**UNE Lesson Evaluation Form A Support Document for Supervising Teachers**

This form enables the Supervising Teacher (ST) to provide constructive written feedback for each lesson taught by the Preservice Teacher (PT). The written feedback is the basis for professional discussions between the ST and the PT. These discussions will further offer in-depth, targeted feedback and advice to the PT on how to improve upon and consolidate their teaching practice. This feedback form is closely linked to the Australian Professional Standards for Teachers (APST). Supervising teachers should always consider the stage of the Preservice Teacher’s progression before this evaluation occurs. The Preservice Teacher should be encouraged to reflect upon and then apply, to the best of their ability, the feedback presented to them.

**The Pre-service Teacher must present their lesson plan to the Supervising Teacher, prior to each lesson.**

**This completed form is used ONLY as feedback to Pre-service Teachers and NOT to be returned to UNE OPL.**

**Pre-service Teacher Name …………………………………………………………………………….. Class/Year Group …………………**

**KLA/Subject …………………………………………………………………… Time & Date of Lesson …………………..……………………**

**School Name …………………………………………………………………………… UNE Unit PREX Code …………………………………**

**Supervising Teacher writing this report ……………………………………………………………………………………………………….**

***Please comment where applicable:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Before the Lesson** | | | | |
| **PLANNING THE CONTENT** Standard 2: Know the content and how to teach it | | | | |
|  | Needs  Improvement | Demonstrating Progress | Competent | COMMENTS |
| Established clear links between curriculum /syllabus outcomes and the lesson goals. |  |  |  |  |
| Used own prior knowledge and/or researched required lesson content. |  |  |  |
| Organised a logical sequence of teaching and learning experiences. |  |  |  |
| **PLANNING THE IMPLEMENTATION** Standard 3: Plan for and implement effective teaching and learning | | | | |
| Produced a lesson plan containing sufficient detail. |  |  |  |  |
| Planned achievable  learning goals. |  |  |  |
| Selected appropriate  learning experiences and  teaching resources. |  |  |  |
| Provided differentiation as required. |  |  |  |

Additional Comments:

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| --- | --- | --- | --- | --- | --- |
| **During the Lesson** | | | | | |
| **TEACHING** Standard 2: Know the content and how to teach it | | | | | |
|  | Needs Improvement | Demonstrating Progress | | Competent | COMMENTS |
| Appropriately used a variety of teaching strategies. |  |  | |  |  |
| **TEACHING** Standard 3: Plan for and implement effective teaching and learning | | | | | |
| Delivered clear and appropriate instructions. |  |  | |  |  |
| Spoke fluently, modelling appropriate speech. |  |  | |  |
| Modelled appropriate written communication. |  |  | |  |
| Demonstrated effective non-verbal communication. |  |  | |  |
| Used questioning effectively. |  |  | |  |
| Encouraged, listened and responded to students and provided feedback. |  |  | |  |
| Engaged students in their learning. |  |  | |  |
| Assessed students’ knowledge and skills. |  |  | |  |
| Maintained effective pacing and timing. |  |  | |  |
| Used appropriate consolidation and closure of learning. |  |  | |  |
| Effectively managed resources. |  |  | |  |
| **MANAGING THE CLASSROOM** Standard 4: Create and maintain supportive and safe learning environments | | | | | |
| Followed established classroom procedures. |  |  |  | |  |
| Established own expectations. |  |  |  | |
| Developed a positive and inclusive learning environment. |  |  |  | |
| Demonstrated cultural sensitivity. |  |  |  | |
| Implemented a range of appropriate behaviour management strategies. |  |  |  | |
| Addressed issues fairly and respectfully. |  |  |  | |

Comments and Suggestions: