

Title : Communication in the Workplace Teacher Evaluation			
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COMWORK Teacher Evaluation Form

Name (Optional) _____ Date _____
 Course/Year/Section _____

Directions: Kindly tick (/) the box that correspondsto the teaching performance of the language specialist/s on the following modules:

4 – Very Good 3 – Good 2 – Fair 1 – Needs Improvement

Module 1.JOB INTERVIEW

Teacher _____

- | | 4 | 3 | 2 | 1 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The teacher comes on time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The teacher discusses the basic interview do's and don'ts for job applicants during the mock interview. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The teacher explains the use of the claim-proof pattern of response. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The teacher emphasizes the importance of interview preparedness (e.g. wearing corporate attire). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The teacher dismisses the class on time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Module 2. COVER LETTER AND RESUME

Teacher _____

- | | 4 | 3 | 2 | 1 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The teacher comes on time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The teacher discusses applicable conventions for the cover letter and resume. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The teacher explains the peer assessment rubric for the cover letter and resume. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The teacher gives guidelines on how to revise the cover letter and the resume. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The teacher dismisses the class on time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Module 3.MINUTES OF MEETING

Teacher _____

- | | 4 | 3 | 2 | 1 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The teacher comes on time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The teacher discusses the use of expressions related to meeting and the conduct of meeting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The teacher enumerates the roles and duties of the presiding officer and those of the recording secretary. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The teacher explains the differences between the two possible formats for minutes of meeting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The teacher discusses how to produce a mechanics- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

compliant minutes of meeting.

6. The teacher dismisses the class on time.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Module 4. BROCHURE

Teacher _____

1. The teacher comes on time.

4	3	2	1
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. The teacher discusses the genre features of a brochure.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3. The teacher enumerates the basic tips in making an effective brochure.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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4. The teacher identifies the information per panel of a tri-fold brochure.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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5. The teacher dismisses the class on time.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments/Suggestions:
