

A lesson observation process linked to SMART goals

PRE-SERVICE TEACHER

Complete contextual information below then submit this with a full lesson plan to your Supervising / Mentor Teacher 24 hours in advance to provide more context.

Pre-service Teacher:	Mentor Teacher:
Class/Room:	Date:
Set the scene: Describe the class context and how this lesson links to the syllabus/program/sequence of learning. You may also list contextually relevant information that will assist your teacher mentor to give feedback. e.g. Formative feedback from student work samples from previous lesson.	
Clarify your thinking: Give an overview of your lesson topic or activities and how you will know your lesson has been effective. e.g. including learning intentions and success criteria.	
Learning Intention	Success Criteria
Refine the feedback: You will be provided feedback on all relevant standard descriptors under standards 1-5. If you would like to indicate specific standard descriptors you want feedback on, list them below Explain what will you do to demonstrate the standard descriptors.	
Break down your goal: Is this lesson linked to one of your professional experience goals? If yes, please include your SMART goal and an explanation of what success will look like, feel like and sound like.	

SUPERVISING TEACHERS

Co-construct feedback comments on all standards.

Standard 1: Know students and how they learn

Physical, social and intellectual development and characteristics of students

Understand how students learn

Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

Strategies for teaching Aboriginal and Torres Strait Islander students

Differentiate teaching to meet the specific learning needs of students across the full range of abilities

Strategies to support full participation of students with disability

Standard 2: Know the content and how to teach it

Content and teaching strategies if the teaching area.

Content selection and organisation and, curriculum, assessment and reporting.

Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.

Literacy and numeracy strategies and Information and communication technology.

Standard 3: Plan for and implement effective teaching and learning

Establish challenging learning goals

Plan, structure and sequence learning programs

Use teaching strategies

Select and use resources

Use effective classroom communication

Informal lesson observation - feedback

Standard 4: Create and maintain supportive and safe learning environments

Support student participation
Manage classroom activities
Manage challenging behaviours
Maintain student safety
Use ICT safely, responsibly and ethically

Standard 5: Assess, provide feedback and report on student learning

Assess student learning
Provide feedback to students on their learning
Make consistent and comparable judgments
Interpret student data
Report on student achievement

Informal lesson observation - feedback

Comments:

Comment from Supervising Teacher (Key takeaways from the lesson, which includes specific, descriptive, non-judgmental feedback about the targeted standard descriptors, the strengths and areas for development and suggestions for improvement and professional learning opportunities)

Signed:

Date:

Reflective comments from Pre-service Teacher:

Signed:

Date: