

CLASSROOM OBSERVATION 2025

Teacher: <i>Steven M</i>	Year Level: <i>7</i>	Date: <i>17/3/25</i>
KLA/Subject:	Lesson: <i>T.M.T</i>	Observer: <i>P. Scafe</i>
PRIORITY 2: TEACHING EXCELLENCE : High Impact Teaching Strategies (HITS)		
Purpose To provide feedback on ESC Explicit Improvement Agenda Priority 2: High Impact Teaching Strategies (HITS).		
Actions 1. Contact your observer and arrange a mutually convenient time for the observation prior to week 6 of each semester. 2. Observer completes the observation record below and arranges a time to provide feedback. Feedback is confidential. 3. The observee keeps the observation record and records the observation in the Observation Spreadsheet in Share Point.		
Learning Intention/ Success Criteria		Feedback
The teacher ☒ Presents Learning Intentions clearly so students know what they are intended to learn ☐ Provides success criteria so that the students know what they need to learn by the end of the lesson ☒ Makes reference to the learning goal and success criteria throughout the lesson		Needed LH+SC on board. S.C - example of product
Explicit Teaching: I Do/We Do/ You Do		Feedback
The teacher ☒ explicitly introduces and explores new content ☒ Explicitly and clearly explains/models concept/skill being taught ☒ Teacher models application of knowledge and skills ☒ Uses concise 'think-alouds' to demonstrate thought processes ☒ Scaffolds tasks through guided and supported practice ☒ Provides an adequate range of examples and non-examples ☐ Practice and feedback loops uncover and address misunderstanding ☐ Checks for understanding (CFU) via success criteria		Models corners explicitly checks corners before proceeding clarifying expectations
Worked Examples		Feedback
The teacher ☐ clarifies the learning objective, then demonstrates what students need to do to acquire new knowledge and master new skills ☒ presents steps required to arrive at the solution so students' cognitive load is reduced and they can focus on the process ☒ Students practice independently using the worked		
Multiple Exposures		Feedback
The teacher provides ☒ Student time to practice what they have learnt ☒ Timely feedback that provides opportunities for immediate correction & improvement		checks student work
Questioning		Feedback
The teacher ☐ Plans questions in advance for probing, extending, revising and reflecting ☐ Teachers use open questions ☐ Questions used as an immediate source of feedback to track progress/understanding		
Metacognition		Feedback
The teacher ☐ Teaches problem solving ☐ Teaches study skills ☐ Promotes self-questioning ☐ Provides opportunity for classroom discussion as an essential feature ☐ Uses concept mapping		

Other comments:

- Get students to bring in equipment needed - pencil
- Some students talking over instructions / playing with metal
- Wait for all attention on you. ^{beach things}
- Safety of equipment - How should the hold them?

Every student achieving success

Embrace Challenge, Learn with Passion, Take Opportunities

- Ones uniform
- Lined up students
- Re-gather student attention to give instruction / to move on
- Good movement around room
- Asks some questions to gauge understanding
- Shows expected outcome
- Allows time for questions
- Some students getting distracted once done
↳ regroup to explain next task
- "class" - more explicit e.g. eyes here
"on right" ^{mouth closed}
- "Back around here" - equipment down?
- Hands up to answer questions.
- "these aren't hand" ^{Is there a reason they are not done?}
- Avoid calling out students