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TEACHER / TEACHER CANDIDATE		**DATE**	
OBSERVER		**MENTOR TEACHER**	
TOPIC		**SUBJECT**	
LESSON PLAN SIGHTED		**YEAR LEVEL**	

CHECKLIST (Viewer mode)

CLASSROOM ENTRY	**Observed**	**Not Observed**	**Not Applicable**	***Examples, comments for future planning…reflection.***
Whole class attention				
Classroom rules are reinforced				
Entry task				
Roll marked				
Learning objective/Intention				
Success Criteria				
WHOLE CLASS TEACHING (WCT)	**Observed**	**Not Observed**	**Not Applicable**	***Examples, comments for future planning…reflection.***
Addresses students by name				
Use of cues				
Information linked to previous lessons				
Repetition of difficult concepts				
Explains concepts in more than one way.				
Students co-construct their knowledge, (students discuss the work)				
Visual Demonstration accompanies verbal instructions				
Information presented in a Visual Format (Writes key terms on board or PowerPoint)				
Suggests mnemonic aids				
Lesson outline or procedural cues on board				
Multimodal delivery				
Relates topic to the real world				
QUESTIONING	**Observed**	**Not Observed**	**Not Applicable**	***Examples, comments for future planning…reflection.***

Builds on previous knowledge				
Elicits evidence of student's understanding				
Answers provoke further questions				
Mistakes are viewed as an opportunity to learn more				
Questioning is anchored in the context and content of the lesson				
Uses open ended questions				
Uses closed questions				
Whole class questions				
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 objective/Intention				
Learning checked against the 'Success Criteria'				
LESSON DEBRIEF	**Observed**	**Not Observed**	**Not Applicable**	***Examples, comments for future planning…reflection.***
Reviews work covered				
Overviews work for next lesson				
Exit technique (student feedback form, exit card)				

NOTES (reflection /follow up/strategies)

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