provides structure group/individual work  |   | Provides structure group/individual work  |   | Provides structure group/individual work  |   | Does not provide structure group/individual work  |   |
| Provides in-class customized support |   | Provides some in-class customized support |   | Provides in-class customized support inconsistently |   | Does not provide in-class customized support |   |
| Demonstrates exceptional competence in the use of technology and how to incorporate it in teaching. |   | Demonstrates appropriate competence in the use of technology and how to incorporate it in teaching. |   | Demonstrates some competence in the use of technology and how to incorporate it in teaching. |   | Demonstrate competence in the use of technology and how to incorporate it in teaching. |   |
|  |   |   |   |   |   |   |   |   |   |
| Content Knowledge | The tutor demonstrates extremely relevant content knowledge |   | The tutor demonstrates relevant content knowledge |   | The tutor employs mostly relevant content knowledge.  |   | The tutor does not employ relevant, important or current content knowledge.  |   |   |
| Uses the most important and current information.  |   | Uses important and current information. |   | The importance and currency of the information is unclear. |   |   |   |
|  |   |   |   |   |   |   |   |   |   |
| Preparation and organisation | The tutor demonstrates exceptional preparation and organization of the course material, content, and class session.  |   | The tutor demonstrates appropriate preparation and organization of the course material, content, and class session.  |   | The tutor demonstrates some preparation and organization of the course material, content, and class session.  |   | The tutor lacks preparation and organization of the course material, content, and class session.  |   |   |
| Materials promote inclusion through highly effective use of examples. |   | Materials promote inclusion through effective use of examples. |   | Attempts to promote inclusion through use of examples. |   | Does not attempt to promote inclusion through use of examples. |   |
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| **Category** | **Exceeds Expectations (4)** | **✓** | **Meets expectations (3)** | **✓** | **Approaching expectations (2)** | **✓** | **Does not meet expectations (1)** | **✓** | **Comments** |
| Focus on learning and understanding | The tutor expertly paces the class to ensure student understanding. |   | The tutor paces the class to ensure student understanding. |   | The tutor demonstrates limited ability to pace the class to ensure student understanding.  |   | The tutor demonstrates poor pacing of the class |   |   |
| Recovers materials and back-tracks if needed. |   | Sometimes recovers materials and back-tracks if needed; |   | Presents inconsistent evidence of back-tracking |   | Does not back track  |   |
| Links lesson to learning objectives/next/previous lesson |   | Sometimes links lesson to learning objectives/next/previous lesson |   | Presents inconsistent evidence of linking lesson to learning objectives/next /previous lesson. |   | Does not back track or link lesson to learning objectives/next/previous lesson |   |
| Follows up on issues that lack clarity during tutorial. |   | Follows up on issues that lack clarity during tutorial. |   | Does not follow up on issues that lack clarity during tutorial effectively or consistently. |   | Does not follow up on issues that lack clarity during tutorial. |   |
|  |   |   |   |   |   |   |   |   |   |
| Classroom routine | The tutor has established an extremely effective classroom routine which promotes student engagement and maintains an environment that is conducive to learning for the widest variety of students.  |   | The tutor has established a classroom routine which promotes student engagement and maintains an environment that is conducive to learning for most students. |   | The tutor does not provide a consistent classroom routine which promotes student engagement and the environment is conductive to learning for some students.  |   | The tutor does not provide a consistent classroom routine which promotes student engagement and the environment is not conductive to learning. |   |   |
|  |   |   |   |   |   |   |   |   |   |
| Communication style | The tutor demonstrates exceptional ability to explain complex material in a “student-friendly” and clear way. |   | The tutor demonstrates appropriate ability to explain complex material in a “student-friendly” and clear way. |   | The tutor demonstrates some ability to explain complex material in a “student-friendly” and clear way. |   | The tutor lacks the ability to explain complex material in a “student-friendly” and clear way. |   |   |
| Dilutes information |   | Dilutes most information |   | Dilutes some information |   | Does not dilute information |   |
| Replaces jargon with more understandable and inclusive terminology |   | Replaces most jargon with more understandable and inclusive terminology |   | Replaces some jargon with more understandable and inclusive terminology |   | Does not replace jargon with more understandable and inclusive terminology |   |
| Provides clear and explicit instructions |   | Provides mostly clear and explicit instructions |   | Provides some clear and explicit instructions |   | Does not provide clear and explicit instructions |   |

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| **Category** | **Exceeds Expectations (4** | **✓** | **Meets expectations (3)** | **✓** | **Approaching expectations (2)** | **✓** | **Does not meet expectation** | **✓** | **Comments** |
| Focus on assessment | The tutor employs a great variety of strategies to evaluate student learning |   | The tutor employs appropriate variety of strategies to evaluate student learning  |   | The tutor employs some variety of strategies to evaluate student learning.  |   | The tutor does not employ relevant strategies to evaluate student learning.  |   |   |
| Expertly links content to assessments. |   | Links content to assessments. |   | The link between content and assessments is not always clear. |   | The tutor does not link content and assessments. |   |
|  |   |   |   |   |   |   |   |   |   |
| Enthusiasm and passion | The tutor demonstrates a high level of enthusiasm and interest for subject and students.  |   | The tutor demonstrates enthusiasm and interest for subject and students. |   | The tutor demonstrates some enthusiasm and interest for subject and students.  |   | The tutor lacks enthusiasm and interest for subject and students.  |   |   |
| The tutor ensures all learners are actively engaged and promotes high levels of cooperation and interaction. |   | The tutor ensures all learners are engaged and promotes cooperation and interaction. |   | Strategies to ensure all learners’ engagement, cooperation and interaction are not applied in a consistent or effective way. |   | Strategies to ensure all learners’ engagement, cooperation and interaction are not applied. |   |
|  |   |   |   |   |   |   |   |   |   |
| Friendliness and approachability | The tutor has established an extremely encouraging and respectful learning environment: (“safe space” in which students can ask questions freely and are confident in putting answers forward and ask for help). |   | The tutor has established an encouraging and respectful learning environment (“safe space” in which students can ask questions freely and are confident in putting answers forward and ask for help). |   | The tutor does not have a consistent approach that provides an encouraging and respectful learning environment (“safe space” in which students can ask questions freely and are confident in putting answers forward and ask for help). |   | The tutor does not provide an encouraging and respectful learning environment (safe space”, in which students can ask questions freely and are confident in putting answers forward and ask for help). |   |   |
|  |   |   |   |   |   |   |   |   |   |
| Presentation skills | The tutor uses extremely appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space. |  | The tutor uses appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space. |  | The tutor does not consistently use appropriate voice, tone, fluency, eye contact, rate of speech, gestures, and use of space. |  | The tutor doesnot effectively or appropriately use voice, tone, fluency, eye contact, rate of speech, gestures, and use of space.  |  |  |
| Confidence | The tutor demonstrates exceptional confidence to control and manage a class and to answer student questions.  |   | The tutor demonstrates appropriate confidence to control and manage a class and to answer student questions.  |   | The tutor demonstrates some confidence to control and manage a class and to answer student questions.  |   | The tutor lacks confidence to control and manage a class and to answer student questions. |   |   |
| Sets high expectations and demands high levels of performance from students. |   | Sets expectations and demands levels of performance from students.  |   | Expectations and levels of performance from students are not clear. |   | Does not set expectations and does not demand levels of performance from students. |   |