

Lesson Observation

PCT: <u>Kristy Manning</u>	Date: <u>24.3.23</u>	Period: <u>1</u>	Year Level: <u>12</u>
Associate Teacher:	Subject: <u>Science/ BIO</u>	Topic: <u>Enzymes</u>	
Lesson plan seen by Associate <input checked="" type="radio"/> Yes <input type="radio"/> No		Discussed Plan <input checked="" type="radio"/> Yes <input type="radio"/> No	

NB: Please leave any section blank if not applicable.

Area of Focus	E	S	ND	Comments
PLANNING and PREPARATION		✓		Work for lesson on whiteboard. students looked in textbk - * I'll re-send the lesson template.
Preparation prior to lesson		✓		
Time allocation	✓			

TEACHING EFFECTIVENESS				<p>Went thru the lesson plan. Students knew how to begin the lesson with a starter. 'Bell ringer'</p> <p>Tchr moved around room - Questioning & checking student engagement.</p> <p>clear, slow info given by tchr.</p> <p>Wrote down key terms on w/board.</p> <p>stung textbook relevance tchr explained terms.</p> <p>Use of textbk or exercise book for key terminology.</p> <p>relates work to final exam/assessment</p>
Introduction to lesson	✓			
Aimed at appropriate level	✓			
Focus on essential skills	✓			
Clarity of instructions	✓			
Questioning skills	✓			
Knowledge of content	✓			
Presentation of content	✓			
Use of activities	✓			
Range of teaching strategies	✓			
Use of resources	✓			
Ending lesson	✓			

E Excellent	S Satisfactory	ND Needs Development
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Gimkit 99291
also used - to consolidate.

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Classroom management				<p>Greeted late-comers to class with clear instructions on getting ready.</p> <p>moved from worksheet - movie, google drive. Went thru the topic sheet.</p> <p>- made it clear again.</p> <p>positive & upbeat but very firm.</p> <p>Had pencils / paper on hand.</p> <p>checked students were OK with pace of lesson.</p> <p>Loud, clear & careful use of key terms.</p>
Clear expectations	✓			
Transition	✓			
Monitoring of class				
Firmly in control of class	✓			
Prevention strategies	✓			
Correction strategies	✓			
Use of a range of classroom management strategies	✓			
Handling discipline	✓			
Teacher movement	✓			
Pacing and momentum of lesson	✓			
Use of voice	✓			

ASSESSMENT				<p>positive feedback</p> <p>Went thru worksheet</p>
Quality of feedback to students				
Links to learning outcomes				
Formal assessment				
Informal assessment				

CLASSROOM MANNER				
Classroom presence	✓			clearly in charge.
Confidence	✓			looked at timing. Get into google classroom.
Interactions with students				Enzymes worksheet
Professionalism	✓			while watching a video.

Summary of strengths

Knows her subject with obvious confidence / sound knowledge.
clear instructions - precise / clear

Timing good.

Extra work available UDL - paper copy
digital
Video

Pace was good.

late comers - given quick one on one instructions

Walked around to check engagement.

Focus on essential skills & terminology.

Questioning to check knowledge / understanding

Create video. - related simply to the topic

Timing was slow - ^(at times) but everyone seemed OK with this. Tchr was checking that students were listening & hopefully understanding.

Summary of areas to be Developed

maybe an activity to ensure understanding.

maybe group work
flash cards
models to make } a physical activity

However I know you were in a lab today.
Did work in pairs - towards end of lesson
to practice info knowledge. - fill in worksheet together.

this happened @ end of lesson - Fantastic!!
Such a great lesson - Thank you.

Signature of Teacher Observing

Date

PCT's signature

Date

Notes to Accompany the Lesson Observation Sheet

The following are suggestions /guidelines to assist you in the Lesson Observation Sheet.

Planning: Links to curriculum, learning outcomes, previous lesson, sequence, structure.

Planning prior to lesson: Has the teacher organised resources/equipment and any material to be handed out? Are notes on the board, OHP or Power Point.
Teaching Effectiveness: Appropriateness and clarity of: instructions, learning outcomes, teaching methods.
Introduction to lesson: Does the teacher introduce the topic, where appropriate make links to previous lesson, provide an overview of the structure of the lesson, indicate desired learning outcomes / aims?
Knowledge of content: Does the teacher seem to have a good understanding of the topics/concepts being taught?
Presentation of content: Are the concepts / content presented in a logical and effective manner?
Aimed at appropriate level: Is the lesson targeted to the level of the class? Where required are adaptations made to cater for the needs of particular students?
Questioning skills: Does the teacher ask effective questions that encourage students to think? Is there sufficient time given for students to consider the question before being expected to respond? Are a range students being called upon to answer?
Clarity of instructions: Are instructions clear and concise.
Time allocation: Has sufficient time been given to each key component of the lesson, within the constraints which normally operate?
Focus on essential skills: Are essential skills built into the lesson and are these given due attention?
Use of activities: Are students given the opportunity to apply their learning through appropriate activities and is there a variety of activities to help maintain interest?
Range of teaching strategies: Does the teacher employ a range of teaching approaches to enhance learning?
Use of resources: How appropriately has the teacher used resources to support and foster learning?
Classroom management: Expectations, class rules, approaches to positive and negative behaviour.
Use of classroom management strategies: Does the teacher use a variety of strategies to ensure that appropriate behaviour is encouraged and behaviour problems are minimised?
Handling of discipline: Is behaviour handled promptly, appropriately and in a non-confrontational progress?