

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

LINKS TO TOOLS & CLASSROOM LAYOUTS

Descriptive Notes



Checklist



Discussion



Instructions



Groups A



Groups B



Groups C



Classroom Discussion Chart



Open Space



EXTRA NOTES



Completed Today



AITSL standards



TEACHER FOCUS DROPDOWN BOX



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DESCRIPTIVE NOTES
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DISCUSSION
INSTRUCTIONS

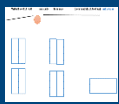
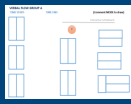
COMPLETED TODAY	CHECKBOX
DESCRIPTIVE NOTES (make, say, do, write)	
CHECKLIST	
VERBAL FLOW CHART	
PROXIMITY CHART	
STUDENT FEEDBACK FORMS	
POST LESSON DISCUSSION GUIDE QUESTIONS	
CAMELOT APPROACH (CATO)	

AITSL standards

DESCRIPTIVE NOTES

(Viewer Mode)

What is the teacher (T) Making/saying/doing/writing?	What are the students (S) Making/saying/doing/writing?



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DESCRIPTIVE NOTES

DISCUSSION

TEACHERTRACKER TOOL  13

CHECKLIST

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INSTRUCTIONS

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DESCRIPTIVE NOTES

(Viewer Mode)

What is the teacher (T) Making/saying/doing/writing?	What are the students (S) Making/saying/doing/writing?



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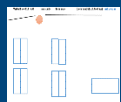
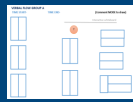
DESCRIPTIVE NOTES
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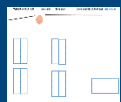
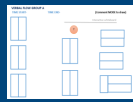
(Viewer mode)

CLASSROOM ENTRY	Observed	Not Observed	Not Applicable	<i>Examples, comments for future planning...reflection.</i>
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	<i>Examples, comments for future planning...reflection.</i>
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				
Suggests ways of thinking				
Suggests ways of working (being a good learner)				
Lesson outline or procedural cues on board				
Multimodal delivery				
Relates topic to the real world				
APPLICATION PHASE	Observed	Not Observed	Not Applicable	<i>Examples, comments for future planning...reflection.</i>
Whole class structure is managed				
Students know what to do when they have finished a task				
Responding to cues from the students				
Students follow the prompts given by the teacher				
Clinic and monitor the students				
Roaming				



QUESTIONING	Observed	Not Observed	Not Applicable	<i>Examples, comments for future planning...reflection.</i>
Individual feedback to learning goals				
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'				
REFLECTION	Observed	Not Observed	Not Applicable	<i>Examples, comments for future planning...reflection.</i>
Reflect on learning goal				
Directed questions about the learning				
Response to questions				
Refer to the success criteria				

NOTES (reflection /follow up/strategies)



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DESCRIPTIVE NOTES

DISCUSSION

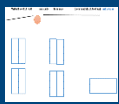
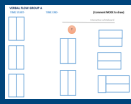
CHECKLIST

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INSTRUCTIONS

Post Lesson Discussion Guide Questions (Viewer Mode)

QUESTIONS TO THE TEACHER BEING OBSERVED	RESPONSE TO QUESTIONS
1. What did you notice after reviewing the data collected in the T3 observation record? What is interesting ? Do you see any patterns in the data?	
2. How did the lesson go? Which elements of the lessons worked? How do you know?	
3. What evidence did you collect ? What conclusions can you draw from this evidence? Did your students learn the objectives /LI based on the success criteria?	
4. Which elements of the lesson would you change next time? Why ?	
5. What is the focus for the next lesson? Where to from here?	
6. What strategies could you use? Does research and theory have anything to offer here?	
7. How useful is this T3 feedback tool. How did it support your learning?	
8. If you collected student feedback about this lesson, how will this inform your future teaching ?	



VERBAL FLOW GROUP A

TIME START-

TIME END-

(Comment MODE to draw)

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Interactive whiteboard

T

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PROXIMITY CHART

TIME START-

TIME END-

(Comment MODE to draw)

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Interactive whiteboard

T

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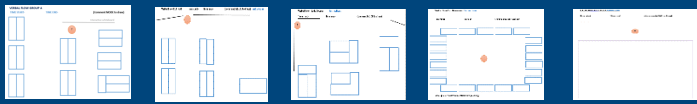
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VERBAL FLOW GROUP B

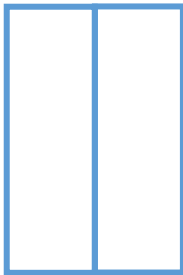
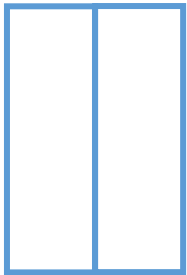
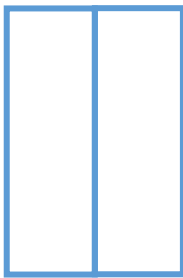
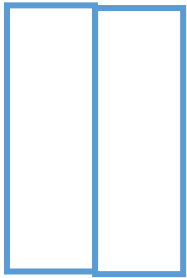
TIME START-

TIME END-

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Interactive whiteboard



PROXIMITY CHART

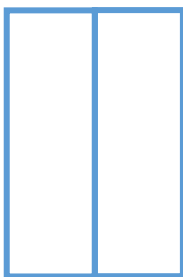
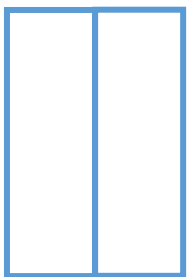
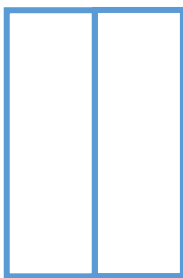
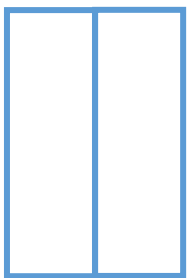
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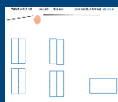
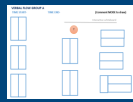
TIME END-

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Interactive whiteboard





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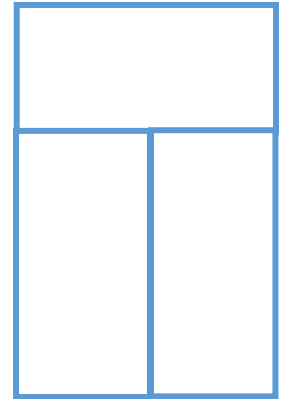
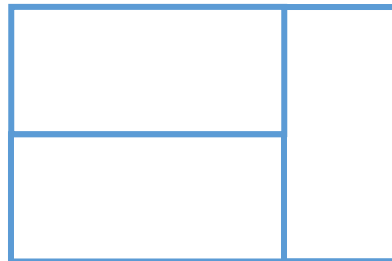
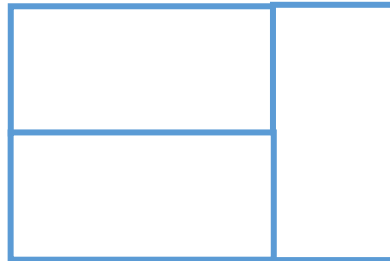
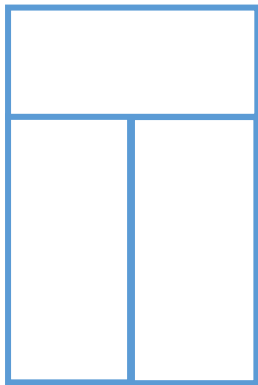
VERBAL FLOW GROUP C

TIME START-

TIME END-

(Comment MODE to draw)

Interactive whiteboard



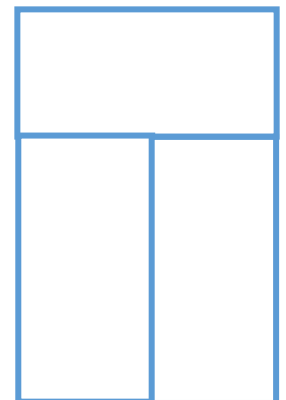
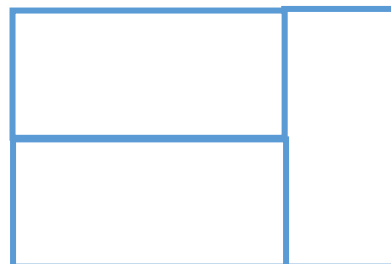
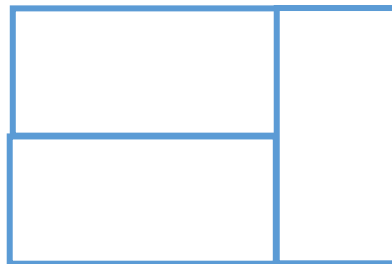
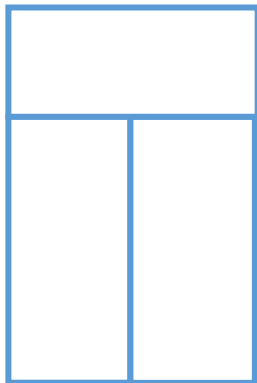
PROXIMITY CHART

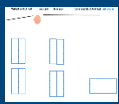
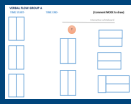
TIME START-

TIME END-

(Comment MODE to draw)

Interactive whiteboard





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VERBAL FLOW CLASS DISCUSSION CHART 1

TIME START-

TIME END-

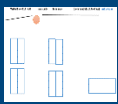
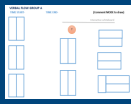
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NOTES (REFLECTION/COMMENTS/FUTURE PLANNING)



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VERBAL FLOW (OPEN SPACE)

TIME START-

TIME END-

(Comment MODE)

Interactive whiteboard



PROXIMITY ANALYSIS (OPEN SPACE)

TIME START-

TIME END-

(Comment MODE)

Interactive whiteboard







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DISCUSSION
INSTRUCTIONS

HYBRID TEACHER TRACKER CHART- PE/OPEN SPACE (VERBAL FLOW/ PROXIMITY /COMMENT BUBBLES)

-  Draw a line for the **verbal flow** teacher/student
-  Draw the **path** of the teacher and their interactions with students



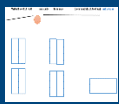
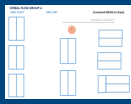
T

Add **Comment bubbles** to record the Teacher's (T) conversations with (S) Students. for **Text** to add a student's **name**. Also to type the **start/end time**.

TIME START-

TIME END-

(Comment MODE to draw)



INSTRUCTIONS

VERBAL FLOW

This is a great tool to use **during; entry, whole class teaching, check in** and or **exit**.
5 to 10 minutes is all that is required, depending upon the focus of the Teacher.



PENCIL TOOL - Use this tool to track the verbal flow.


On the IPAD/TABLET (Switch from viewer mode - click top left blue box)

- Select **COMMENTS** > Use the 2nd tool from the right
- > Pen & draw
- > Once finished click SAVE (top right) or Undo button (top middle)
- (There is an option to use a stylus)

On the PC In Adobe Acrobat Reader DC

- Select **COMMENTS** > located in the LHS tool bar
- > Once finished, right click and select complete.

BASIC STEPS:

Draw a line for the verbal flow **teacher to student & student to teacher**. 
Draw a line between *students who are talking* during whole class teaching (not about the topic).



Use **COMMENT BUBBLE** to record the Teacher's (T) **conversations** with (S) Students.

T For Text (You can add a student's name, moved student or a different table configuration).

PROXIMITY ANALYSIS

This is a great tool to use when **students are working on a task**.
5 to 10 minutes is all that is required, depending upon the focus of the teacher.

BASIC STEPS:

Draw the path of the teacher and their interactions with students 



CHANGE COLOUR > Press and hold on a line
> Select colour & change

On the IPAD/TABLET (Switch from viewer mode - click top left blue box)

- Select **COMMENTS** > Use the 2nd tool from the right
- > Pen & draw
- > Once finished, click SAVE (top right) or Undo (top middle)



On the PC In Adobe Reader

- Select **COMMENTS** > Track path of teacher using *PENCIL TOOL*
- > Once finished, right click and select complete
- > **Remember** if you can't type... you're in comment mode

***HYBRID TEACHER TRACKER CHART

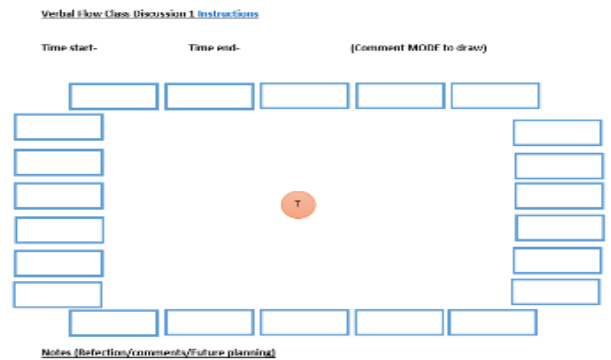
You can always **combine** the Verbal Flow, Comment bubbles and Proximity Analysis on the one chart.

CLASSROOM DISCUSSION CHART

BEST: Enter student's names on the chart and track their verbal flow

OTHER: Track student to student verbal flow

COUNT FLOW: Eg. Mel to sally x 6



T3 OBSERVATION PROTOCOL

1. Have an **AGREED FOCUS** (to enable deeper discussion)
 2. Be **SILENT** during whole class instruction (to deeply watch)
 3. Make detailed notes including **TRANSCRIPT FRAGMENTS** (to gather evidence)
 4. Record examples of **EVIDENCE OF LEARNING** (to focus on learning)
 5. Ideally **STAY** for the whole lesson, or at least 30 minutes (to suspend judgment)
 6. **CIRCULATE** when student-centered activities occur (to look at learning products)
 7. **ASK STUDENTS QUESTIONS** about lesson/their learning
- (with permission of host teacher to probe learning)

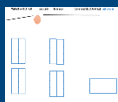
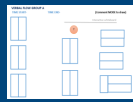
CAMELOT APPROACH TO TEACHING OBSERVATIONS (CATO)

CATO is an extension of *one person observation* where there are **more than one observer** who would usually use the T3 observation tool (e.g. T3).

The **CATO process** is followed by a **round table discussion**.

This approach is **process oriented** to *focus* on **three (or four) way conversations**.


In the round table discussion, **turn-taking is essential** so that everyone has opportunity to contribute.




PC RECORDING A SHORT FILM/AUDIO & SAVING IT TO THIS DOCUMENT

Short film and Audio can be added to any part of this document using Adobe reader on a PC.

SHORT FILM RECORDING

- > Make sure you have the appropriate student/parent/guardian **CONSENT** for filming
- > Use your **CAMERA** on your device to film
- > **SAVE** the short film to your device
- > Open your Digital Feedback Form > Adobe Reader > **COMMENTS TAB** > 

AUDIO RECORDING

- > Make sure you have the appropriate student/parent/guardian **CONSENT** for recording Audio
- > Adobe Reader > Annotations > 
- > **RECORD** – **RED button**
- > **STOP** – **Square button**

IPAD/TABLET to record audio or short film

- > Use the **camera function** on the device take a short film
- > **VIEW** this together post lesson
- > **EMAIL** the short film along with the feedback form

BIBLIOGRAPHY

Verbal flow and Proximity Analysis Adapted from: Eckerman Pitton, Debra (2000) Mentoring Novice Teachers: Fostering a dialogue process. French's Forest; Skylight Hawker Brownlow.

NOTES: