FOCUSSED OBSERVATION

NSW Institute of Teachers Professional Teaching Standards form a framework for this Professional Experience, with a particular focus indicated below:

FOCUS NSWIT ELEMENT/S: ____________________________ DATE: ____________________________

CLASSROOM TEACHER/PRESERVICE TEACHER’S NAME: ____________________________

OBSERVER’S NAME: ____________________________

CLASS: ________ KLA: _______________ TOPIC: ____________________________

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>Lesson Plan</td>
<td>Comment on any aspect which particularly relates to the focus Element – use the suggested prompts if you wish.</td>
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<tr>
<td>Attach lesson plan &amp; student work samples.</td>
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<tr>
<td>(1) Teachers know their subject content and how to teach that content to their students</td>
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<tr>
<td>- How were appropriate syllabus outcomes demonstrated in the lesson plan?</td>
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<tr>
<td>- How was knowledge of the central concepts and content shown?</td>
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<tr>
<td>- How was appropriate pedagogy demonstrated?</td>
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<tr>
<td>- Was there an appropriate use of ICT?</td>
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</table>
(2) Teachers know their students and how they learn.

- Were the timing and pacing of activities effective?
- How were the teaching strategies appropriate?
- How was differentiation to cater for a range of learners, shown?
- How were individual students' skills, needs and interests accounted for and acknowledged?
- In what way were the extension activities challenging and adequate?
- Were strategies used to meet the literacy needs of all students?

(3) Teachers plan, assess and report for effective learning.

- How were stated learning outcomes developed and addressed during the lesson?
- How clearly were the expectations for the lesson stated and communicated to students?
- How was learning enhanced by the chosen resources?
- How was the link between outcomes and assessment demonstrated?
- How will assessment of learning inform future planning?
(4) Teachers communicate effectively with their students.

- Was the introduction clear?
- How was the lesson sequenced?
- How were students encouraged to talk & listen?
- What type of talk?
  Questions, statements?
  Instruction, prompting?

_Why would...? I wonder..._

_You should... What about?... How do you?..._

- How were students grouped?

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(5) Teachers create and maintain safe and challenging learning environments through the use of classroom management skills.

- How effectively were behavioural expectations established and maintained?
- How were students encouraged to participate?
- What strategies were used to develop rapport?
- Were the transitions smooth?
- What were the management issues?
- What strategies were used?
- How was the safety of students ensured?
(6) Teachers continually improve their professional knowledge and practice.

- How was a capacity to analyse and reflect on practice demonstrated?
- How clearly could the purpose and outcome of the lesson be communicated to peers and mentors?
- Was evidence of teamwork, collaboration or discussion demonstrated?
- Was knowledge of policies and policy documents demonstrated?

(7) Teachers are actively engaged members of their profession and the wider community.

- How were contributions to the school and wider community demonstrated?
- How were professional ethics and conduct demonstrated?

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<thead>
<tr>
<th>Self Evaluation for Preservice Teacher</th>
<th>Your turn to comment...</th>
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<tbody>
<tr>
<td>- Did you achieve the learning outcomes that you set? If not, why?</td>
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<tr>
<td>- Did you achieve the goals you set for yourself?</td>
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<tr>
<td>- What will you change for next time?</td>
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<tr>
<td>- What are your goals for your next lesson/session?</td>
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<tr>
<td>- How do your goals relate to the NSWIT Professional teaching standards?</td>
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