

PGCE/ProfGCE/PCE (PCET)

Teaching Observation Record

Guidance on the use of form

This form is intended to be used to record feedback from formally observed teaching sessions including micro-teaching. The trainee teacher should complete Section 1 in advance of the teaching session and forward the completed form to the scheduled observer. They will then provide feedback to the trainee based on the headings indicated in Section 2 and suggested areas for feedback. However, this is not intended to be prescriptive in nature, but rather to promote dialogue on the quality of the teaching that has been observed in order to provide guidance and to inform targets for future professional development for the trainee teacher. Section 3 should be completed by students following receipt of the observation feedback as a reflection on the feedback obtained and the suggested points for development.

Section 1

Trainee teacher: Ada Marino	Observer: Caroline Lewis
Date:	Time:
Topic:	Group:
Setting (classroom, workshop etc):	Number of learners:

Trainee Teacher notes

Please note here any information you feel would be beneficial for your observer to be aware of prior to the start of the lesson, such as your rationale for a particular teaching approach, how this lesson fits into the wider curriculum for the learners etc.

Please note here any specific areas that you would like to request feedback on from your observer, for example delivery style, planning and preparation, teaching strategy used.

Section 2

Observer Feedback:

1. Lesson planning and preparation:

For example (but not limited to)

- *Lesson plan (structure, detail provided, variety of activities, appropriateness)*
- *Resources prepared (clarity of any slides used, handouts provided, are resources accessible)*
- *Learning outcomes (suitability of outcomes for learning group and subject)*

Your lesson plan contains the relevant details but you need to refine your learning aims and outcomes to make sure they are more measurable. I would also suggest limiting your outcomes to two or three as that will enable you to measure them more clearly as well as avoid words such as 'understand' as that can be difficult to measure.

You have included plenty of detail on your lesson plan which is good, remember that in your assessment section you should be including how you plan to assess your learners within the classroom so it should detail any quizzes that you use for example.

You included your other resources as a word document but a PowerPoint would have been better to share with your learners so that they are able to see what you have included more clearly and would save you from scrolling through the document.

You have considered professional standards and I would have liked to have seen a little more detail in relation to this within your lesson plan.

2. Teaching and delivery:

For example (but not limited to)

- *Lesson start/conclusion (timing, sharing and reflecting on outcomes, were outcomes met?)*
- *Classroom presence and presentation skills (appropriateness of teaching strategies used)*
- *Pace of lesson and use of time (inclusiveness of lesson for all students, overall workload expectation on students and impact on well-being)*

You start the lesson appropriately and introduce yourself and what you will be teaching. Be mindful of your class positioning so that you're not obscuring the screen. Your delivery was a little fast so slow down a little, build in time for questions and pauses for student reflection if you need to.

The learners responded well to you in the class and answered question that you had given them. You used your available time well and it was interesting to ask them to search Google images for ones that they liked.

Remember to share the learning outcomes at the end of the class to check if they have been met. You did say at the end of the class that you wanted to change perceptions of photography but did you establish what the perceptions of the learners were at the start to give you a comparison?

3. Professional knowledge and skills

For example (but not limited to)

- *Subject or vocational knowledge (familiarity with the subject being taught, responding to questions)*
- *Clear expectations for learning and behaviour (formative and summative assessment, checking on student knowledge)*
- *Identification of and engagement with professional standards (which standards are evidenced and where)*

You have a very good level of subject knowledge and your enthusiasm for this is clear within the session that you deliver. It was good to be able to see your own work as part of this and to see what has inspired you.

You managed the class well and built in regular opportunities for discussion for the learners and there was a commitment there to inclusive practice in how you conducted your class, well done. Try to think how else you can evidence professional standards within your teaching for further classes that you will be delivering and also what you need to do to ensure you are developing skills in this area also.

An interesting session Ada, well done and thank you.

4. *Points for future development (no more than 3 or 4). Where possible these should be identified in negotiation with the trainee teacher.*

Use PowerPoint or similar rather than text documents to share resources in class.

Slow down your pace of delivery and if necessary build in more natural opportunities to pause within class.

Ensure your learning outcomes are SMART.

Section 3

Student teacher reflections:

Note here your reflections on the lesson itself, the feedback obtained and any plans you have to address the development points notes.

