 University of Southern

 Queensland

 PRE-SERVICE TEACHER’S NAME: OBSERVER:

 DATE: SCHOOL:

 CLASS/LESSON:

PLEASE TICK THOSE NATIONAL

PROFESSIONAL TEACHING STANDARDS DEMONSTRATED DURING THE LESSON.

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|  **LESSON OBSERVATION NOTES****Introduction (planning, outcomes, communication):*** The pre-service teacher states the lesson objectives and learning behaviours using

 clear and concise age-appropriate language* Lesson objectives and learning behaviours are supported with visual aides appropriately

 displayed for age level* Student understanding of the lesson objectives and behaviour are checked using either:
	+ verbal responses (whole class/individual)
	+ action responses (whole class/individual)
	+ written responses (whole class/individual)

**Body of lesson (activities, resources, management and transitions):*** Teacher adheres to lesson goals
* Lesson topics, knowledge and skills clearly align to lesson goal/s and expectations
* Lesson topics are logically sequenced – skills build on each other
* Use of established routines and transitions
* Clearly demonstrates and models skill/s
* Verbalises the cognitive process involved using “think aloud”
* Requires frequent responses (verbal, action, written)
* Provides students with 3 - 5 seconds of thinking time
* Monitors student responses:
	+ Scans for student responses
	+ Moves to see and check student responses Listens to responses
	+ Determines if responses are correct or incorrect
* Provides affirmative and corrective feedback (individual and group).
* Feedback is specific and focused on learning goals and effort
* Teacher uses proactive, positive behaviour management strategies (e.g., close

 proximity, l verbal prompts, positive praise)* Teacher uses classroom routines and rules to reinforce positive behaviour
* Teacher uses school behaviour management process

**Conclusion and Consolidation:*** Lesson goals are revisited
* Student learning is monitored (exit ticket, student work samples)
* Students are transitioned into their next learning space.

**Comments and planning/goals for next lesson:** | **Please identify the Australian Professional Standards observed during the lesson.** |  |
| PROFESSIONAL KNOWLEDGE |  |
| Standard 1 – Know students and how they learn |  |
|  | *Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.* (1.1.1) |  |
|  | *Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.* (1.3.1) |  |
|  | *Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.* (1.5.1) |  |
| Standard 2 – Know the content and how to teach it |  |
|  | *Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.* (2.1.1) |  |
|  | *Organise content into an effective learning and teaching sequence.* (2.2.1) |  |
|  | *Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.* (2.3.1) |  |
|  | *Know and understand literacy and numeracy teaching strategies and their application in teaching areas.* (2.5.1) |  |
|  | *Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.* (2.6.1) |  |
| PROFESSIONAL PRACTICE |  |
|  | Standard 3 – Plan for and implement effective teaching and learning |  |
|  | *Set learning goals that provide achievable challenges for students of varying abilities and characteristics.* (3.1.1) |  |
|  | *Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.* (3.2.1) |  |
|  | *Include a range of teaching strategies in teaching.*(3.3.1) |  |
|  | *Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.* (3.4.1) |  |
|  | *Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.* (3.5.1) |  |
| Standard 4 – Create and maintain supportive and safe learning environments |  |
|  | *Identify strategies to support inclusive student participation and engagement in classroom activities.* (4.1.1) |  |
|  | *Demonstrate the capacity to organise classroom activities and provide clear directions.* (4.2.1) |  |
|  | *Demonstrate knowledge of practical approaches to manage challenging behaviour.* (4.3.1) |  |
|  | *Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.* (4.4.1) |  |
|  | *Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.* (4.5.1) |  |
| Standard 5 – Provide feedback and report of student learning |  |
|  | *Demonstrate understanding of assessment strategies including, informal and formal, diagnostic, formative and summative approaches to assess student learning.* (5.1.1) |  |
| **GENERAL COMMENTS:** |  |
|  | *Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.* (5.2.1) |  |
|  | *Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practices.* (5.3.1) |  |