TEACHERS' COMMUNICATION STYLES - EVALUATION CHECKLIST GRID FOR: PRESENTATION / INTRODUCTION / LECTURE / CONCLUSION

Observer: _____   Observed person: _____   Observed dimensions (specify the numbers): _____

Date: _____   Starting time: _____   Ending time: _____

Subject:	School:		Class:
Number of students:	Males:	Females:	Number of students SEN:

Type of lesson:	Activity:	Material used:
[ ] Frontal [ ] Spaced learning [ ] Group work [ ] Flipped classroom [ ] Dialogue [ ] Lab (specify)_____ [ ] Other (specify)_____	[ ] introduction to new subjects [ ] consolidation of subject [ ] Problem solving [ ] Practic exercise [ ] Written exercise [ ] Other (specify)_____	[ ] Text books / booklets [ ] lesson programme [ ] websites [ ] Board [ ] LIM [ ] audio-video [ ] Computer [ ] Other (specify)_____

GENERAL INSTRUCIONS

The next pages present a series of tables. Table 1 is referred to the teacher's "Classroom management"; while table 2 is refereed to the teacher's "Bodily communication". In this page an example is presented below with a table properly filled in: the table shows an hypothetical example of a neutral evaluation for the "Educational strategies and Teaching methods" dimension. Each row of a table represents an observed dimension. Within each row (i.e., dimension) of a table, you need to fill in three boxes or column which require you to accomplish three different sub-tasks: to take notes about the specific dimension (e.g., "Educational strategies and Teaching methods"), then to evaluate each of the dimension's specific features (e.g., "give instructions", "explain contents", etc.), and finally to give each dimension a general evaluation.

1) NOTES: PHASE I, II, III. For each of the "Classroom management" and "Bodily communication" dimensions, a notes box is left blank for your comments to be written. During the lecture, **write notes related to the considered dimension** referring to the lecture's principal phases: introduction (phase I), core part (phase II), closure (phase III).

2) SPECIFIC FEATURES. Then, in the dimension's "specific features" box, a list of specific features are presented for each tool so that you can express your evaluation about each of these specific features. **Rate each of the dimension's specific features** according to the provided frequency scale: form 1 (never) to 5 (always).

3) GENERAL EVALUATION. Finally, give your general evaluation for each dimension in the last box. **Check one of the faces to express your general evaluation** about how much that specific dimension characterized the teacher in the specific lecture (never or very few / up to a certain extent / very much or always).

NOTES: PHASE I, II, III	SPECIFIC FEATURES						GENERAL EVALUATION
	Educational strategies and Teaching methods						
The teacher introduces the lecture trying to involve the students; in phases II and III the teacher put specific effort in managing the group work and the discussion	□ gives instructions	1	2	✔3	4	5	
	□ explains contents	1	2	3	✔4	5	
	□ generic group discussion	1	2	✔3	4	5	
	□ brainstorming	1	2	✔3	4	5	
	□ circle time	1	✔2	3	4	5	
	□ group work	1	2	3	✔4	5	
	□ tutoring	1	2	✔3	4	5	
	□ role-playing	1	✔2	3	4	5	

TABLE 3. INTERPERSONAL CHARACTERISTICS

NOTES: PHASE I, II, III	SPECIFIC FEATURES		GENERAL EVALUATION
	3.1 Personality		
	□ Extraversion (from Introversion to Extraversion)	1 2 3 4 5	☹ 😐 🙂
	□ Agreeableness (from Antagonism to Agreableness)	1 2 3 4 5	
	□ Conscientiousness (from Lack of direction to Conscentiousness)	1 2 3 4 5	
	□ Emotional Stability (from Neuroticism to Emotional stability)	1 2 3 4 5	
	□ Openness to Experience (from Closedness to Openess to experience)	1 2 3 4 5	
	3.2 Reputation		
	□ Esteem (from low to high)	1 2 3 4 5	☹ 😐 🙂
	□ Admire (from low to high)	1 2 3 4 5	
	□ Trust (from low to high)	1 2 3 4 5	
	□ Feeling (bad to good)	1 2 3 4 5	
	3.3 Interpersonal perception		
	□ Warmth (from bad-social to good-social)	1 2 3 4 5	☹ 😐 🙂
	□ Competence (from bad-intellectual to good-intellectual)	1 2 3 4 5	
	3.4 Climate in the classroom		
	□ When lesson begun, teacher had to wait a lot before the students have been quiet	1 2 3 4 5	☹ 😐 🙂
	□ Students committed to create pleasant atmosphere favorable for learning	1 2 3 4 5	
	□ Teacher wasted a lot of time because of students	1 2 3 4 5	

