

MASSEY HIGH SCHOOL DEPARTMENT OBSERVATION TOOL:

Teacher: GK	Observing Teacher: CH	Date: 8/11/18	Period: 3
Subject: 10CDT	Topic: Posters/Scratch/Programming	Year Level: 10	Class: C206
Lesson Plan seen by Observer: YES / NO *	Classroom: Computer lab	Number of Students in the class: 22	
Learning Objectives of the Lesson:			

Preparation and Planning – The Massey Lesson	E	M	ND	NA
Appropriate lesson planned	✓			
Learning objectives: Present and explained				✓*
Success Criteria				✓*
Do now objectives				✓*
Preparation of equipment/resources prior to lesson.	✓			
Teaching Effectiveness	E	M	ND	NA
Students are greeted on entry to the lesson	✓			
Introduction to the lesson	✓			
Variety of activities at appropriate level	✓			
Use of appropriate teaching strategies	✓			
Clarity of instructions	✓			
Lesson well structured	✓			
Motivation towards and encouragement of students	✓			
Questioning skills and techniques	✓			
Quality Feedback and feed forward to students	✓			
Responsive to the needs of the class	✓			
Individual/Group assistance	✓			
Knowledge of content appropriate to unit	✓			
Appropriate language used/Professionalism	✓			
Teacher enthusiasm/Confidence	✓			
Positive and safe interactions with students	✓			
Peer, Self and Teacher marking during lesson	✓			
Review of the Learning (during/exit task)				✓*
End of lesson/Efficient pack up		✓		

Culturally Responsive	E	M	ND	NA
Respectful relationships with students	✓			
Context of the unit is appropriate to the students identity	✓			
Students engaged in learning	✓			
High expectations for Maori learners	✓			
Prior knowledge of learners incorporated	✓			
Positive Climate for Learning (PC4L)	E	M	ND	NA
Clear expectations.	✓			
Control maintained (firm/fair)	✓			
Use of routines.				
Inappropriate behaviour dealt with	✓			
Use a range of classroom management strategies	✓			
Health & safety issues addressed.		✓#		
Transitions				✓
Timing of activities	✓			
Pace of the lesson	✓			
Clear use of voice	✓			

Student Engagement:	Teacher Location:
STUDENT 1: M/F 3min ✓ X 6min ✓ X 9min ✓ X 12min ✓ X	Roaming around helping students on an as needed basis
STUDENT 2: M/F 3min ✓ X 6min ✓ X 9min ✓ X 12min ✓ X	
STUDENT 3: M/F 3min ✓ X 6min ✓ X 9min ✓ X 12min ✓ X	

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Strengths: (www)	Future Focus: (ebi)
<ul style="list-style-type: none"> • Use of video tutorials for all lessons, freeing GK up to help students on a one to one basis. Students can rewind tutorials and re watch if unsure of what to do. It also allows students to work at their own pace. So those students who were capable were able to push ahead without waiting for the rest of the class to catch up. • When GK noticed that a number of students were having the same problem with getting their sprites to move in Scratch, she stopped the class to show them which video provided the code that would get them started. • Observed quietly dealing with a student who was off-task. GK stated what the student was not doing, that they were capable of doing the task at hand and encouraged them to get on with their work. The student listened and got back on with their work. • When a small group of students were becoming disengaged, she addressed this group in a louder voice and the students got back on track. • Students were encouraged to help one another which was very effective, particularly with a new student in the class. He was paired up with another student who was able to explain what to do next when GK was with other students. 	<ul style="list-style-type: none"> • On Google Classroom, that each unit would have learning intentions and success criteria at the top, so that students could be reminded of them.
Professional Goals for 2018, Action Step moving forward:	
<p>Going forward, the plan is to have really clear 'key ideas' at the top of each page of the google site which embodies both the learning intention and success criteria for the topic</p>	
Comments	
<ul style="list-style-type: none"> • * The students are all working at their own pace, so one set of Learning Objectives and Success Criteria would not reflect what they are doing. When students were asked, they could tell me what they were expected to do for the period and how they would measure that they were successful. Although not on the board, at the beginning of the lesson, GK reminded students of the various learning intentions and what she expected them to have completed by the end of the period. It would be impossible to do a review at the end of the lesson with all students being at different stages. • #Room temperature got a little stuffy towards the end 	