



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

LINKS TO TOOLS & CLASSROOM LAYOUTS


**Descriptive Notes**



**Checklist**



**Discussion**



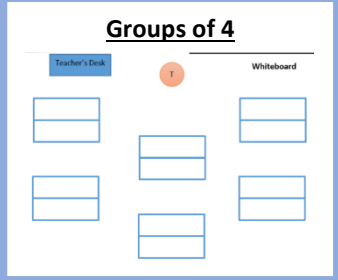
**Instructions**



**Rows**



**Groups of 4**



**Groups of 6**



**Horseshoe**



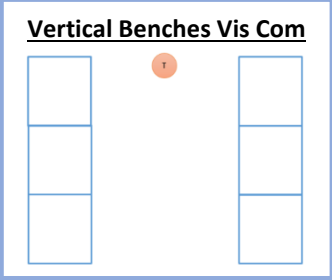
**Science E**



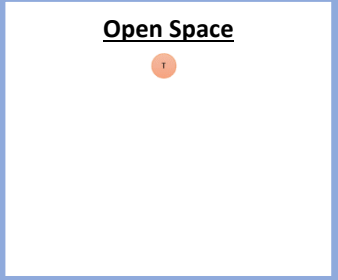
**Vertical Benches Science**



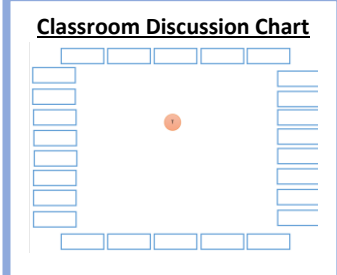
**Vertical Benches Vis Com**



**Open Space**




**Classroom Discussion Chart**



**EXTRA NOTES**



**Completed Today**



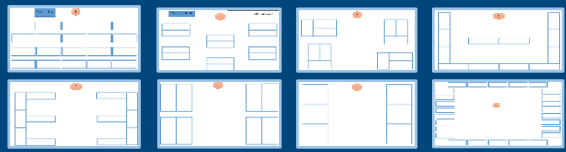
**AITSL standards**



TEACHER FOCUS DROPDOWN BOX

VIC CURRICULUM <http://victoriancurriculum.vcaa.vic.edu.au/>

VCE STUDY DESIGN <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>



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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 <b>teacher (T)</b> Making/saying/doing/writing?	What are the <b>students (S)</b> Making/saying/doing/writing?



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## DESCRIPTIVE NOTES

(Viewer Mode)

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



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# CHECKLIST

(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				
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	<i>Examples, comments for future planning...reflection.</i>
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				



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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'				
<b>LESSON DEBRIEF</b>	Observed	Not Observed	Not Applicable	<i>Examples, comments for future planning...reflection.</i>
Reviews work covered				
Overviews work for next lesson				
Exit technique (student feedback form, exit card)				

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



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## Post Lesson Discussion Guide Questions (Viewer Mode)

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



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# VERBAL FLOW (ROWS)

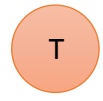
TIME START-

TIME END-

(COMMENT MODE TO DRAW)

Whiteboard

Teacher's desk




# PROXIMITY ANALYSIS (ROWS)

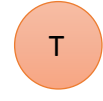
TIME START-

TIME END-

(COMMENT MODE TO DRAW)

Whiteboard

Teacher's desk






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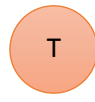
# VERBAL FLOW (TABLE GROUPS OF 4)

TIME START-

TIME END-

(COMMENT MODE)

Teacher's Desk



Whiteboard

Two stacked empty rectangular boxes for notes.

Two stacked empty rectangular boxes for notes.

Two stacked empty rectangular boxes for notes.

Two stacked empty rectangular boxes for notes.

Two stacked empty rectangular boxes for notes.

Two stacked empty rectangular boxes for notes.

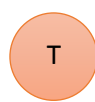
# PROXIMITY ANALYSIS (TABLE GROUPS OF 4)

TIME START-

TIME END-

(COMMENT MODE)

Teacher's Desk



Whiteboard

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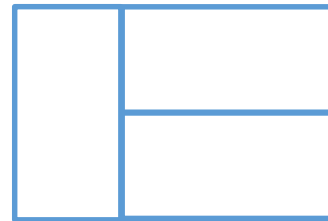
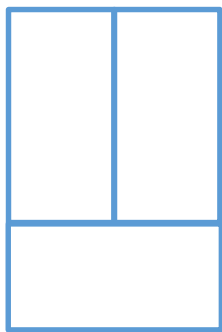
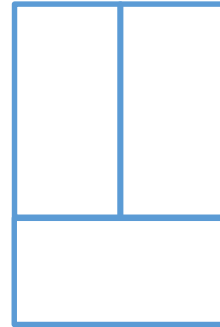
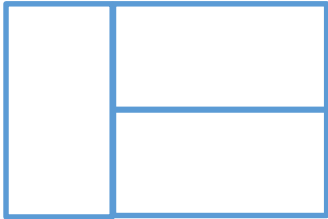
# VERBAL FLOW (TABLE GROUPS OF 6)

