<table>
<thead>
<tr>
<th></th>
<th>Inadequate</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
</table>
| 1. Pedagogical training (including training related to learning, guidance for learning and the development of teaching skills) | - No pedagogical training  
- Indifferent attitude to the development of teaching skills | - Some pedagogical training  
- Willing to develop teaching skills  
- A moderate amount of pedagogical training  
- Develops his or her teaching skills actively | - A considerable amount of pedagogical training  
- Develops his or her teaching skills systematically and purposefully |
| 2. Practical experience in teaching, guidance for learning and assessment; the development of teaching | - Little and limited teaching experience  
- Little evidence of the use of different teaching practices  
- No evidence of the development of teaching | - Some teaching experience  
- Some experience in the use of different teaching practices and methods  
- Some evidence of the development of his or her own teaching | - A fair amount of experience in various types of teaching  
- Is competent in different teaching practices and methods, and uses them appropriately  
- Fairly extensive evidence of the development of his or her own teaching  
- Some evidence of the use of research-based information in teaching | - Solid and extensive teaching experience  
- Is competent in different teaching practices and methods, and uses them skilfully, appropriately and in a variety of ways  
- Teaching innovations, successful experiments  
- Active integration of theory and practice, research and teaching, in the implementation and development of teaching |
| 3. Ability to develop and use teaching material | - Fragmented or out-of-date teaching material, or no teaching material  
- Inappropriate use of teaching material  
- Shows no interest in the production of teaching material | - Teaching material reflects to some extent the applicant’s view of learning  
- Fairly appropriate use of teaching material  
- Shows willingness to produce teaching material | - Teaching material reflects the applicant’s view of learning  
- Appropriate use of teaching material  
- Evidence of the production of teaching material | - High-quality, up-to-date and appropriate teaching material which clearly reflects the applicant’s view of learning  
- Skilful and creative use of teaching material  
- Evidence of continuous production and development of teaching material  
- Published teaching material |
| 4. Other teaching qualifications | - Demonstrates no philosophy of teaching, or the applicant’s philosophy of teaching is unconnected to his or her teaching  
- Rarely collects feedback from students or colleagues  
- Indifferent attitude to the use of feedback  
- No evidence of cooperation in teaching | - A reasoned philosophy of teaching reflected to some extent in the applicant’s teaching  
- Occasionally collects feedback from students and/or colleagues  
- Some evidence of cooperation in teaching | - A well-reasoned philosophy of teaching reflected in the applicant’s teaching  
- Collects feedback fairly systematically from students and/or colleagues, and uses it to develop teaching  
- Mostly positive feedback  
- Documented cooperation in teaching | - A well-reasoned, subjective and theoretically profound philosophy of teaching reflected in the applicant’s teaching  
- Systematically collects and uses feedback from students and/or colleagues as an important element of the development of teaching  
- Positive feedback on teaching  
- Documented cooperation in teaching, both in the work community and in national/international networks |
### 1. Content
- Consistency of title and content
- Significance and intelligibility of content
- Structuring of subject matter
- Justification of pedagogical and content choices
- Originality

### 2. Ability to structure the situation
- Comprehension of the situational context
- Structuring of content according to situational requirements
- Order of discussion
- Time management

### 3. Ability to encourage and motivate and to teach interactively
- Organisation of the teaching situation
- Ability to guide the learning situation
- Stimulation and motivation of learners
- Use of teaching methods
- Adaptation of teaching to the level of the target group
- Enthusiasm

### 4. Ability to use teaching material and aids
- Appropriateness and quality of teaching material
- Flexible and suitable use of teaching aids
- Quality of illustration
- Clarity

### 5. Presentation
- Contact with the audience
- Intelligibility and clarity of speech
- Personal, credible and natural delivery

### 6. Proficiency in the language of teaching