Logo, company name

Description automatically generated 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) |  |