

Integrated Teaching Assessment

Skill	Level 1: Needs Improvement	Level 2: Successful	Level 3: Wow!
Rapport	Avoids eye contact. Frowns and doesn't smile. Seems unaware of nonverbal responses from group.	Makes eye contact with most people in group. Some smiling. Paces gestures or comments occasionally.	Eye contact available for all group. Appears fully at ease. Relaxed smile. Evidence of leading occurring.
Posture	Consistently unbalanced left-right. Remains in one or two postures. Repeated use of gestures unrelated to teaching.	Some flexibility with use of body posture. Gestures are congruent with verbal messages. Appears balanced physically.	Posture and gestures emphasise and add to the verbal message. Balanced posture generates sense of "personal power".
Motivational	No explanation of benefits of subject or outcome of presentation. Voice and body movements lack expressiveness.	Some general explanation of benefits and aim of session. Some indications of speaker's own interest.	Inspiring creation of positive internal representations of the benefits to listeners. Checked for group enthusiasm. Outcome clearly stated.
Metaphor	No use of metaphor and examples. Only digital, factual descriptions given. Metaphors are incongruent with teaching outcome.	Metaphor used and related in some way to the outcome (some bridging to the content of the teaching is suggested).	Metaphors and examples enhance the presentation and invite listeners to engage at a deeper level with the content taught.
Anchors	No evidence of positive use of anchors. Triggers negative anchors or uses anchors which are not unique, precise, and are not based on a well accessed state.	Some elicitation of useful states and anchoring evidenced.	Helps audience access and anchor positive states in ways that add significantly to the effectiveness of the teaching.
Questions	Avoids answering questions or answers questions in ways that leave the person more puzzled.	Able to answer questions clearly.	Uses questions to build in more powerful internal representations and open up the questioner's model of the world.

Skill	Level 1: Improve!	Level 2: Successful	Level 3: Wow!
Respect	Insults audience, argues without pacing statements, and talks as if their own model of the world is the territory.	Acknowledges different models and opinions respectfully where appropriate.	Accepts, paces and metaframes models in ways that make it safe for the audience to open up their model of the world.
Content Clarity	Words used incorrectly; new jargon not explained, contradictory explanations, or lack of sensory specific examples (zits). Sequencing means that information given later is needed to understand earlier material. Unlikely that chosen audience would understand.	General explanations and some examples given for most terms. Logical sequencing evident. Some evidence of prioritising of information. Most of chosen audience would follow the explanation.	Clear specific step by step explanations with a good sensory specific example for each step. Key points clearly emphasised.
Voice Use	Voice difficult to hear. Continuous use of “umm” style space fillers. Sentences seem to tail off due to uncertainty.	Voice can be heard. Minimal use of “umm” style space fillers.	Voice clear and every word seems to add significance to what is said. Enjoyable tonality.
Futurepacing	No mention of where the subject could be of use.	Some general mention of where the subject could be used.	Clear specific examples of how we could use the subject, with positive internal representations of the benefits to us.
Language Use	Generally uses negative internal representations. Tells stories which generate distress unintentionally.	Most internal representations are positive, and able to correct negative internal representations made by error.	Creates significant positive internal representations which elicit positive states consistently.
Sensory System Use	Only uses predicates in one sensory system. No use of visual aids (eg wall chart).	Uses examples of at least two of visual, auditory and kinesthetic predicates. Wall charts used.	Flexibility with visual, auditory and kinesthetic predicates enhances the clarity and richness of the message. Visual aids are congruent with and enhance the message.