

| TEACHER /<br>TEACHER CANDIDATE | DATE           |  |
|--------------------------------|----------------|--|
| OBSERVER                       | MENTOR TEACHER |  |
| ΤΟΡΙϹ                          | SUBJECT        |  |
| LESSON PLAN<br>SIGHTED         | YEAR LEVEL     |  |

## CHECKLIST (Viewer mode)

| CLASSROOM ENTRY  Observed  Applicable  planningreflection.    Whole class attention   |                                      | Observed | Not      | Not        | Examples, comments for future |
|---|--------------------------------------|----------|----------|------------|-------------------------------|
| Classroom rules are reinforced  | SSROOM ENTRY                         |          | Observed | Applicable | planningreflection.           |
| Classroom rules are reinforced  |                                      |          |          |            |                               |
| Entry task  Image: Construct their knowledge, (students discuss the work)  Image: Construct their knowledge, (students discuss the work)    Entry task  Image: Construct their knowledge, (students discuss the work)  Image: Construct their knowledge, (students discuss the work)    Not  Not  Image: Construct their knowledge, (students discuss the work)    Not  Image: Construct their knowledge, (students discuss the work)    Visual Demonstration accompanies verbal instructions  Image: Construct their knowledge, (students discuss the work)    Visual Demonstration accompanies verbal instructions  Image: Construct their knowledge, (students discuss the work)    Visual Demonstration accompanies verbal instructions  Image: Construct their knowledge, (students discuss the work)    Visual Demonstration accompanies verbal instructions  Image: Construct their knowledge, (students discuss the work)    Visual Demonstration accompanies verbal instructions  Image: Construct their knowledge, (students discuss the work)    Visual Demonstration accompanies verbal instructions  Image: Construct their knowledge, (students discuss the work)    Visual Demonstration accompanies verbal instructions  Image: Construct their knowledge, (students discuss the work)    Visual Demonstration accompanies verbal instructions  Image: Construct their knowledge, (students discuss the work)    Visual Demonstration accompanies verbal instructions <td>le class attention</td> <td></td> <td></td> <td></td> <td></td>   | le class attention                   |          |          |            |                               |
| Entry task  Image: Construct their knowledge, (students discuss the work)  Image: Construct their knowledge, (students discuss the work)    Entry task  Image: Construct their knowledge, (students discuss the work)  Image: Construct their knowledge, (students discuss the work)    Not  Image: Construct their knowledge, (students discuss the work)  Image: Construct their knowledge, (students discuss the work)    Visual Demonstration presented in a Visual Format  Image: Construct their knowledge, (students discuss the work)   | sroom rules are reinforced           |          |          |            |                               |
| Roll marked   |                                      |          |          |            |                               |
| Roll marked   | / task                               |          |          |            |                               |
| Learning objective/Intention  Image: Section of the |                                      |          |          |            |                               |
| Success Criteria  Observed  Not  Examples, comments for futur    WHOLE CLASS TEACHING (WCT)  Observed  Not  Applicable  Examples, comments for futur    Addresses students by name  Use of cues  Information linked to previous lessons  Information linked to previous lessons  Information difficult concepts  Information difficult concepts    Explains concepts in more than one way.  Students co-construct their knowledge, (students discuss the work)  Information accompanies verbal instructions  Information presented in a Visual Format   | marked                               |          |          |            |                               |
| Success Criteria  Observed  Not  Examples, comments for futur    WHOLE CLASS TEACHING (WCT)  Observed  Not  Applicable  Examples, comments for futur    Addresses students by name  Use of cues  Information linked to previous lessons  Information linked to previous lessons  Information difficult concepts  Information difficult concepts    Explains concepts in more than one way.  Students co-construct their knowledge, (students discuss the work)  Information accompanies verbal instructions  Information presented in a Visual Format   |                                      |          |          |            |                               |
| Observed  Not<br>Observed  Not<br>Applicable  Examples, comments for futur<br>planningreflection.    Addresses students by name   | ning objective/Intention             |          |          |            |                               |
| Observed  Not<br>Observed  Not<br>Applicable  Examples, comments for futur<br>planningreflection.    Addresses students by name   | oess Criteria                        |          |          |            |                               |
| WHOLE CLASS TEACHING (WCT)ObservedApplicableplanningreflection.Addresses students by name   |                                      | Observed | Not      | Not        | Examples, comments for future |
| Addresses students by name  | DLE CLASS TEACHING (WCT)             |          | Observed | Applicable |                               |
| Use of cues  Information linked to previous lessons    Information linked to previous lessons  Information linked to previous lessons    Repetition of difficult concepts  Information linked to previous lessons    Explains concepts in more than one way.  Information linked to previous lessons    Students concepts in more than one way.  Information linked to previous lessons    Students concepts in more than one way.  Information linked to previous lessons    Students concepts in more than one way.  Information accompanies verbal linstructions    Information presented in a Visual Format  Information presented in a Visual Format   |                                      |          |          |            |                               |
| Information linked to previous lessons  Image: Construct to previous lessons    Repetition of difficult concepts  Image: Construct to previous lessons    Explains concepts in more than one way.  Image: Construct to previous lessons    Students co-construct their knowledge, (students discuss the work)  Image: Construct to previous lessons    Visual Demonstration accompanies verbal instructions  Image: Construct to previous lessons    Information presented in a Visual Format  Image: Construct to previous lessons   | esses students by name               |          |          |            |                               |
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| Repetition of difficult concepts  | of cues                              |          |          |            |                               |
| Repetition of difficult concepts  | mation linked to previous lessons    |          |          |            |                               |
| Explains concepts in more than one way.  Explains concepts in more than one way.    Students co-construct their knowledge, (students discuss the work)  Image: Construct their knowledge, (students discuss the work)    Visual Demonstration accompanies verbal instructions  Image: Construct their knowledge, (students discuss the work)    Information presented in a Visual Format  Image: Construct their knowledge, (students discuss the work)   |                                      |          |          |            |                               |
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| Students co-construct their knowledge,<br>(students discuss the work)  Image: Construct their knowledge,<br>(students discuss the work)    Visual Demonstration accompanies verbal<br>instructions  Image: Construct their knowledge,<br>(students discuss the work)    Information presented in a Visual Format  Image: Construct their knowledge,<br>(students discuss the work)  |                                      |          |          |            |                               |
| (students discuss the work)  Visual Demonstration accompanies verbal instructions    Information presented in a Visual Format  Visual VisuaVisual Visual Visual Visual Visual Visual Visu  |                                      |          |          |            |                               |
| Visual Demonstration accompanies verbal<br>instructions  Information presented in a Visual Format   |                                      |          |          |            |                               |
| Information presented in a Visual Format  |                                      |          |          |            |                               |
| Information presented in a Visual Format  |                                      |          |          |            |                               |
|   |                                      |          |          |            |                               |
| (Writes key terms on board or PowerPoint)   | es key terms on board or PowerPoint) |          |          |            |                               |
|   |                                      |          |          |            |                               |
| Suggests mnemonic aids  | jests mnemonic aids                  |          |          |            |                               |
|   |                                      |          |          |            |                               |
| Lesson outline or procedural cues on board  |                                      |          |          |            |                               |
| Multimodal delivery   | modal delivery                       |          |          |            |                               |
|   |                                      |          |          |            |                               |
| Relates topic to the real world   | tes topic to the real world          |          |          |            |                               |
|   |                                      | Observed | Not      | Not        | Examples, comments for future |
| QUESTIONING Observed Applicable planningreflection.   | STIONING                             |          | Observed | Applicable |                               |

|  | BACK<br>TOF |               | DESCR<br>NO | IPTIVE<br>TES   | DISCUSSION                | TEACHERTRACK                     |
|--|-------------|---------------|-------------|-----------------|---------------------------|----------------------------------|
|  | СНЕСК       | LIST          | Thorr       | nton with       | INSTRUCTIONS              | f Melbourne © 2015               |
| Builds on previous knowledge   |             |               |             |                 |                           |                                  |
| Elicits evidence of student's understanding  |             |               |             |                 |                           |                                  |
| Answers provoke further questions<br>Mistakes are viewed as an opportunity to          |             |               |             |                 |                           |                                  |
| learn more<br>Questioning is anchored in the context and<br>content of the lesson      |             |               |             |                 |                           |                                  |
| Uses open ended questions  |             |               |             |                 |                           |                                  |
| Uses closed questions  |             |               |             |                 |                           |                                  |
| Whole class questions<br>Individual questions (cold calling)                           |             |               |             |                 |                           |                                  |
| Use of Speculative questions (what is? what might be?)                                 |             |               |             |                 |                           |                                  |
| Wait time (gives students time to think)   |             |               |             |                 |                           |                                  |
| Referring back to the 'Learning<br>objective/Intention                                 |             |               |             |                 |                           |                                  |
| Learning checked against the 'Success<br>Criteria'                                     |             |               |             |                 |                           |                                  |
| LESSON DEBRIEF   | Observed    | Not<br>Observ |             | ot<br>oplicable | Examples, c<br>planningre | omments for future<br>eflection. |
| Reviews work covered   |             |               |             |                 |                           |                                  |
| Overviews work for next lesson<br>Exit technique (student feedback form, exit<br>card) |             |               |             |                 |                           |                                  |

## **NOTES (reflection /follow up/strategies)**

| *<br> |  | BLANK | BACK TO<br>TOP | DESCRIPTIVE<br>NOTES                             | DISCUSSION | TEACHERTRACKER |
|-------|--|-------|----------------|--|------------|----------------|
|       |  | NOTES | CHECKLIST      | Thornton with the University of Melbourne © 2015 |            |                |