GUIDELINES TO ASSIST ASSOCIATE TEACHERS WITH THE COMPLETION OF THE FORMATIVE LESSON OBSERVATION SHEETS

Please provide constructive, formative feedback to our pre-service teachers (PST) ideally at least 5 times during practicum. The Formative Lesson Observation Sheet can assist with this; the feedback you provide for each lesson will feed directly into the summative report.

‘Evidence’ could be a reference to a brief example in the lesson that helps the PST understand “what [the aspect of practice] looks like”.

**LO 2.1 Curriculum Planning and Teaching**

**Competence in subject & curriculum knowledge:** Does the PST show a suitable understanding of the content and/or skills appropriate to curriculum level and students?

**Planned thoroughly with attention to detail:** Has the PST provided a lesson plan that shows careful thinking about the activities, resourcing & management of time to maximise the learning opportunities? Have they planned for eventualities such as extension, extra tasks?

**Aligned activities & communicates learning intentions clearly:** Do the activities support the learning intentions? Has the PST ensured the students understand the learning intentions?

**Leaking activities & teaching strategies were varied & engaging:** Did the PST provide a mixture of different modes of learning? Did the approaches capture the students’ interest and promote learning?

**Balanced teacher input and student activity:** Did the PST make the learning as student centred as possible? Did students get at least an equal amount of time to ‘do’ as opposed to listen to the teacher? Who was doing the work – the PST or the students?

**LO 2.2 Assessment and Evaluation**

**Considered learners’ prior knowledge and skills when planning:** Did students get the chance to bring their personal background to the learning? Were there activities aimed at activating the students’ schema? Were explicit links made to previous lessons?

**Addressed assessment issues while planning:** Was it made clear how this lesson’s outcomes were relevant to the unit outcomes? Were students given a sense of where this learning fitted with the unit assessment?

**Used formative assessment to enhance learning:** Did the PST check students’ understanding of instructions and explanations? How did the PST gauge students’ progress with learning? What strategies were used to help the PST understand next steps in teaching and learning? Did the lesson ending give students a sense of their success against the learning intentions?

**LO 2.3 Organisation, Communication and Management**

**Maximised time on task through organisation & transitions:** Were resources and equipment ready to use and on hand for the lesson (while bearing in mind any issues beyond the PST’s control)? Were time limits made explicit and students encouraged to self-manage to complete tasks? Were segues between activities smooth and the links between them made clear?

**Mutually respectful rapport with the class:** Is the PST’s manner professional and caring? Is the PST’s language and behaviour inclusive towards all learners? Does the PST convey to students s/he respects them as “culturally located” individuals?
**Students' names:** Does the PST make an effort to learn and use students' names? Does the PST check on pronunciation and preferred names (e.g. shortened versions)?

**Responsive to learning needs:** Did the PST respond to the diverse needs of the learners? Did the PST vary pace, extend explanations, or adapt practice as needed?

**Effective questioning and discussion techniques:** Were questions understandable for the learners? Did questions encourage a range of thinking, including deeper thinking? Were discussions well planned? Were discussions inclusive of all learners?

**Professionally presented learning materials:** Were materials attractive, well set out, error free, sufficient sized print etc.? If copied or adapted, were original sources acknowledged?

**Clear instructions / directions:** Did the PST word instructions concisely and in student friendly language? Were the instructions supported if necessary on whiteboard/data show? Did the PST ensure all students were listening?

**Used language appropriately and effectively:** Was language at the right level for the students? Was terminology used correctly? Were students supported to engage with vocabulary in order to learn?

**Engaged learners:** Did the PST use a range of strategies to connect with learners – e.g. eye-contact, body language, classroom position etc.? Did the PST interact with as many learners as possible? Did the PST use his/her voice effectively – varying tone, volume, expression etc.?

**Managed on/off task behaviour(s):** Did the PST monitor and interact with students about their learning? Were students given clear guidelines for expected behaviour – e.g. hands-up, lids down etc.? Were off-task students connected with & corrected so they could modify their behaviour? Were physical and emotional safety issues dealt with appropriately?

**Note:** LO 4 is an outcome that will build steadily over the practicum experience so not able to be fairly measured in a single lesson. However, PST's will benefit when mentors are able to identify examples of practice within a lesson that support these outcomes.

**LO 4 Establish & demonstrate professional, ethical relationships**

**Demonstrated high expectations:** Did the PST plan a lessons that promoted improved understanding in all learners? Were assumptions about students' knowledge and understanding regularly checked? Was the work suitably cognitively challenging?

**Demonstrated proficiency in oral & written language, numeracy, ICT:**

**Used te reo Māori me ngā tikanga-ā-iwi appropriately:** Was te reo Māori incorporated in an authentic, sincere manner?

**LO 4 Develop positive relationships with learners**

**Built effective relationships with all learners:** Are the relationships professional? Are interactions focused on learning rather than behaviour? Is the PST interested in all students as individuals?

**Promoted a learning culture that engaged diverse learners:** Did the PST recognise students learn differently and at different paces? Did the PST offer multiple opportunities to learn?

**Demonstrated respect for te reo Māori me ngā tikanga-ā-iwi:** Did the PST model appropriate behaviours (e.g. not sitting on desks)? Did the lesson acknowledge non-Eurocentric ways of knowing and being?

**LO 3 Implement personal goals**

**Specific strengths & areas for development:** Please provide specific feedback (maybe 3 or 4 bullet points) of what the PST is doing well and where practice could be improved.

**Agreed actions:** Co-construct with the PST a precise, measurable, manageable goal that s/he could strive to implement in the next lesson.