Observer Feedback Form

Units 3 requires a candidate to teach a lesson that is observed by their mentor. This form is designed to support the observation process.

To meet this evidence requirement, we will accept a combination of completed sections of this form, audio, images, and video if the evidence meets the requirements stated on this form. Please see the Help & Support page on Artefacts for guidance on how to submit different types of evidence.

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| **Candidate name** | Harshita sharma | **Pre observation discussion date** | 13-Apr-2021 |
| **Mentor name** | Pramod (Does this teacher not have a full name?) | **Job title of mentor** | Senior Teacher |

1. Pre-observation discussion\*

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| **Pre – observation discussion date** | **13-Apr-2021** | |
| **Intended outcomes of the observation**  What the candidate wants to develop in their practice as a result of teaching this lesson- a minimum of three and a maximum of five outcomes should be agreed between the candidate and their mentor. | -The lesson has well-planned aims and objectives. The students are encouraged to brainstorm brainstormed (Harshita, what tenses should be used here in this form?) upon their ideas through the questions. All students are actively involved in the discussion.    -The teacher uses a variety of teaching methods and resources in the class. Activities are planned for the multiple intelligence students. (This is good writing. Simple and easy to understand.. Please learn from this.)    - The lesson is based on experiential learning. The students are engaged and motivated throughout the lesson. Individual and group work are incorporated into the lesson.      -A healthy number of active learning, activities (collaborations, reflection, and discussion) are present in the class. (Please remember to write with your verbs.)    -Formative assessment is often used to ensure students' comprehension of the topic. | |
| **Agreed focus for the observation –** must be based on learning outcomes I,J and K from the syllabus. | -That the aim and objectives are achieved. In the warm-up activity, students ~~should be~~ are able to remember the previous experience. In the ‘Mystery ' activity, students brainstorm for new ~~their~~ ideas. The first practice reinforces and enriches these ideas by applying them to real-life scenarios. A learning goal ~~can also~~ serves as a mode of scaffolding. A diverse group of students participate~~s~~ in class discussions.  -The teacher uses a variety of teaching methods like ‘demonstration’, PowerPoint presentation, question~~s,~~ and answer sessions and worksheets. The teacher differentiates students according~~ly~~ ~~such as~~ to the low, middle, and high ability learners. This ~~would be~~ is seen through the students’ responses in the different activities. Students with various abilities, intelligence levels, behavioural styles, and learning needs benefit from the teaching methods and learning activities used during the class. All students are included in the lesson, which challenges them in a way that encourages them to take charge of their learning.  Harshita, so far so good. Keep it up.  - That the class activities planned (warm-up activity, whole-class discussion, Independent work, group work) include elements of active and collaborative learning. These activities ~~which is~~ are appropriate for all ~~student’s~~ (Do u have only 1 student?) students’ diversity. The students are able to understand the concept before moving to the subsequent activity. Each student ~~gets~~ receives sufficient opportunities to provide their answers.  -The teacher ~~carried~~ carries out different formative assessments such as to monitor while students write, observe while the students share their responses, listen during verbal questioning, peer assessment, self-assessment, and students’ work. These are consistently applied throughout the lesson to gauge ~~and~~ their learning and understanding. Constant check for understanding is conducted because students must understand ~~what success~~ their learning in the different areas and at the different stages of the lesson’s. The s. This is to assess the effectiveness of the various teaching methods employed in the lesson. | |
| **Does this focus link to a previous observation target?** | | Yes |

\* Section 1 is to be completed jointly by the candidate their mentor. The mentor should not be the Programme Leader for the professional development programme.

