

DOI <https://doi.org/10.30525/2592-8813-2025-4-9>

## LESSON OBSERVATION AND ITS EVALUATION IMPROVE THE QUALITY OF TEACHING AND LEARNING PROCESS

*Aynur Budagova,*

*Doctor of Philosophy, Associate Professor,  
Azerbaijan University of Languages (Baku, Azerbaijan)  
ORCID ID: 0000-0002-3734-7863*

**Abstract.** There is much to be said for the term observation. Life is an observation in and of itself. In any sector, acquiring skills, information, conventions, and habits is a process that comes from observation. By following events, people pick up habits, customs, traditions, skills, and knowledge in all areas of life. Since the world is changing, foundational changes are taking place in education and this has its impact on education. Education fosters sustainable development, thus its quality is needed to enhance. The quality of education depends on the quality of its teachers. Monitoring and observation of lessons are the main quality indicators in education. Lesson observation is the most effective tool for the continuous development of new and experienced teachers. Lesson observation is a must for all subjects. However, each observation should be made and assessed by a specialist in that field. Lesson observations boost student and teacher efficiency in the classroom and foster a desire for lifelong learning in both groups. Regular lesson observation leads to the development of education and innovations. Every academic year brings up with innovations. Mutual scientific visions and discussions are needed to be aware of these innovations around. New technology affects every study area. Both positive and negative manifestations might be seen in this influence. The era of artificial intelligence's growth and proliferation is currently upon us. Artificial intelligence has been produced by the human brain, which results in a decline in human labor and an increase in unemployment. Some programs are still attempting to replace teachers. As a result, competition is growing, and we must struggle to meet the need for human labor. Teachers should work on their ability to be innovative, creative and use new technology.

**Key words:** lesson observation, teacher evaluation, quality assurance, innovative teachers.

**Introduction.** Lesson observation is a process of a lesson progress and its evaluation. This process is usually overseen by the authority members, trainers, teachers or peer colleagues in educational institutions. The purpose of a lesson observation reveals importance of teaching and learning style and the quality of education. A lesson observation gives an opportunity of analyzing methods, resources and communicative manners with the class staff what teachers use. It plays an important role in ensuring justice and objective evaluation. Teachers learn their strengths and weaknesses in this way. This encourages them to advance their teaching careers. Improving the quality of teaching meets learners' better outcomes. This approach to education encourages teachers to use fresh approaches or strategies to improve their instruction. Teachers instill in their students a strong sense of responsibility and long-term growth in this way. Students encounter an effective learning environment as they strive to plan and reflect on their classes and improve their abilities.

A lesson observation procedure facilitates teamwork among the employees. That should not be viewed as a monitoring procedure because it promotes instructional excellence that lasts.

A lesson observation process helps the staff work in a team. That should not be considered as a monitoring process since it serves sustainable quality of teaching.

**Supporting Professional Development.** Currently, the globalization process and integrating are accelerating, and the important qualitative changes occurring in the socio-political, socio-cultural fields are also reflected in the area of science and education. Dynamic changes causes local or international reforms inside the countries. Modern changes occurring around the world accelerate the integration among world countries and nations. This global integration demands people a high level of communicative skills using various means of communication.

Surely, all transformations arise from the advancements in scientific development. Each start of any scientific change is related to education system and if that education system meets the needs of society so that means the system has been rightly laid down. In any case, a teacher is the responsible person who teaches and educates the society in various scientific disciplines. A properly designed education system and instructors who teach forms a cohesive unity. The work of the teacher is priceless across all fields of study (Harmer, 2015, pp. 113–120).

Integration or communicative connections among nations primarily originates from advanced communication abilities. Therefore, there is a growing demand to include foreign languages in the curriculum. Among foreign languages English has gained the status of an international language and has become the most appropriate means of communication.

Andreas Schleicher who is Director for Education and Skills, and Specialist Advisor on Education Policy to the Secretary – General at the Organisation for Economic Co-operation and Development (OECD) in Paris states that “the quality of an education system can never exceed the quality of its teachers” (Schleicher, 2012).

