# Observation 5: observing a plan-teach-evaluate cycle

In this observation, you will be shadowing your mentor before, during and after a lesson to explore how effective learning and progress is planned and delivered in the classroom. Work with your mentor to identify a class to observe: (1) discuss the class and the planned activity before the lesson; (2) observe the lesson comparing the learning intentions with the learner activities and outcomes; and (3) discuss the lesson with your mentor afterwards to debrief and evaluate the impact of learning.

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| **Class:** |  | **Date:** |  | **Topic:** |  |
| ***Before the lesson, meet with your mentor to discuss and make notes on…*** | | | | | |
| * What are the learning intentions? * What will indicate that learning has taken place? * What are the possible misconceptions in the lesson? * What strategies will support and challenge specific learners? * What are the learning episodes (activities) in the lesson? * How do the episodes link and flow one to the next? * How do the episode link to the learning intensions? | |  | | | |
| Identify specific learners (case students) to observe in the lesson.   * Why have they been selected? e.g. a range of attainment, behaviours, etc. | |  | | | |
| ***During the lesson, observe the ‘case students’ and make notes on…*** | | | | | |
| *Move around the room and talk with the case students, making field notes during the lesson if possible…*   * How did the teacher start/end the lesson? * How and when were the learning intentions shared? * What were the main learning episodes? * To what extent were learners motivated and on-task? * To what extent did the case students meet the learning outcome / success criteria? | |  | | | |
| ***After the lesson, discuss the lesson with your mentor, reflect and make notes on…*** | | | | | |
| * To what extent were the expectations met? * Which learners were above and below expectation? * Why was this the case? What factors influenced learning? * What was the impact of the teaching on learners’ progress? * What are the implications for future lessons? | |  | | | |