NOTES: PHASE I, II, III	SPECIFIC FEATURES		GENERAL EVALUATION
	interrupted the lesson		
	□ In the classroom there was a lot of chaos	1 2 3 4 5	

TABLE 1. CLASSROOM MANAGEMENT

NOTES: PHASE I, II, III	SPECIFIC TOOL'S FEATURES						GENERAL EVALUATION
	1.1 Educational strategies and teaching methods						
	□ gives instructions	1	2	3	4	5	
	□ explains contents	1	2	3	4	5	
	□ generic group discussion	1	2	3	4	5	
	□ brainstorming	1	2	3	4	5	☹ 😐 🙂
	□ circle time	1	2	3	4	5	
	□ group work	1	2	3	4	5	
	□ tutoring	1	2	3	4	5	
	□ role-playing	1	2	3	4	5	
	1.2 Use of the space						
	□ arrangement of desks not changed	1	2	3	4	5	
	□ arrangement of desks changed	1	2	3	4	5	☹ 😐 🙂
	□ change of classroom	1	2	3	4	5	
	□ use of a classroom corners	1	2	3	4	5	
	1.3 Activities management						
	□ planned	1	2	3	4	5	
	□ improvised	1	2	3	4	5	
	□ self-confident	1	2	3	4	5	
	□ not self-confident	1	2	3	4	5	☹ 😐 🙂
	□ flexible	1	2	3	4	5	
	□ task assignment	1	2	3	4	5	
	□ rules creation	1	2	3	4	5	
	1.4 Contents and instructions presentation						
	□ clear	1	2	3	4	5	
	□ unclear	1	2	3	4	5	
	□ flowing	1	2	3	4	5	
	□ hesitant	1	2	3	4	5	
	□ emphasis on specific words	1	2	3	4	5	☹ 😐 🙂
	□ jokes	1	2	3	4	5	
	□ language errors	1	2	3	4	5	
	□ personal references	1	2	3	4	5	
	□ objects support	1	2	3	4	5	
	□ use of the blackboard	1	2	3	4	5	

NOTES: PHASE I, II, III	SPECIFIC TOOL'S FEATURES						GENERAL EVALUATION
1.5 Discussion management							
	□ involving	1	2	3	4	5	
	□ uninvolving	1	2	3	4	5	
	□ consent solicitation	1	2	3	4	5	
	□ questions to the group	1	2	3	4	5	
	□ recapitulation of the discussion	1	2	3	4	5	
	□ replicating	1	2	3	4	5	
	□ reformulation	1	2	3	4	5	
	□ expansions	1	2	3	4	5	
	□ solicitation to participation of all children	1	2	3	4	5	
1.6 Feedback							
	□ positive	1	2	3	4	5	
	□ negative	1	2	3	4	5	
	□ exhortation	1	2	3	4	5	
	□ physical contact	1	2	3	4	5	
	□ rewards	1	2	3	4	5	
	□ reproaches	1	2	3	4	5	
	□ phrases of appreciation	1	2	3	4	5	
	□ phrases of devaluation	1	2	3	4	5	
	□ nodding	1	2	3	4	5	
	□ punishment	1	2	3	4	5	
1.7 Pro-social abilities							
	□ deep listening	1	2	3	4	5	
	□ help	1	2	3	4	5	
	□ interest	1	2	3	4	5	
	□ respect	1	2	3	4	5	
	□ empathy	1	2	3	4	5	
	□ supporting	1	2	3	4	5	
	□ personalization of relationships	1	2	3	4	5	
1.8 Strengths and weaknesses							
	□ sense of humour	1	2	3	4	5	
	□ creativity	1	2	3	4	5	
	□ enthusiasm	1	2	3	4	5	

NOTES: PHASE I, II, III	SPECIFIC TOOL'S FEATURES		GENERAL EVALUATION
	□ insecurity	1 2 3 4 5	
	□ shyness	1 2 3 4 5	
	□ impatient	1 2 3 4 5	

TABLE 2. BODILY COMMUNICATION

NOTES: PHASE I, II, III	SPECIFIC FEATURES						GENERAL EVALUATION
	2.1 Proxemics						
	□ in front of the desk	1	2	3	4	5	
	□ behind the desk	1	2	3	4	5	
	□ standing	1	2	3	4	5	
	□ sitting	1	2	3	4	5	☹ 😐 🙂
	□ fixed	1	2	3	4	5	
	□ variable	1	2	3	4	5	
	□ between students	1	2	3	4	5	
	□ touching behaviours	1	2	3	4	5	
	2.2 Posture and physical orientation						
	□ frontal	1	2	3	4	5	
	□ lateral	1	2	3	4	5	
	□ from behind	1	2	3	4	5	
	□ relaxed	1	2	3	4	5	
	□ rigid	1	2	3	4	5	☹ 😐 🙂
	□ straight	1	2	3	4	5	
	□ bended	1	2	3	4	5	
	□ crossed arms	1	2	3	4	5	
	□ arms back / in pockets	1	2	3	4	5	
	2.3 Voice rhythm and tone						
	□ volume (from soft to loud)	1	2	3	4	5	
	□ tone (from acute to bass)	1	2	3	4	5	
	□ speed (from slow to fast)	1	2	3	4	5	
	□ unsteady	1	2	3	4	5	
	□ monotone	1	2	3	4	5	☹ 😐 🙂
	□ sharp	1	2	3	4	5	
	□ calm	1	2	3	4	5	
	□ angry	1	2	3	4	5	
	2.4 Gaze						
	□ upside	1	2	3	4	5	
	□ downside	1	2	3	4	5	
	□ in the void	1	2	3	4	5	
	□ fixed	1	2	3	4	5	☹ 😐 🙂
	□ fleeing	1	2	3	4	5	
	□ group scanning	1	2	3	4	5	
	□ addressing all pupils	1	2	3	4	5	

NOTES: PHASE I, II, III	SPECIFIC FEATURES						GENERAL EVALUATION
	2.5 Facial expressions						
	□ happiness	1	2	3	4	5	
	□ surprise	1	2	3	4	5	
	□ anger	1	2	3	4	5	
	□ fear	1	2	3	4	5	
	□ sadness	1	2	3	4	5	
	□ disgust	1	2	3	4	5	
	□ unexpressive	1	2	3	4	5	
	□ expressive	1	2	3	4	5	
	□ serious	1	2	3	4	5	
	□ tense	1	2	3	4	5	
	□ relaxed	1	2	3	4	5	
	□ focused	1	2	3	4	5	
	□ smiling	1	2	3	4	5	
	□ threatening	1	2	3	4	5	
	□ benevolent	1	2	3	4	5	
	□ severe	1	2	3	4	5	
	□ timorous	1	2	3	4	5	
	□ twitching	1	2	3	4	5	
	2.6 Hand gestures						
	□ cohesive (nippers, hank, weaving, star, whirlpool, brush, pincers, tray, etc.)	1	2	3	4	5	
	□ ideational (emblematic, illustrative, etc.)	1	2	3	4	5	
	□ hetero-adaptors (manipulation toward objects and other persons)	1	2	3	4	5	
	□ self-adaptors (manipulation toward self)	1	2	3	4	5	
	□ occurrence (from never to always)	1	2	3	4	5	
	□ size (from limited to wide)	1	2	3	4	5	
	2.7 Physical cues						
	□ physical appearance (from bad to good)	1	2	3	4	5	
	□ dress code 1 (from informal to formal)	1	2	3	4	5	
	□ dress code 2 (from diverse to similar to the students' dress code)	1	2	3	4	5	
	□ height (from short to tall)	1	2	3	4	5	
	□ weight (from fat to skinny)	1	2	3	4	5	
	2.8 Head, arms, chest, legs movements						

NOTES: PHASE I, II, III	SPECIFIC FEATURES						GENERAL EVALUATION
	□ Face orientation (from away to toward the target)	1	2	3	4	5	
	□ Approval/disapproval head movements (from absent to present)	1	2	3	4	5	
	□ Body synchrony: imitation (from low to high)	1	2	3	4	5	
	□ Body synchrony: complementary (from low to high)	1	2	3	4	5	