

School Based Teaching/Learning Experience

Feedback Sheet

Pre-service teacher's name Amy Constant

Observer Mrs Julie Tito Date 10/11/15

School Kandos Public School

Class/Stage/Year group 5/6 Green (Stage 3)

Learning Area English - Writing

Topic Writing - Poetry & Grammar

Focus of observation (negotiated with pre-service teacher) Alliteration & Tongue Twisters

Please tick the appropriate column using the following grading: Causing Concern (CC), Working Towards (W), Achieved (A) or Going Beyond (GB). Please add a comment to elaborate on your observations.

Standard/Descriptor	CC	W	A	GB	Comment
Professional Knowledge: Know students and how they learn			✓		* coloured background on board for vision support.
Professional Knowledge: Know the content and how to teach it			✓		* Good lesson plan, resource & use of support material. * Explicit teaching of grammar, alliteration & tongue twisters.
Professional Practice: Plan for and implement effective teaching and learning			✓		* detailed lesson plan ("") * Resources accessed & interactive board * opportunities for extension ^{board} (higher ability students) used.
Professional Practice: Create and maintain supportive and safe learning environments			✓		* Use PBL prize keys * Students encouraged to 'take risks'.
Professional Practice: Assess, provide feedback and report on student learning			✓		* Encouragement & positive comments to all students contributing to 'guided Tongue Twister Poetry'. * Good lesson evaluation/professional dialogue

Strengths observed

- * classroom & behaviour management
- * Explicit teaching - what, why, etc. (WALT/WILF/TIB)
- * Call on variety of students to contribute to class discussion & guided poem.

Areas for further development

- * Own Tongue twister examples - separate to examples in resource material.