2. Observation Record\*

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| **Date of lesson** | 14-Apr-2021[[1]](#footnote-1) | **Lesson topic** | Living and Non-living |
| **Location of lesson** | Classroom | **Age of learners** | 8 Years |
| **Number in class** | 20 | **Support assistants?** | No |

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| **Teaching** | | **Learning** |
| *The feedback must be analytical, not descriptive. The teaching methods used should be identified and evaluated. The mentor should focus on the areas noted in the pre- observation discussion* | | *The feedback must be analytical, not descriptive. The mentor needs to determine the effectiveness of the learning taking place. The mentor should focus on the areas noted in the pre- observation discussion* |
| 1. To get a sense of the student’s prior knowledge the teacher conducted an activity called ‘Mystery’ where she showed a Plant and a Rock. The teacher created opportunities for the students ~~Student’s~~ ~~were asked~~ to tell the differences between these two. Through this ~~way~~ the teacher was able to tap on student’s prior knowledge. (Do u see how I have amended your writing to reflect the perspective from the teacher’s teaching in this teaching column. Learn from this to amend for the rest of your points which u have written incorrectly within this teaching column.) 2. The second activity ‘Hula Hoop’ was ~~to~~ aimed to gauge the self-assessment capability of the students. Before putting the handouts in respective hula hoop the students had to go through a critical thinking process. (Same issue here. Amend this to write from the teacher’s perspective.) 3. The PowerPoint presentation shown to the student in the ‘Zoom’ activity was able to engage all type of students and retained their interest in the topic. (U need to be focused for the purpose of this certification. This is not acceptable – u are writing without paying attention to the 2 columns. Hence, amend.) The resources were utilized for a safe and conducive learning. 4. The students were subjected to paired learning when the teacher instructed them to discuss the topic with their partner. When they asked to jot down example of Living and Non-Living things it aided the teacher to assess the effectiveness of the lesson. (U need to rephrase to reflect this from the teacher’s perspective.) 5. In the ‘Line Up’ activity, the students identified the properties of Living and Non-Living things through a group discussion. This honed collaborative learning skill and caused a deeper understanding of the topic and cleared doubts if any.(Amend – this is the teaching column.) | | 1. All the learners namely the Visual, Auditory and Kinaesthetic were involved in the activity. The students answered the questions with confidence. They were more involved in deeper, meaningful thinking. The students ~~get~~ gyreceived a better understanding (cognitive skill) about the topic when they ~~have~~ listened to the other answers. 2. The student’s active participation was observed in the ‘Hula Hoop’ activity. Each student combined their experiential learning with critical thinking while putting their living and non-living hands out (what does mean?) respective hula hoops. 3. Video presentations helped students hone and develop higher-order thinking skill. The students ~~get~~ received additional information through the PowerPoint presentations (ppt). The students paired with a partner and brainstormed for their ideas. Since this activity was using audio-visual resources it catered especially to low- ability students. 4. The whole class zparticipated (What word is this? Is this a new 21st century word?) in a paired group activity. Discussion in a paired group ~~promotes~~ promoted both listening and speaking skills amongst the students. ~~in a small group~~. This activity developed creative thinking through stimulation and the bh sharing of ideas. 5. The teacher acted as a facilitator and kept all the students engaged in collaborative learning(Learning in Group). Each student developed a better understanding of the topic when it was discussed in a group (4-6 member). Written work improved their sentences framing skill where they must incorporate different characteristic of living and non-living in a concise and precise way.( Harshita, this is very sad. This is the learning column, so why is the teacher’s perspective here?) |
| **Key strengths**  *Of the candidates teaching and the students learning.* | * The lesson was well planned, where aim and objectives were accomplished. All the activities ran smoothly and effectively. * There was a good use of active learning strategies which promoted recalling and a deeper understanding of the topic. Students were engaged and motivated throughout the lesson with content. * The teacher encouraged the students to participate in their learning. To assist the students in learning more effectively, the teacher used relevant teaching and learning methods. * The teacher differentiated the teaching method according to the different learning needs of the students. | |
| **Key areas for improvement**  *Of the candidates teaching and the students learning.* | * When the teacher ~~is~~ was preoccupied with one-on-one interactions in the classroom, the other students ~~feel~~ felt restless. * The students took too long to complete the line-up activity, as a result there was so little time for the next activity. * More time should be allocated for the ‘Hula Hoop’ activity for greater exposure to a self-assessing way of learning. | |
| **Signature of mentor** |  | |