**Continuous Professional Development.** The main goal of the universities within pedagogical disciplines refer to educate or prepare real teachers. The students who are preparing to become teachers on specific subjects in future tend to be professional on their disciplines. The changes all around the world affects education system and this transformation refers to keep up with education curriculum or vice versa. Everyone can remember their past as nostalji today, however, we can not dress like the people who dressed in the 1970s, so that we can not use the same teaching process as it was in that period. If I do not transform my teaching methodology according to the needs of new generation, that means I do not work on my proficiency. If the education system is applied as traditional, in that case the future life of new generation will be destroyed. Hence, that is teachers’ responsibility to introduce innovative teaching methods to the society. There is such an important case that either a teacher or a doctor can not select their students or patients. For instance, many people apply to the banks for loans, however, there are some clients who can not take the amount from the banks which they want or wish because their living style does not allow them to owe big amounts to the banks. Based on this statement, it is easy to mention that bank workers can select their clients, whereas teachers and doctors do not have this option to choose their students and patients. Whoever the teacher teaches does not make a matter, that person is his or her student.

Every field has a different educational system, and each one has its own teaching style and educational strategy. E.g. teaching methods of physics, chemistry, geography, history and so on. The listed subjects broaden in accordance with their respective domains, creating opportunities for teaching several different subjects within one composition (Campbell, 2008, pp. 357–385).

**The student's participation in pedagogical practice.** There are some universities in Azerbaijan that prepares teachers for the future and these universities give chance to their students to practice their skills in the secondary schools. First of all, the university negotiates with some secondary schools and provides its students with some schools to attend. In real classes, students put their theoretical knowledge into practice. Based on the evaluation derived from observing the students' lessons, their pedagogical experience is evaluated. Following the observation, the students’ lessons are evaluated by their university lecturers on methodology, pedagogy and psychology. The students that study to become teachers in future have to know these three areas of study most of all. The more they know these areas, the more they will know how to teach. Students enrolled in pedagogy-focused universities in Azerbaijan dedicate only one semester out of their four-year (eight-semester) bachelor's education to pedagogical experience. The rest of their education is focused on the theoretical coursework. The student is required to accumulate educational credits within 8 semester according to an approved education system. Last semester they carry on practicing their skills inside classrooms. If the student does not have enough credits on these subjects like methodology, pedagogy and psychology, he or she

is not allowed to implement teaching practice at secondary schools. The advantages of this practice for students to realise themselves as teachers. Nevertheless, the limited duration of one semester for pedagogical practice is insufficient. As science evolves based on contemporary and existing changes and experiences, the students are better to improve their pedagogical skills not only within one semester, but rather throughout their final year of study. The first semester of the last academic year can consist of both university coursework and teaching experience. This implies that students can realize passive lesson observations by acknowledging theoretical lectures. Later, in the second semester they become active interns at the secondary schools. As mentioned above, the interns' lessons are observed by their supervisors from universities. These lesson observations will assist them in delivering high quality lessons to their students. The interns on teaching practice at secondary schools engage in peer observation or have their lessons observed also conduct academic research by analysing the process. Students in Azerbaijan present three demo -lessons for observation as part of their final teaching practice at schools, after which they are graded over their classes and attendance.

**Impact of Lesson Observation on Teaching Quality.** In my opinion, the practice of observing lessons should be implemented in all secondary and higher education institutions. As the students are graded on their teaching practice, the teachers are also needed to be evaluated for their lesson delivery. Constant inspection and observation of the lessons is a quality indicator in education. The goal of the lesson observation does not serve as they want to find faults in teachers or ascertain the strength or weaknesses of the pupils. The main purpose of this process is to find out shortages and discuss them with the teacher and find the ways out from the problems in soon (Müəllimin Pedaqoji Fəaliyyətinin Xüsusiyyətləri n.d.pp. 1–33).

We are aware that secondary and higher education institutions have quality control centers. The initial responsibility of these centers is assessing the educational institution's quality. The evaluation is based on the academic achievements of the students, the participation of instructors and professors in international conferences and training programs, and their scientific publications. After graduating from high school, graduates of the institution continue their education or work in a specialization in the field they studied, which serves as a quality indication of the institution. A graduate's ability to be employed in the workforce under specialty is a good measure of the caliber of his or her higher education. The quality indicator of an educational institution usually coincides with its quantitative indicator. The educational institution's lectures and semester tests or colleeivium fulfill the subject teachers' objectives. The course syllabus's objectives ought to correspond with the subject's prerequisites. Learning objectives should align with the topic matter being taught. Subject matter and its constituent parts ought to be tailored to the demands of the contemporary job market.

