Teacher Education Student: Ruby Hart
School: Calare Public School
Learning Area: Mathematics
Supervising Teacher: Kym Maxwell

Focus of observation (negotiated with Teacher Education Student):

Please tick the appropriate column using the following grading: Not Demonstrated (ND), Working Towards (WT) Demonstrated (D), Exceeds Expectations (E). Please add a comment to elaborate on your observations.

<table>
<thead>
<tr>
<th>Standard/Descriptor</th>
<th>ND</th>
<th>WT</th>
<th>D</th>
<th>E</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Knowledge: Know students and how they learn</td>
<td></td>
<td></td>
<td>✅</td>
<td></td>
<td>Lesson was well planned. Natural continuation with mentals and link with the lesson. Good variety of strategies to incorporate different learning styles.</td>
</tr>
<tr>
<td>Professional Knowledge: Know the content and how to teach it</td>
<td></td>
<td></td>
<td>✅</td>
<td></td>
<td>Your sequencing of the lessons throughout the unit was summed up well today. Your questioning was good to see who had a solid understanding of the concept and who didn't.</td>
</tr>
<tr>
<td>Professional Practice: Plan for and implement effective teaching and learning</td>
<td></td>
<td></td>
<td>✅</td>
<td></td>
<td>Good improvisation when the sound wasn't working on the comp, you kept the lesson moving. The use of the timer was effective to keep the children focused and on task.</td>
</tr>
<tr>
<td>Professional Practice: Create and maintain supportive and safe learning environments</td>
<td>✅</td>
<td></td>
<td></td>
<td></td>
<td>Always be firm with your expectations. You have implemneted your new.reward system. Be consistent and remember to use it.</td>
</tr>
<tr>
<td>Professional Practice: Assess, provide feedback and report on student learning</td>
<td></td>
<td></td>
<td>✅</td>
<td></td>
<td>Great explanations, monitoring and your provided individual feedback to students. Your rapport and relationships with the students is growing.</td>
</tr>
</tbody>
</table>

Strengths Observed
Great implementation of behaviour management techniques. The use of the shaker was good - remember to wait until they are all listening before you speak.

Areas for Further Development
Try and focus your questioning to minimise areas or opportunities for misbehaviour. e.g "Leo can you tell me...." instead of "who can tell me..."

General Comments
The lesson went well. Remember to have all resources ready and try to plan your lessons for minimal disruptions. By having a circle for their clocks or something they could have traced would have eliminated some fuss. Try and think through every element of your lesson.

This feedback should be discussed with the teacher education student soon as possible following the lesson and signed by both to indicate that this discussion has occurred. Teacher education student to retain a copy. Supervising teacher to retain a copy until finalisation of the placement.

Supervising Teacher/University Liaison Officer: Kmaxwell
Date: 23/10/17
Feedback Sheet
School Based Teaching/Learning Experience

Supervising Teacher/University Education Officer:

Date: 24/10/17

KINDLY ENSURE:

Practice of the Department:

This feedback should be discussed with the teacher education student soon as possible following the lesson and signed by both to

Feedback on their writing and assistance with students was clear throughout the lesson.
Your lesson was well structured and contained all the elements of a great writing lesson. Great

General Comments:

It is a balancing act of your lesson. It is means keeping the attention of the students. If it is a good balance act

Varies of students you involve and the time this process takes. You don't want to extend this part

Timing. Win their teacher directed activities, be weary of how much you involve the students, the

Areas for Further Development:

Students do see it as an example before they start and be involved in the process.

Grammar and punctuation examples which inspire the students. This is important to allow

You modeling the example well and included the students in the process. You included a range of

Student Observed:

- They repeat this when they finish
  - Strategy. Did they have time to do this well?
  - Was great when they read and shared their stories

Prepared Lesson

- Your expectations at the beginning of the lesson.
  - To focus on positive as well and maintain students of
    independence and build their ability to
    work together and work on their own.

- The lesson had a good sequence to it and flowed naturally from
  the previous lesson.

- They were on the board:
  - The teaching and planning for improvement
  - How to teach it

- They learn:
  - Know the content and
  - Know students and how

- Different learning styles work for different students.

Professional Knowledge:

- They learn
- Professional Knowledge:

- Exceeds Expectations (E) Press a comment to elaborate on your observations.