

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>Pascal</i>
PRIORITY 2: TEACHING EXCELLENCE : High Impact Teaching Strategies (HITS)		
<p>Purpose To provide feedback on ESC Explicit Improvement Agenda Priority 2: High Impact Teaching Strategies (HITS).</p>		
<p>Actions</p> <ol style="list-style-type: none"> 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
<p>The teacher</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Presents Learning Intentions clearly so students know what they are intended to learn <input type="checkbox"/> Provides success criteria so that the students know what they need to learn by the end of the lesson <input checked="" type="checkbox"/> Makes reference to the learning goal and success criteria throughout the lesson 		<p><i>Needed LH+SC on board.</i> <i>S.C - example of product</i></p>
Explicit Teaching: I Do/We Do/ You Do		Feedback
<p>The teacher</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> explicitly introduces and explores new content <input checked="" type="checkbox"/> Explicitly and clearly explains/models concept/skill being taught <input checked="" type="checkbox"/> Teacher models application of knowledge and skills <input checked="" type="checkbox"/> Uses concise 'think-alouds' to demonstrate thought processes <input checked="" type="checkbox"/> Scaffolds tasks through guided and supported practice <input checked="" type="checkbox"/> Provides an adequate range of examples and non-examples <input type="checkbox"/> Practice and feedback loops uncover and address misunderstanding <input type="checkbox"/> Checks for understanding (CFU) via success criteria 		<p><i>Models corners explicitly</i> <i>checks corners before proceeding</i> <i>clarifying expectations</i></p>
Worked Examples		Feedback
<p>The teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> clarifies the learning objective, then demonstrates what students need to do to acquire new knowledge and master new skills <input checked="" type="checkbox"/> presents steps required to arrive at the solution so students' cognitive load is reduced and they can focus on the process <input checked="" type="checkbox"/> Students practice independently using the worked 		
Multiple Exposures		Feedback
<p>The teacher provides</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student time to practice what they have learnt <input checked="" type="checkbox"/> Timely feedback that provides opportunities for immediate correction & improvement 		<p><i>checks student work</i></p>
Questioning		Feedback
<p>The teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans questions in advance for probing, extending, revising and reflecting <input type="checkbox"/> Teachers use open questions <input type="checkbox"/> Questions used as an immediate source of feedback to track progress/understanding 		
Metacognition		Feedback
<p>The teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teaches problem solving <input type="checkbox"/> Teaches study skills <input type="checkbox"/> Promotes self-questioning <input type="checkbox"/> Provides opportunity for classroom discussion as an essential feature <input type="checkbox"/> 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"
- Avoid calling out students ^{Is there a reason they are not done?}