



**ADMINISTRATIVE WALK-THROUGH / MINI OBSERVATION**

Feedback of Curriculum Alignment and Teaching Practices			
<u>Teacher:</u> Ms Amber Clark		<u>Year:</u> 7—3	<u>Subject:</u> English
<u>Date:</u> Wednesday, 15 <sup>th</sup> January 2014		<u>Lesson:</u> Period 1 (7:30—7:45)	<u>Observer:</u> Jason Heap
<u>Objective of Lesson/ Teaching Point:</u> Good readers empathise with characters by understanding their motives and behaviours.			
<b>Dominant Student Activity</b>		<b>Dominant Teacher Activity</b>	
XXXXX individual work _____ large group work	XXXX small group work _____ other	_____ large group instruction XXXX small group/individual	XXX monitoring student work _____ other
Effective Teaching Strategies Observed			
Reviewing prior knowledge	XXX	Reviewed 4 traits of writing. Students observed and reflected on their own work, as well as engaging in peer observation and assessment.	
Collecting data	XXX	Teacher collected homework for marking. Teacher monitored small group and individual progress to determine personalised feedback.	
Mini lesson protocol with teaching point	XXX	Teacher's planning is up-to-date and was made available to the observer.	
Integration of technology	XXX	PowerPoint was used to clearly display the Teaching Point. Teacher read out and explained the teaching point and took questions.	
Using meta-cognition	XXX	Asked students how they worked on clarity and asked the class for additional examples. Asking students why they thought they did well.	
Using common language	XXX	"Internal traits, actions, weaknesses, feels, conflicts, goals." Using character study worksheets to review specific terminology.	
Using questioning techniques	XXX	Teacher asked many clarifying questions to probe student conceptual understanding.	
Providing positive affirmations / praising	XXX	"Excellent", "Very good".	
Employing non-linguistic representations	XXX	Character trees/graphs provide visual examples to assist students with writing about thoughts, speech, actions, strengths and weaknesses of the characters they have studied.	
Reinforcing ESLRs	XXX	No ESLRs were given during the observation, <i>but</i> the teacher has consistently followed positive/negative behaviour policies.	
<b>Comments:</b>			
Classroom environment was calm, orderly and focused on the teaching point. Displays outside the classroom is new, since the start of term. The 8 traits of conversation, traits of writing and reading comprehension strategies were displayed for student reference. Teacher has displayed various task deadlines on the WB as a reminder for students. Examples of completed worksheet is displayed on the teaching board. Students are placed in small groups in the classroom and a seating chart is available to view.			

*Jason Heap*  
15/01/2014