

**School Based Teaching/Learning Experience**

**Feedback Sheet**



Teacher Education Student: **Ruby Hart**

EPT **330**

Date: **23/10/17**

School: **Calare Public School**

Class/Stage/Year: **Stage 1/Year 2**

Learning Area: **Mathematics**

Topic: **Mathematics**

Supervising Teacher: **Kym Maxwell**

University Liaison Officer:

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.

Standard/Descriptor	ND	WT	D	E	Comment
Professional Knowledge: Know students and how they learn	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Lesson was well planned. Natural continuation with mental and link with the lesson. Good variety of strategies to incorporate different learning styles.
Professional Knowledge: Know the content and how to teach it	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.
Professional Practice: Plan for and implement effective teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.
Professional Practice: Create and maintain supportive and safe learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Always be firm with your expectations. You have implemented your new reward system. Be consistent and remember to use it.
Professional Practice: Assess, provide feedback and report on student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Great explanations, monitoring and your provided individual feedback to students. Your rapport and relationships with the students is growing.

**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**

## School Based Teaching/Learning Experience Feedback Sheet



Teacher Education Student: **Ruby Hart**

EPT 330 Date: 24/10/17

School: **Calare Public School**

Class/Stage/Year: **Stage 1/Year 2**

Learning Area: **Literacy - Writing**

Topic: **Creative Writing**

Supervising Teacher: **Kym Maxwell**

University Liaison Officer:

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.

Standard/Descriptor	ND	WT	D	E	Comment
<b>Professional Knowledge:</b> Know students and how they learn	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Different learning styles work for different students. Integrate a variety into your lessons and be flexible to change these if they are not working. (time on floor)
<b>Professional Knowledge:</b> Know the content and how to teach it	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Great integration link with previous Creative Arts lesson. You modelled what they were expected to do well, however, be aware of timing as the students became off task with the length of time they were on the floor.
<b>Professional Practice:</b> Plan for and implement effective teaching and learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The lesson had a good sequence to it and flowed naturally from yesterday's lesson. Allowing the students to use prompts such as word towers, dictionaries etc with their writing will help with their independence and build their editing strategies.
<b>Professional Practice:</b> Create and maintain supportive and safe learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Good range of behaviour strategies used. Remember to focus on positive as well and remind students of your expectations at the beginning of the lesson.
<b>Professional Practice:</b> Assess, provide feedback and report on student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It was great when they read and shared their stories with their partner and used the two stars and a wish strategy. Did they have time to do this well? Could they repeat this when they finish?

**Strengths Observed**  
You modelled the example well and included the students in the process. You included a range of grammar and punctuation examples which inspired the students. This is important to allow students to see it as an example before they start and be involved in the process.

**Areas for Further Development**  
**Timing.** With teacher directed activities, be wary of how much you involve the students, the variety of students you involve and the time this process takes. You don't want to extend this part of your lesson if it means losing the attention of the students. It is a fine balancing act.

**General Comments**  
Your lesson was well structured and contained all the elements of a great writing lesson. Great feedback on their writing and assistance with students was clear throughout the 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:

*Kym Maxwell*

Date:

*24/10/17*