Standards for Evaluating Ability to Lead and Evaluate Class

Criterion / Stage	Stage 1	Stage 2	Stage 3
II. Class Leadership Ability			
1. Basic and Fundamental Attitudes to Class (based on cues from voice, expression, and conduct)	Speed and vocal strength is enough to reach the entire class. Is aware of shortcomings in one's own manner of speaking.	Thinks about the relationship between the instructor's expression and manner of speaking and children's response. Is able to modulate manner of speaking and be aware of expression.	Is aware of the fact that the desire for education can depend on the teacher's voice, expression, and conduct. Expands his/her repertoire of speaking styles, distinguishes their use depending on the situation, and talks in an expressive and lively manner.
2. Structuring and Development of Instructional Activities			
1) Regard for the Individual and the Group	Is sensitive to consideration for the group. Understands that each individual has his or her own way of learning things, and attempts to grasp what that way of learning is.	Concretely adopts responses to special individuals as matters for concern. Grasps whether the individual's speech reverberates with the entire group.	Stops to respond to behavior and thoughts of an individual that one did not expect, and can change the way things are evolving.
2) Explanations	Can explain things as plainly as possible in words that are easy to understand.	Grasps the extent to which the children understand. Employs appropriate metaphors and examples when explaining things.	Guesses where the children are getting stuck, shows that in a way that they can understand, and explains things in a way that will resolve the problem.
3) Instructions and Advice	Determines whether advice and instructions were effectively communicated to individuals and the class as a whole.	Can grasp when advice and instructions are needed.	Grasps the extent to which individual children understand, and determines whether advice and/or instructions are needed for individuals or the class as a whole.
4) Using the Blackboard	Pays attention to the stroke order and clarity of characters written on the board, and uses the board in a nice and polite manner. Seeks to grasp the relationship between the board and children's thought processes. Can discern between things that should be written on the board and things that do not need to be written on the board.	Can use the blackboard while observing the expressions on students' faces. Tries to guess what the students looking at the blackboard are thinking.	Provides a ratio of roughly 3:3:4 for board work, children, and their thought and development.
5) Application of Teaching Materials and Tools	Can guess what students are thinking based on the information in the materials and tools, and gives thought to the employment of textbooks and supplementary handouts.	Depending on whether the objective is to make children think or to foster knowledge and skills acquisition, gives thought to the employment of supplementary handouts.	Can think about which textbooks, supplementary materials, and handouts will be good for student learning.
6) Expressiveness and Performance	Tries to think about the fact that the instructor's performance has an effect on the students.	Thinks about what kind of effect the instructor's performance has on the students, and thinks about what style of performance would be appropriate depending on the situation at hand.	Thinks about what kind of effect the instructor's performance has on the students, and chooses a style of performance that is appropriate for the situation at hand.
3. Encouragement and Stimulation of Learning Activities			
1) Consideration for the Flow and Articulation of Class Time	Understands that the class proceeds through mutual exchange with and among children.	Evaluates unexpected responses in relation to class objectives, and is aware of times when the schedule needs to change.	Based on responses from individuals, decides whether to go back, stop, or move on in relation to class objectives, and chooses instructional behavior accordingly.
2) Utterances	Attempts to understand what effect his or her own utterances have on what the children are thinking.	Guesses the effect on children's thought processes from main utterances, and can provide suitable helpful utterances if necessary.	Using utterances or the like, can stimulate thought processes among the children that are different from what was expected, and can assess how far students are at the present time.
3. Response to Students Utterances and Behavior	Strives to read the real intention behind students' utterances and behavior.	Reads the real intention behind students' utterances and behavior, and can think about whether the class process needs to be remedied.	Reads the real intention behind students' utterances and behavior, grasps their relation to learning objectives, and modifies the class progression accordingly.
4) Structure and	Thinks about what kind of effect the	Can give thought to safety and issue	Can assess children's behavior and

Management of the Learning Environment	learning environment can have on children's safety and awareness.	appropriate instructions accordingly. In addition, reflects on the learning environment based on students' responses.	awareness and create a learning environment accordingly.
5) Responsiveness to Learning Activities	Thinks about students' thoughts, and strives to align discussions and work with their objectives.	Thinks about how students' thought processes are stimulated by discussion and work, and organizes learning activities with an eye towards reaching the learning objectives.	Gives thought to interests and concerns, emotional stances (friendship), and children's achievement so as to activate students' thought processes; and organizes learning activities accordingly.
4. Evaluation of Learning Activities			
1) Formative Evaluations	Employs targets to be reached for each phase of the instructional process and methods that can assess students' state of affairs, and conducts evaluations accordingly.	Grasps students current state of affairs and targets to be reached for each phase of the instructional process, and reviews the instruction plan to determine which parts of it need revision.	Grasps students current state of affairs and targets to be reached for each phase of the instructional process, and can revise the instruction plan accordingly.
2) Between-Desk Inspections	Understands the meaning of inspection tours between desks, and can inspect between desks during class in accordance with objectives.	In order to apply the results of between-desk inspection tours to the progression of class, and can execute between-desk inspection tours while clearly grasping what the children have learned.	Can conduct between-desk inspection tours in situations where between-desk inspection tours are warranted, even if not expected or scheduled.
3) Devising of Student Evaluation Method	Executes the evaluation method prepared, and can look back on the relevance of learning content and evaluation methods.	Executes the evaluation method prepared, and can inspect the relevance of learning content and evaluation methods and their relation to student awareness.	Intuits the children's state of affairs, and can correlate various learning evaluation methods with the situations in which they should be used.
III Ability to Evaluate the Class			
1. Reflection on and evaluation of one's own educational and social sense, educational objectives, class structure theory, and instruction method, together with improvements made to class.	Can identify mutual interactions between the teacher and the children and among the children themselves. Identifies responses while distinguishing those that were expected from those that were not. Has an angle on how to explore the underlying causes for responses that were unexpected.	Can identify underlying causes why unexpected reactions were elicited. For unexpected responses, can map out alternative approaches. Can identify points where it was necessary to stop and address individual behavior or thought that was not expected.	Based on children's recognition, can evaluate instructional behavior taken for unexpected responses. Can identify whether stopping to address the matter was appropriate.