

A, B & C Rating System for TPIs

These are the class100 teaching expectations. By reviewing these expectations, new applicants and current teachers will be able to anticipate what class100 is looking for and understand more clearly why they have achieved an A, B or C for any given area of their teaching.

	A	B	C
Attitude	Teacher maintains a positive attitude and enthusiasm towards lesson content and student achievement.	Teacher sometimes demonstrates a positive attitude and enthusiasm towards the lesson content and the students.	Teacher hardly or never demonstrates a positive attitude towards the lesson content and the students.
Energy Level	Teacher consistently uses a positive and energetic tone of voice, animated facial expressions and encouragement for students.	Teacher sometimes uses a positive and energetic tone of voice, animated facial expressions and encouragement for students.	Teacher hardly or never uses a positive and energetic tone of voice, animated facial expressions and encouragement for students.
Variety	Teacher incorporates and uses a wide variety of teaching techniques and tools to facilitate highly student-centered learning experience.	Teacher incorporate and uses some variety in teaching techniques and tools to facilitate a partially student-centered learning experience.	Teacher incorporates and uses little variety in teaching techniques to facilitate a primarily teacher-centered learning experience.
Demonstration (TPR)	Teacher uses all of the following: gestures to support instructions (see class100 video); body language to assist with understanding of vocabulary and context; clear pronunciation and syllable counts in drills; encouraging students to use TPR to accelerate understanding and memory retention.	Teacher uses some of the following: gestures to support instructions (see class100 video); body language to assist with understanding of vocabulary and context; clear pronunciation and syllable counts in drills; encouraging students to use TPR to accelerate understanding and memory retention.	Teacher uses little of the following: gestures to support instructions (see class100 video); body language to assist with understanding of vocabulary and context; clear pronunciation and syllable counts in drills; encouraging students to use TPR to accelerate understanding and

			memory retention.
Appropriate Output	Speaking is at an appropriate speed , demonstrates planning of word choice in delivery explanations and instructions and limits sentence length to maximize student engagement and activity time.	Speaking is difficult for students to understand, little planning of word choice is evident in delivery of explanations and instructions and little attempt is made to limit sentence length to maximize student engagement and activity time.	Speaking is indecipherable for students , no planning of word choice is evident in delivery of explanations and instructions and no attempt is made to limit sentence length to maximize student engagement and activity time.
Lesson Planning	Lesson demonstrates strong evidence that the teacher has interacted with PPT, lesson guides, and example videos, and has planned speaking sections for clarity and time efficiency.	Lesson demonstrates some evidence that the teacher has interacted with PPT, lesson guides, and example videos, and has planned speaking sections for clarity and time efficiency.	Lesson demonstrates little to no evidence that the teacher has interacted with PPT, lesson guides, and example videos, and has planned speaking sections for clarity and time efficiency.
Positive Correction	Teacher identifies all or most of the mistakes made by students and corrects them in a positive and time-efficient manner.	Teacher identifies some mistakes made by students and corrects them in a neutral manner, without considering amount of time correcting.	Teacher does not identify or correct mistakes made / Teacher identifies and corrects mistakes in a negative manner, with poor time management.
Adapting to students	Teacher demonstrates a strong ability to adapt to students by showing awareness of their English ability, personality and behavior in the lesson.	Teacher demonstrates a general ability to adapt to students by showing some awareness of their English ability, personality and behavior in the lesson.	Teacher demonstrates a little or no ability to adapt to students by being unaware of their English ability, personality and behavior in the lesson.
Repetition	Teacher models and facilitates an appropriate level of repetition of target language; there is a	Teacher models and facilitates some or little repetition of target language; there is some or little	Teacher models and facilitates little to no repetition of target language; there is only repetition from

	<p>large amount of repetition, both from teacher to students and between students independent of the teacher.</p>	<p>repetition, both from teacher to students and between students independent of the teacher.</p>	<p>teacher to students and no repetition between students.</p>
Full Sentences	<p>Teacher consistently encourages students to use full sentences when responding to prompts; target vocabulary is varied within full sentences.</p>	<p>Teacher sometimes encourages students to use full sentences when responding to prompts; target vocabulary is has some variation within full sentences.</p>	<p>Teacher hardly or never encourages students to use full sentences; there is no variation in target vocabulary used.</p>
Talk time	<p>There is an appropriate balance between the teacher talking time and the student talking time (ideally 50:50 for lower levels; 30:70 for higher levels).</p>	<p>There is a less than ideal the teacher talking time and the student talking time (ideally 50:50 for lower levels; 30:70 for higher levels).</p>	<p>There is no balance in the teacher talking time and the student talking time; the teacher speaks too much and the students speaks too little.</p>
Pacing & Timing	<p>Teacher prepares the appropriate amount of time on each slide and pacing corresponds to the delivery of the target language.</p>	<p>Teacher somewhat prepares the appropriate amount of time on each slide and pacing has some correlation to the delivery of the target language.</p>	<p>Teacher does not prepare the appropriate amount of time on each slide and the pacing does not correlate to the delivery of the target language.</p>
Presentable	<p>Teacher is dressed neatly and appropriately for teaching children.</p>	<p>Teacher is dressed somewhat neatly and appropriately for teaching children.</p>	<p>Teacher is not dressed neatly and appropriately for teaching children.</p>
Technology	<p>Technology including computer, mouse, headphones, Ethernet cable and audio is all clear and functional.</p>	<p>Technology including computer, mouse, headphones, Ethernet cable and audio is all partially clear and functional.</p>	<p>Technology including computer, mouse, headphones, Ethernet cable and audio is not clear and functional.</p>
Background & Lighting	<p>Teacher has a clean background in a light colour, or in a style suited to learning. The lighting ensures students can see the teacher clearly.</p>	<p>Teacher has a mostly clear background in a light colour, or in a style suited to learning. The lighting ensures students can somewhat see the</p>	<p>Teacher does not have a clean background in a light colour, or in a style suited to learning. The lighting does not ensure the students</p>

		teacher.	can see the teacher clearly.
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