Transferring the taught concepts and requirements to the pupils in an appropriate and courteous manner is one of the essential points. Therefore, a teacher who teaches any subject must always work on himself and be open to advances. It is important to remember that every generation brings up with new ideas, and educators work with a fresh group of students each year. That means they should meet thier needs and demands. Modern technology is the result of advances brought about by the upcoming generation in every industry. In the past, in order to change the channel while watching TV, one had to get up from their seat and move the side cap button to the right and left. However, with today's TV remote control, this task can be completed with just a quick glance or by waving your hand it can be done easily and once, in order to use home phones, it was necessary to turn the circular tool on the telephone base or to press the numeric keys on it, today we do this very easily by touching the screen. This example illustrates that it is essential for teachers to adapt their teaching methods to the requirements of the time. When a teacher employs outdated techniques in the face of a new generation, it indicates a lack of innovative openness or weakness (Həsənlı, 2021).

The job market is impacted by changes in all domains, and this influence extends to the subjects taught in higher education. Educational standards and curricula are prepared according to the demand

of the time. We live in a technological age. Observing lessons is different from typical teaching methods, and it will help us grow on our mistakes. Interactive or innovative teaching methods are multimanuvour. The lessons ought to be a student centered. A student centered lessons are much more interactive and innovative. However, traditional teaching methods do not have any maneuvers, as they are mostly teacher centred. While traditional education is a teacher centered, it is impossible to fully disclose the knowledge, abilities, and creativity of the student. Students only get better at memorization when their classes are provided in are monotonous way (Australian Professional Standards for Teachers, 2011).

However, every innovation that occurs in our lifetime is a product of the past. “We cannot effectively proceed into the future if we do not get lessons from the past.” – Haydar Aliyev.

**Creating a Supportive Observation Culture.** Constant lesson observation is an important issue for the institutions. Observing classes is not always accepted by teachers partially. Instructors sometimes get worried that their knowledge, skills and expertise could come into question when their lessons are being observed. This mechanism raises the quality indicator of the educational institution, yet some teachers and professors are not willing that their lessons should be observed for not only identifying mistakes but also to learn from them. The quality of the educational institution is determined with the result of its students, and at the same time graduates getting a job in the labor market who are employed on their specialty (Penny, 2016, pp. 284–294).

The formation of society is regarding to the educational development. The teacher stands at the centre of any evolution. The teachers have to adhere to lifelong learning principle and demonstrate endless initiatives to improve their skills and gained knowledge. While there are numerous various approaches to professional development in teaching, the lesson observation is still the most important issue. While talking about lesson observations, some are in the opinion of demo classes. Whereas demo classes are absolutely different from observing lessons. A demo class is a kind of master class where we take some notes for our professional development. Presently, demonstration classes are regularly provided at secondary schools. At this time some questions arise: 1) how do these demo lessons impact teachers' professional development in their specialty?

2) what do teachers or observing team learn from the lesson? 3) do teachers learn anything from the demonstration classes or is it a requirement imposed by institutions that all teachers have to organise a demonstration class for no purpose? 4) do we need such a process if there is no purpose what to learn or how to learn? This means that lesson observations contribute significantly to teacher professional development, internal institutional improvement for accreditation purposes, and ultimately, students' learning outcomes.

I am in the opinion that lesson observations are not connected to demonstration lessons, it is such a procedure that either an observation team observe the lesson or it is a peer observation. In total, the main thing what the teacher learns from deficiencies while teaching. On other hand someone from the observation team takes important notes over the lesson for his or her professional development. While observing, some observers focus more on identifying and commenting faults in teachers and students rather than on organising better teaching process and conducive student learning environment. In some cases, the purpose of lesson observations is to inspect or evaluate teachers only which leads to a subjective approach. In such an environment, teachers strive to impress the observation team by demonstrating themselves as productive and effective instructors rather than creating a positive *learning* environment for the students. This suggests that all the focus belongs to the instructor rather than the student and this type of an environment is indicated as a teacher-centered learning approach. Thus, it contradicts the student-based learning process (Campbell, 2008, pp. 357–385).

**Professional Growth.** In all cases, before entering the classroom, a teacher prepares a lesson plan and determines these questions: what has a student learnt and what have I taught? After setting these questions as his or her goals, the teacher determines whether he or she accomplished his aims at the

end of the lesson. Such an objective approach enhances the teachers' productivity in their field. It is important to remember that lesson observation is a culture of education. To cultivate this culture in the education centers, both secondary school and university instructors should be proactive and seek to learn from each other's experiences. The essence of this process lies in judging neither teachers nor students, the main goal is to cultivate the mutual *learning* environment (Həsənli, 2021).

"Each teacher needs to learn something for professional growth. That does not mean they are inadequate teachers, instead it suggests that they can become even better". – Dylan Wiliam

The main goal of conducting observations of teaching and learning process is uphold high standards within school, college, or training provider. It is useful to determine the standard and quality of teaching, learning and assessment that a provider offers (Penny, 2016, pp. 284–294).

Teachers' skills, competencies and attitudes are better assessed throughout lesson observations. The lesson observation is a type of the lesson itself which teachers learn from that they can identify areas of good practice and areas which may need developing. There is a set of criteria or standards which have to be undertaken by observers to follow. These standards will enable an observer how they are going to judge a teacher during the observation (Groundwater, 2009, pp. 45–21).

Most providers use different standards. For instance, the CIF lists the grading criteria below:

Grade One – Outstanding

Grade Two – Good

Grade Three – Satisfactory

Grade Four – Inadequate

The types of lesson observation:

– Graded observations (identifies quality)

It is often formal that establishes the standard, quality of teaching and learning and measures the capabilities of employees. This type of observation is conducted during appraisals or when setting objectives with employees. It is often provided in order to rise pay or set bonuses.

– Un-graded observations (identifies developmental)

A special, dedicated crew from the institution attends the lessons to observe and takes notes about ongoing educational process. After the lesson taken notes are discussed with the lesson teacher. During the next lesson observation, the observer will assess and compare the current lesson with the notes taken during the previous observation to evaluate the teacher's progress in enhancing their teaching skills. This shows the professional development of instructors.

– Peer observations

That means an informal type of observation, however it is more beneficial that refers a collaborative process. Firstly, an instructor feels less stressful while teaching and provides each other with constructive feedback. The purpose is to share teaching strategies and promote teaching development through peer learning and support.

– Learning Walks

Learning walks refer to share best practices among educators. They can assist school administrators in gaining understanding of general teaching methods and seeing patterns or trends that could guide efforts for school-wide enhancement (Shousha, 2015, pp. 131–143).

How to make lesson observations to be effective?

Effective strategies for conducting lesson observations

1. Clarification of the purpose and objectives
2. Observation form
3. Pre-observation meeting
4. Non-disruptive observation
5. Take detailed notes
6. Post observation meeting
7. Provide ongoing support (Observations of Teaching and Learning, 2017).

**Importance of the lesson observation.** Whether it is a school or university – based factor, the most important part of a student achievement is teaching quality. The other components like administrative stuff (e.g. leadership, teacher collaboration or curriculum) is 20% of this process. Strong teaching mechanisms start from; building knowledge, motivating teachers, developing teaching techniques, embedding practice. These mechanisms are made by Education Endowment Foundation (EEF). Teachers need to get professional development that includes a lot of mechanisms. (How Lesson Observation Supports Great Teaching: A Detailed Guide, 2025) For instance, in a 2018 survey, 38% of teachers in England agreed with idea that they have to do some range of training for their professional development which can enhance their instructional capabilities. Professional development in teaching is based on observation of lessons where feedback is important. Once to a SmartBrief poll: 70% of teachers state that traditional observation do not give them meaningful feedback that they need. 62% of school leaders declare that the evaluation system does not support the teachers' development. (How Lesson Observation Supports Great Teaching: A Detailed Guide, 2025).

Tom Kane, Professor of Education and Economics at Harvard's Graduate School of Education and leader of the MET project explains: Tom Kane –

*“If we want students to learn more, teachers must become students of their own teaching. They need to see their own teaching in a new light.”*

*“This is not about accountability. It's about providing the feedback every professional needs to strive towards excellence”* (Luvinzu, 2023).

To maximize the impact of lesson observation feedback, it's essential to reflect on the entire lesson and shift the discussion from the teacher as an individual to the teaching itself. The focus should be on key elements of effective pedagogy rather than personal performance. Consider the professional development structures already in place at your school, such as lesson study, teaching triads, or peer coaching – where lesson observation likely plays a significant role. If it doesn't, incorporating observation into these programs can enhance their depth and effectiveness (Edmondson, 2025).

Breaking away from the routine, summative approach to classroom observations can be difficult. It demands a cultural shift and a clear commitment from school leadership to prioritize teacher development over mere supervision. A good first step is to evaluate how observations are currently being used in your school (Teachers' Standards, Department for Education, 2011).

Reflect on these eight key questions regarding lesson observation in your school:

- As a senior leader, what are your own perceptions of lesson observation practices?
- Do teachers feel confident and comfortable having their lessons observed?
- Are observations primarily tied to performance management?
- Is feedback based on rigid checklists, or does it encourage more meaningful, contextual discussions?
- Do teachers have regular opportunities to observe high-quality teaching across the school?
- Is there a fear of taking risks or trying out new teaching methods?
- Are examples of outstanding practice isolated, with limited sharing across the school?
- Are there structured opportunities for peer observation and self-review?

Let's be honest – lesson observation isn't easy.

Self-reflection, especially when reviewing our own performance on video, can feel uncomfortable. But that's precisely what makes it such a powerful tool for improvement.

Observations offer a direct window into what's really happening in the classroom. Teachers can only grow by confronting these insights and making intentional, informed decisions about their practice.

Supporting teachers to embrace this process may require a cultural shift. Resources like this guide can help reframe observation as a tool for growth. However, the real transformation happens when teachers see firsthand how observation feedback improves their teaching.

As Michael Fullan (Sanger, & Osguthorpe, 2011, pp. 569–578) put it:

*" You can't force people to change, and relying on rewards or punishments is either ineffective or only produces short-term results. The key to lasting change lies in people's intrinsic motivation, which can only be influenced indirectly. What truly drives change isn't grand visions, moral appeals, or overwhelming evidence – it's the firsthand experience of being more effective that motivates people to continue and build on new behaviors."*

**Importance of Ongoing Observation and Evaluation.** A lesson observation is not often just an individual lesson. Once an instructor might be asked for observing his or her lesson. Peer observation is just for collaborating and learning from each other. On the other hand, the purpose for lesson observation is to promote the instructor to another position or a pay-rise.

During lesson observation, it is needed to focus on specifics, not generalizations. Instead than focusing on the session as a whole, developmental teaching observations should focus on particular tactics or components of a lesson. Each lesson is delivered by various teachers with different methods and approaches (Harmer, 2015, pp. 113–136).

Once observation is completed, the feedback from the lesson is given to an instructor in oral and written form. However, after the lesson observers and the teacher meet and discuss some points, later up to the end of the lesson the written feedback is given to the teacher. Feedback is given on the same day. The feedback that given two or three days after the observation loses its essence. Mostly the feedback should be done as soon as possible after the lesson.

There are a numerous training programs for teaching English efficiently. All these programs enhance English instructors' teaching skills and at the same time improve their language skills. There are some training programs which have fame and gives opportunity to teach this language legally and officially. They are: TKTs (Teaching Knowledge Test-all modules), TESOL & TEFL (TESOL stands for Teaching English to Speakers of Other Languages while TEFL stands for Teaching English as a Foreign Language), CELTA (Certificate of the English Language Teaching to Adults) and so on. These training courses mostly teach how to teach English better.

Lesson observation process mostly is done in CELTA courses where early in the course, trainees observe experienced CELTA trainers or qualified teachers delivering real English teaching lessons. These observations help trainees understand classroom management techniques, learn how to present language points effectively and see communicative teaching methods in action. Here, observations are usually guided, with checklists or focus questions. In CELTA, trainees teach real adult learners. Before lessons they prepare lesson plans that they are going to follow and CELTA trainers observe their lessons, evaluate lesson plans and trainees' teaching performance. After each lesson, the evaluation happens in several stages:

1. Self-evaluation
  - What went well or badly
  - What is needed to improve
  - Students' learning

These points above encourage critical thinking and self-awareness.

2. Trainer feedback

– Trainers give **oral and written feedback** based on specific criteria (aligned with Cambridge's assessment standards).

- Feedback focuses on areas such as:
  1. Lesson structure and clarity
  2. Language accuracy
  3. Student engagement
  4. Classroom management

Trainers' feedback is **constructive**, highlighting both strengths and areas for development.

### 3. Peer Feedback

– Fellow trainees are also given a chance to feedback, that is for encouraging a collaborative learning environment

After the lesson observation, CELTA trainers formally assess the trainees' teacher practice through Cambridge criteria.

There are several approaches to arrange lesson observations for professional development. CELTA has been one of them above. Separate rubrics are used by each university and school to clarify the matter. The rubric should be listed in the observation blank to evaluate teaching process.

Here is one of the templates below that can be used to observe a lesson. This template is primarily beneficial for higher education such as colleges and universities. By removing the part at the top of the paper labeled with specialization, this document can still be utilized at schools as well.

Table 1

#### **PAPER 1 Evaluation table of the lesson observation expert through the given criteria below:**

<b>University:</b> <b>Field of study:</b> <b>Lesson observation expert's/experts' full name:</b> <b>Teacher's full name:</b> <b>Subject name:</b> <b>Title of the course as listed in the syllabus:</b>		<b>Year of study and group number:</b> <b>Number of the students:</b> <b>Time and duration:</b> <b>Room number:</b> <b>Date of the observation:</b>	
<b>№</b>	<b>Criteria</b>	<b>Evaluation score 1-10</b>	<b>Additional notes (if they are needed)</b>
1.	Taking notes on students' attendance at the start of the lesson and involving them in the learning process.		
2.	Designing the lesson plan (dividing it into sections or sequence and allocating time appropriately for each part)		
3.	Accurate identification of the lesson's goals and objectives		
4.	Extent of topic coverage during the lesson		
5.	Teacher's preparedness for the subject being taught		
6.	Appropriateness of the teacher's language to the group's/students' language proficiency level		
7.	Adaptation and implementation of selected teaching methods according to the topic		
8.	Clarification of tasks at each lesson stage, motivating students to complete them, ensuring their understanding, and assessing their performance		
9.	Implementation of classwork, group work, pair work, or individual work by the teacher, along with students' comprehension of the teacher's instructions (any or all of these methods can be applied during the lesson)		
10.	Pronunciation clarity, appropriate intonation, and tone of voice		
11.	Effective use of teaching aids (such as games, visuals, object examples, listening materials, or technical tools like projectors and speakers)		
12.	Alignment of the textbook and supplementary materials with the lesson topic and subject		
13.	The teacher's confidence, natural approach, and adherence to ethical conduct during the lesson		
14.	The teacher's feedback and assessment of students' mistakes based on their responses and activities relevant to the lesson topic		
15.	The extent to which the teacher accomplished the lesson objectives by the end of the lesson		
		<b>Total score:</b>	

*The scores below represent the overall sum of the criteria listed above.*

- Lesson evaluation should allow analyzing the teacher's ability by using the following criteria.
- The evaluation criteria is carried out using a scoring system ranging from 1 to 10:

10 = excellent

9 = very good

8 = good

7 = partially good

6 = satisfactory

5 = average

4 = fair

3 = poor

1 – 2 = very poor

- Final evaluation:

- The average grade for each criterion is determined by summing up the points awarded by the observer for that criterion and dividing the total by the number of criteria. This calculation yields the final score.

- If there is more than one observer in one lesson, the assessment will be conducted by aggregating the points awarded by all observers and then dividing the total sum by the number of observers. This calculation yields the final score.

- **10** = The lesson is executed at a commendable standard based on the specified criteria, it's advisable to share the experience with the teaching staff in the relevant field. Exceptional quality and performance is displayed.

- **9** = The lesson is conducted according to the mentioned criteria and meets the requirements. Although there are minimal issues, very high quality and performance is displayed.

- **8** = The lesson exceeds most requirements and expectations. Although there are minor issues that are addressed, high quality of performance is displayed.

- **7** = The lesson meets above average quality of performance and there are few minor issues and deficiencies.

- **6** = The lesson mostly meets requirements and expectations. It is slightly above average quality and performance.

- **5** = The lesson meets minimum requirements and expectations. There are some minor issues and deficiencies.