TIME START-

TIME END-

(Comment MODE)

T



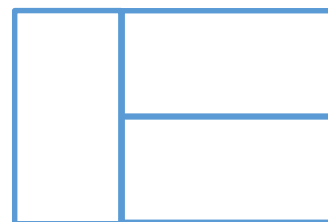
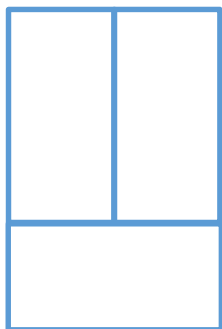
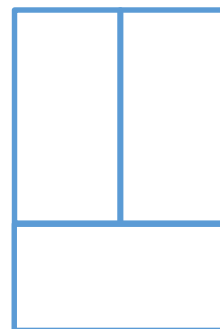
# PROXIMITY ANALYSIS (TABLE GROUPS OF 6)

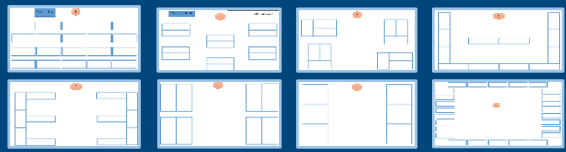
TIME START-

TIME END-

(Comment MODE)

T





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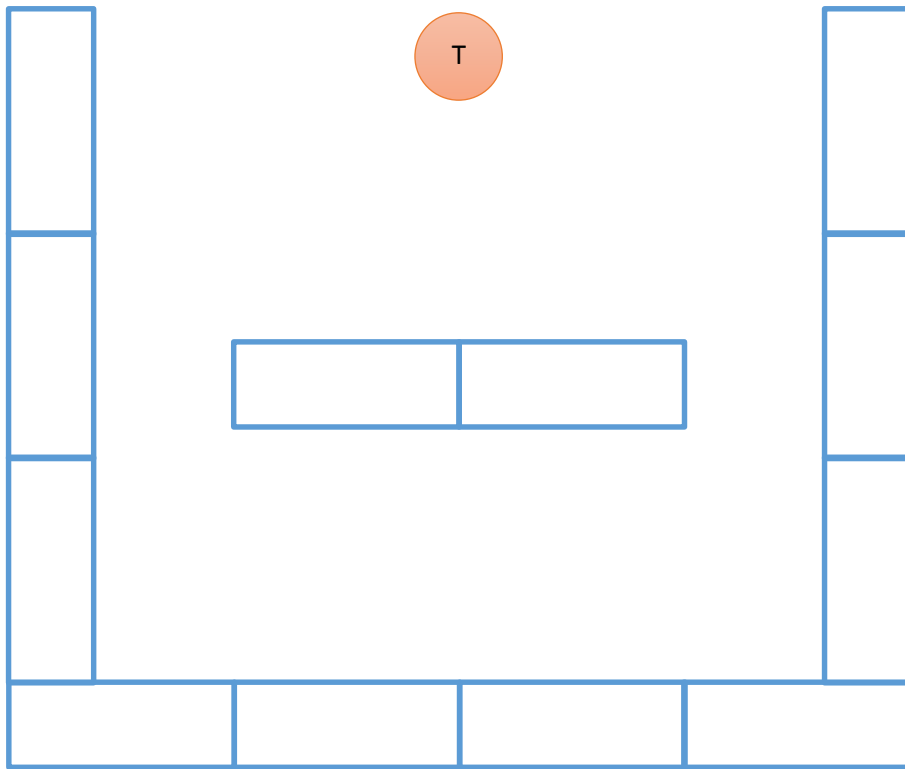
DISCUSSION  
INSTRUCTIONS

# VERBAL FLOW (HORSESHOE)

TIME START-

TIME END-

(Comment MODE)

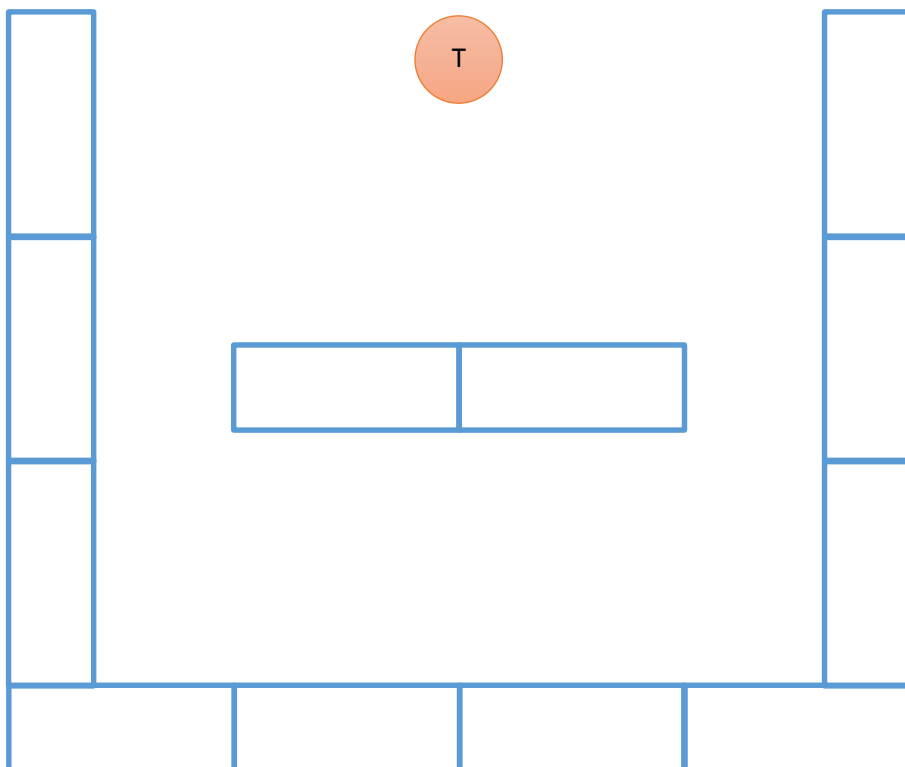


# PROXIMITY ANALYSIS (HORSESHOE)

TIME START-

TIME END-

(Comment MODE)







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### VERBAL FLOW (VERTICAL BENCHES SCIENCE LAB)

TIME START-

TIME END-

(Comment MODE)

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T

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### PROXIMITY ANALYSIS (VERTICAL BENCHES SCIENCE LAB)

TIME START-

TIME END-

(Comment MODE)

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### VERBAL FLOW (VERTICAL DESKS VIS COM)

TIME START-

TIME END-

(Comment MODE)

T

### PROXIMITY ANALYSIS (VERTICAL DESKS VIS COM)

TIME START-

TIME END-

(Comment MODE)

T



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# VERBAL FLOW CLASS DISCUSSION CHART 1

TIME START-

TIME END-

(Comment MODE to draw)

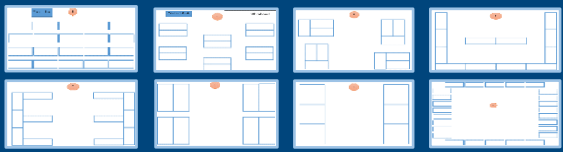
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NOTES (REFECTION/COMMENTS/FUTURE PLANNING)



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### VERBAL FLOW (OPEN SPACE)

TIME START-

TIME END-

(Comment MODE)



### PROXIMITY ANALYSIS (OPEN SPACE)

TIME START-

TIME END-

(Comment MODE)





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## 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**

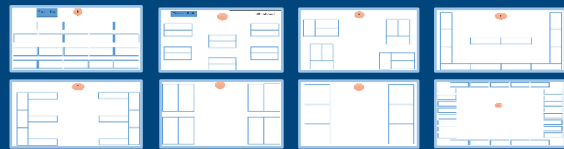
Add **Comment bubbles** to record the Teacher's (T) conversations with (S) Students. for **Text** to add a student's **name**. Also to type the **start/end time**.

TIME START-

TIME END-

(Comment MODE to draw)





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# 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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



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### \*\*\*HYBRID TEACHER TRACKER CHART

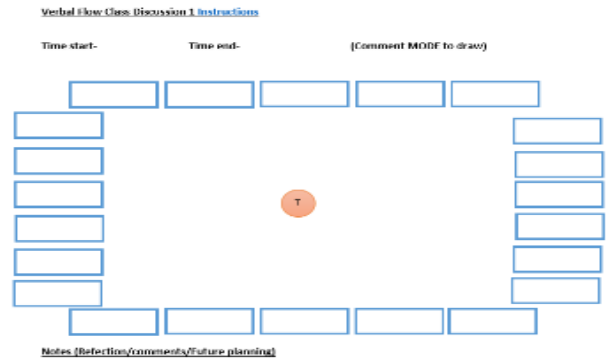
You can always **combine** the Verbal Flow, Comment bubbles and Proximity Analysis on the one chart.

### 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).

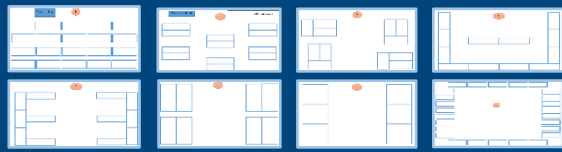
The **CATO process** is followed by a **round table discussion**.

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.




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## 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

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## 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: