

CLIL Teacher Self-Assessment Grid TITLE OF THE MODULE:

Competency	Criteria	1-Needs Development	2-Proficient	3-Excellent	Self-Rating Date	Comments/Goals
1. Planning and Preparation	Curriculum Integration	Does not clearly connect content and language objectives.	Integrates content and language with some consistency.	Seamlessly integrates content and language objectives with a clear focus on both.		
	Lesson Objectives	Struggles to set clear content and language objectives.	Sets clear content and language objectives for each lesson.	Sets SMART (Specific, Measurable, Achievable, Relevant, Time-Bound) objectives that align with students' language proficiency.		
	Resources	Relies on basic or insufficient resources for CLIL lessons.	Uses appropriate resources but does not fully adapt them to student needs.	Selects and adapts a wide range of resources that effectively support both content and language learning.		
2. Language Skills Support	Scaffolding Language	Limited use of strategies to scaffold language.	Provides some scaffolding (visuals, sentence starters) for language acquisition.	Consistently uses diverse scaffolding strategies tailored to support language development.		
	Academic Language	Little attention to teaching academic language.	Occasionally addresses academic vocabulary.	Regularly integrates and reinforces academic language relevant to the content area.		
3. Classroom Interaction and Engagement	Student Interaction	Minimal opportunities for student-student	Provides some structured interaction	Consistently uses varied interaction structures (pair work, group work) to		

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		interaction in the target language.	opportunities in the target language.	maximize target language use.		
	Questioning Techniques	Asks basic, low-level questions.	Asks questions that promote basic understanding.	Uses questioning techniques that stimulate critical thinking and language use.		
	Feedback	Provides limited feedback on language use.	Offers feedback on content more than language use.	Regularly gives constructive feedback on both content and language, encouraging improvement.		
4. Cultural Awareness and Content Integration	Cultural Competence	Rarely incorporates cultural awareness into lessons.	Occasionally highlights cultural perspectives related to content.	Embeds cultural competence and perspectives in a meaningful way throughout the lesson.		
	Content Relevance	Content lacks relevance or connection to students' experiences.	Uses relevant content but with limited connection to students' real-world experiences.	Chooses content that is highly relevant and relatable for students.		
5. Assessment and Reflection	Formative Assessment	Uses minimal formative assessment tools for CLIL.	Occasionally assesses content knowledge and language skills separately.	Regularly uses formative assessment to measure both content and language development.		
	Self-Reflection	Rarely reflects on lesson effectiveness or student outcomes.	Reflects occasionally on teaching practice.	Regularly reflects and adapts teaching practices based on student outcomes and personal insights.		

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	Feedback Incorporation	Rarely considers student feedback.	Occasionally makes adjustments based on student feedback.	Consistently gathers and incorporates student feedback to improve lessons.		
6. Professional Development and Collaboration	CLIL-Specific Training	Has had minimal training specific to CLIL methods.	Has completed basic CLIL training.	Actively pursues ongoing CLIL-specific training and development opportunities.		
	Collaboration with Colleagues	Limited collaboration with colleagues on CLIL practices.	Occasionally collaborates with colleagues on CLIL planning.	Actively collaborates with colleagues to share resources, strategies, and assessments.		

Instructions:

1. **Rate Yourself** on each criterion from 1 (Needs Development) to 3 (Excellent).
2. **Add Comments or Goals** for areas where you see opportunities for growth or improvement.
3. **Set Development Goals:** Identify one to three key areas to focus on over the coming term or year.
4. **Review Periodically:** Return to this grid periodically to track progress and make adjustments as needed.

This grid aims to encourage CLIL teachers to develop a reflective practice and make improvements in areas that support effective language and content integration. Regular use of this grid can also help teachers identify areas where professional development would be most beneficial, ensuring continuous growth and enhanced student outcomes.