Feedback on Teaching (Final Years)

(Graduate Standards: 1; 2; 3; 4; 5 & 6)

Preservice teacher's name:_____**Year level:**_____**KLA**:_____

Lesson:_____**Lesson duration:**_____**Date:** _____

1. Planning and preparation *(Feedback on the mentee's lesson notes and lesson preparation; tick along line)*

• Lesson plan is well structured (intro, body, conclusion)	–	Meets the standard	+
• The learning intent of the lesson is stated	–	MTS	+
• Links to the syllabus are outlined	–	MTS	+
• Prior knowledge of the students is considered	–	MTS	+
• The lesson is appropriately timed and timetabled	–	MTS	+
• Teacher and student resources are appropriate	–	MTS	+
• Knowledge of subject matter is evident and accurate	–	MTS	+
• Teaching strategies are clear and relevant to the lesson intent	–	MTS	+
• Classroom management is outlined	–	MTS	+
• Questions are stated (e.g., lower/higher order, open, closed)	–	MTS	+
• Methods of assessing students' learning are outlined	–	MTS	+
• Preparation for reflection on practice (evaluation) is noted	–	MTS	+

Further comments:

2. Teaching *(Feedback while observing the preservice teacher's lesson – please tick along line)*

• Appears confident in teaching the lesson	–	MTS	+
• Appears enthusiastic about teaching	–	MTS	+
• Lesson design (intro, body conclusion) is implemented effectively	–	MTS	+
Instructions are clear and age appropriate	–	MTS	+
Lesson is well paced and timed	–	MTS	+
Language is age appropriate	–	MTS	+
• Teaching strategies are used successfully	–	MTS	+
• Displays proficient content knowledge	–	MTS	+
• Uses appropriate materials for teaching and students' learning	–	MTS	+
• Effective classroom management strategies are used:			
Expectations are made clear to the students	–	MTS	+
Appropriate strategies are used to gain students' attention	–	MTS	+
Rules and procedures are consistently reinforced	–	MTS	+
Praise is used to reinforce positive behaviour	–	MTS	+

Caters for students' differing abilities	–	MTS	+
Equal opportunities are provided for all students	–	MTS	+
Demonstrates a good rapport with students	–	MTS	+
Students are well organised with appropriate activities	–	MTS	+
Demonstrates whole class awareness (i.e., "withitness")	–	MTS	+
• Asks a range of questions to students (e.g., closed, open, higher order)	–	MTS	+
Questions are distributed evenly around the class	–	MTS	+
• Uses appropriate curriculum language	–	MTS	+
• Solves problems and issues as they arise	–	MTS	+
• Focuses on assessment of students' learning	–	MTS	+
Monitors students' learning	–	MTS	+
Allows students to articulate their understandings	–	MTS	+

Further comments:

3. Reflective Practice

• The preservice teacher acts upon advice	–	MTS	+
• Written reflections are presented for review and discussion	–	MTS	+
• Reflective practice is evident in conversations	–	MTS	+
• Reflection on practice appears accurate	–	MTS	+
• The preservice teacher seeks advice for improvement	–	MTS	+

Further points for discussion may include professionalism (e.g., professionalism: students, staff, attire, planning, values & ethics).

Key Positive Points	**Key Goals for Next Lesson**

Mentor's signature and date