\* Section 2 is to be completed by the mentor. It can be written by hand and scanned into this document.3. Post-observation discussion\*

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| **Post-observation discussion date** | 15-Apr-2021 | **Location of discussion** | | **Classroom 206** | |
| **Key outcomes from the discussion**  *There must be clear links to the pre-observation discussion in section 1 and the lesson feedback in section 2* | From the first activity “Mystery” to the last activity “Line Up” the lesson was directed towards keeping the students engaged and interested in the lesson objectives. In the lesson, various resources were used to cater to all type of students, especially the ~~viz~~. auditory, visual, and kinaesthetic. The teacher acted as a facilitator and ensured that all ~~activity~~ activities performed were on ~~the~~ track and ~~do~~ did not ~~get aberrated~~ aberrate from the lesson’s topic. The teacher ~~was observing~~ observed the students when they were in paired or group discussions and acted as a moderator whenever required. Through frequent and stimulating question, she assessed the progress of student’s learning.  The activity “Mystery” was motivated towards taping ~~student’s~~ students’ prior knowledge. The students were encouraged to respond by recalling their existing knowledge. This way the teacher was able to assess the level of knowledge of the class. Based on this information, the teacher began class by asking some general question to help warm up the discussion. This clarified the learning objective to the students. The choice of props (Rock and a Plant) was extremely helpful as students were already acquainted with them. Every student had something to tell. ~~This way~~ Through this, the teacher was able to connect the topic to all ~~type of~~ her students ~~viz~~. primarily the visual, auditory, and kinaesthetic.  The students overwhelmingly participated in the “Hula Hoop” activity that was targeted to enhance the individual thinking process. ~~Where~~ Here, students had to classify the object printed on the handouts and put them in the appropriate “Hula Hoop”. This activity required the whole class to participate individually and from the observation, it was quite evident that the students were quite happy classifying the handouts.  The pair and the group activity were designed to inculcate collaborative or group learning. This worked well with the students ~~those are~~ who were outspoken but for the students which were shy, the teacher acted as a moderator and incited them to share their thoughts. This act of the teacher encouraged the low-middle ability learners to cooperate with the high ability learners to achieve the objective of the learning. It also worked as a bridge to fulfil the gap between the different ability groups and promote~~s~~ social skills and learning with peers. Pair work and group work encouraged a fair amount of collaborative learning.  Incorporating PowerPoint presentation (PPT), “Hula Hoop” and “Line Up” activity in the lesson plan was a clear depiction of the fact that the lesson was crafted to cater to students with different learning needs. The students ~~that~~ who learned from audio and visual content ~~got~~ best, were catered to, by the PPT. The kinaesthetic learners ~~was~~ were engaged in the rest of the activities. The teacher used a variety of questions for each student so that they ~~can~~ were encouraged to demonstrate their knowledge.  There were some future areas of improvement that could have made more of an impact. For instance, ~~Instance~~, when the teacher ~~was clarifying~~ clarified the doubts of some of the students, at that point in time, the rest of the students ~~were getting~~ became impatient. To handle this situation the teacher should have asked other students to draw two or three examples of living and non-living things in their notebook.  The ‘Line-Up’ group activity took a long time to complete because the activity required students to take turns to come up to the whiteboard, due to which the wrap up activity ~~got~~ was left with the zvery little time. In future lessons, I would suggest having better time management while conducting activities.  In the “Hula Hoop” activity, the number of handouts given to students should have been increased. This would have offered students a wider range of options for self-evaluation. The more they categorized the objects into living and non-living categories, the more insight they could have gained. | | | | |
|  |  | | Date | | 15-Apr-2021 |
| **Signature of candidate** |  | | Date | | 15-Apr-2021 |

\* Section 3 is to be completed jointly by the candidate and the mentor.

1. [↑](#footnote-ref-1)