- **4** = The lesson barely meets acceptable standards. There are some deficiencies in quality and performance.

- **3** = The lesson presents failure of performance and meets below acceptable standards.

- **1–2** = The lesson meets many failures that impact overall effectiveness and demonstrates very low quality of performance.

(This table is applied to English lessons for SABAH groups (a project implemented within the framework of the Ministry of Science and Education, at Azerbaijan State Economic University and Azerbaijan University of Oil and Gas, Table source: Aynur Budagova)

(This table is applied to observation of the English classes for SABAH groups (a project implemented within the framework of the Ministry of Science and Education) at Azerbaijan State Economic University and Azerbaijan University of Oil and Gas, Table source: Aynur Budagova)

Table 2

**PAPER 2 Instructor's Post-Observation Reflection Form**

<b>University:</b> <b>Field of study:</b> <b>Lesson observation expert's/experts' full name:</b> <b>Teacher's full name:</b> <b>Subject:</b> <b>Title in the syllabus:</b>		<b>Year of study and group number:</b> <b>Number of the students:</b> <b>Time and duration:</b> <b>Room number:</b> <b>Date of the observation:</b>
1.	Were the aims and objectives achieved while teaching?	
2.	What did the students learn?	
3.	Were the students involved in the lesson or how could they have been more involved?	
4.	What stages of the lesson was I satisfied most with? Why?	
5.	What stages of the lesson was I dissatisfied most with? Why?	
6.	How were the lesson content, my readiness for the lesson, my language proficiency, and the appropriateness of the language level adapted to align with the learners' language competence?	
7.	How would I do the lesson differently in future?	

Table3

**PAPER 3 Observer's post-observation feedback**

<b>University:</b> <b>Field of study:</b> <b>Lesson observation expert's/experts' full name:</b> <b>Teacher's full name:</b> <b>Subject:</b> <b>Title in the syllabus:</b>		<b>Year of study and group number:</b> <b>Number of the students:</b> <b>Time and duration:</b> <b>Room number:</b> <b>Date of the observation:</b>
S.	Area	Qualities & Skills
1	Achieving the aims and objectives set by the teacher throughout the lesson	
2.	Planning & preparation	
3.	Lesson implementation & management	
4.	Knowledge & Awareness (of the content)	
5	Additional comments and suggestions	

(This table is applied to observation of the English classes for SABAH groups (a project implemented within the framework of the Ministry of Science and Education) at Azerbaijan State Economic University and Azerbaijan University of Oil and Gas, Table source: Aynur Budagova)

The papers given above must be useful documents for conducting the lesson evaluation process.

**Conclusion.** In order to promote ongoing professional development and raise the caliber of instruction, effective lesson observation and teacher evaluation are essential. Observation becomes an effective tool for introspection, teamwork, and shared learning when it is viewed as a growing process as opposed to a judgmental one. Teachers are encouraged to interact with feedback, take chances, and improve their practice when the emphasis is shifted from performance control to meaningful discussions about pedagogy.

However, schools must foster a supportive environment where teachers feel empowered to learn from one another, constructive criticism is given, and trust is established if observation is to actually spur development. By embedding observation into professional development mechanisms such as peer mentoring and collaborative learning, schools may establish a learning environment where both teachers and students thrive. The most influential lesson observations are ultimately those that assist teachers recognize the importance of their own development and become more competent and self-assured in their work.

A true teacher is proved with his / her receptive and reflective qualities.

Considering everything mentioned above, a list of some practical strategies for promoting an observational culture is concluded with these below:

1. Develop a collective understanding of what high-quality teaching and learning looks like.
2. Offer regular opportunities for peer observations to encourage collaborative learning.
3. Implement cross-department 360-degree observations to gain diverse insights.
4. Involve teachers in the observation process by asking what support they need.
5. Prioritize detailed, focused feedback rather than broad, generalized comments.
6. Use recordings of lessons to allow teachers to review and reflect on their practice.
7. Provide teachers with clear discussion frameworks to guide observation feedback.
8. Strengthen skills in delivering constructive, growth-focused feedback.
9. Encourage self-observation as a tool for personal reflection and improvement.
10. Expand professional learning networks to gain new perspectives and best practices.

### References:

1. Australian Institute for Teaching and School Leadership (AITSL), (2011) Australian Professional Standards for Teachers. [https://www.trb.nt.gov.au/system/files/upload\\_s/files/2019/australian\\_professional\\_standard\\_for\\_teachers\\_final.pdf](https://www.trb.nt.gov.au/system/files/upload_s/files/2019/australian_professional_standard_for_teachers_final.pdf)
2. Azerbaijan Journal of Educational Studies (2) 169 p. <https://www.scribd.com/user/711403123/Azerbaijan-Journal-of-Educational-Studies>
3. Beverly, G & Ela, S., (2024), Creating communicative learning spaces in initial teacher education (ITE) with observation-grounded co-mentoring practices. *Professional Development in Education* (3) p. 533-550 <https://www.tandfonline.com/doi/full/10.1080/19415257.2012.693119>
4. Campbell, E. (2008). The Ethics of Teaching as a Moral Profession. *Curriculum Inquiry*, 38, 357-385. <https://doi.org/10.1111/j.1467-873X.2008.00414.x>
5. Edmondson, S. (2025), How Lesson Observation Supports Great Teaching: A Detailed Guide, <https://www.irisconnect.com/uk/blog/how-to-make-lesson-observations-most-effective/>
6. Groundwater-Smith, S. & Mockler, N. (2009) *Teacher Professional Learning in an Age of Compliance: Mind the Gap*. Springer, p. 45-51, ISBN: 978 – 1-4020-9416-3, DOI:10.1007/978-1-4020-9417-0
7. Harmer, J. (2015), *The Practice of English Language Teaching* (5th Ed.), Pearson Education p. 113-136

8. Hattie, J. & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81-112.
9. Həsənli, İ., Dərs müşahidələrinin müəllimin peşəkar inkişafındakı rolu, (2021) <https://taim.edu.az/dersmusahide>
10. How Lesson Observation Supports Great Teaching: A Detailed Guide, (2025) <https://www.irisconnect.com/uk/blog/how-to-make-lesson-observations-most-effective/>
11. Luvinsu, A., (2023). Crucial role of classroom observation in enhancing the quality of teaching. <https://www.standardmedia.co.ke/education/article/2001442679/crucial-role-of-classroom-observation-in-enhancing-the-quality-of-teaching>
12. Məhərrəmov Q., Fətəyev F., Piriyyəva K., Məmmədov R., Mənsimov J. (Bakı – 2022) Müəllimin əl kitabı Sınıfın İdarə Olunması, p. 137-145 <https://tnetwork.az/public/uploads/photo-32.pdf>
13. Muradlı T., Şahmuradova G., (2024) Müəllimlərin Peşəkar İnkişaf Səviyyəsinin Təkmilləşdirilməsi Yolları / Ways To Improve Teacher Professional Development p. 1-8 <https://www.slideshare.net/slideshow/muallimlerin-pekari-inkiaf-sviyyesinin-tekmillasdirilmsi-yollari-ways-to-improve-teacher-professional-development/265523679>
14. Müəllimin Pedaqoji Fəaliyyətinin Xüsusiyyətləri p. 1-33 <https://adpuquba.edu.az/wp-content/uploads/2020/12/Mu%C9%99llimin-pedaqoji-f%C9%99aliyy%C9%99tinin-xususiyy%C9%99tl%C9%99ri.pdf>
15. Observations of Teaching and Learning, (2017) <https://www.educatinguk.com/observations-of-teaching-and-learning/>
16. Penny, Ur., (2012), *A Course in English Language Teaching*, Cambridge University Press, p. 284-294.
17. Sanger, M., & Osguthorpe, R. (2011). Teacher education, preservice teacher beliefs, and the moral work of teaching. *Teaching and Teacher Education*, 27(3), p. 569-578
18. Shousha, A., (2015), Peer observation of teaching and professional development: Teachers' perspectives at the English Language Institute, King Abdulaziz University. *Arab World English Journal*, 6(2), 131-143. <https://scholar.google.com/scholar?q=Shousha,+A.+2015>
19. Schleicher, A., (2012), Building a High-Quality Teaching Profession, <https://vo.hse.ru/article/view/15504>
20. Teachers' Standards, Department for Education, UK, (2011), <https://www.gov.uk/government/publications/teachers-standards>