

TEACHER / TEACHER CANDIDATE	DATE	
OBSERVER	MENTOR TEACHER	
ΤΟΡΙϹ	SUBJECT	
LESSON PLAN 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 Observed  Not Applicable  Examples, comments for futur planningreflection.    Addresses students by name	ning objective/Intention				
Observed  Not Observed  Not Applicable  Examples, comments for futur 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				
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					
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 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 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 TOF		DESCR NO	IPTIVE 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 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 Observ		ot oplicable	Examples, c planningre	omments for future eflection.
Reviews work covered						
Overviews work for next lesson Exit technique (student feedback form, exit card)						

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

* 		BLANK	BACK TO TOP	DESCRIPTIVE NOTES	DISCUSSION	TEACHERTRACKER
		NOTES	CHECKLIST	Thornton with the University of Melbourne © 2015		