

Formative Feedback Discussion Sheet

Not to be submitted

D: Developing Adequately N: Needs Attention

Domains	Teaching Segment	D	N
Knowledge	Knows student's names		
	Shows an interest to know every student		
	Shows an understanding and impact on/for learning - relevant to student need		
	Uses resources that cater for different learning styles and needs of students		
	Recognises the need and attempts to plan for student diversity within the classroom, including students with a disability and Aboriginal and Torres Strait Islander student		
	Uses school curricular resources appropriately		
	States clear and appropriate lesson intent		
	Designs a logical teaching and learning sequence		
	Provides clear procedures and instructions		
	Provides learning experiences that engage students		
	Considers literacy and numeracy requirements		
	Provides adjustments/differentiation for content / cognitive processes for students to learn / product / environmental factors		
	Demonstrates understanding of the content /concepts		
	Explains lesson content clearly and accurately		
	Delivers an appropriately paced lesson		
	Gathers student feedback to inform next step learning		
	Achieves lesson intent		
	Sets achievable challenges for students		
	Uses and develops a range of resources, including digital literacy / manipulatives		
	Uses a range of teaching strategies that align with the content of the lesson		
	Provides learning experiences that engage students in learning		
	Communicates clearly and accurately using - Spoken language - Written language		
	Uses voice effectively: varies intonation, volume, tone and speed		
	Uses a range of appropriate and effective verbal and non-verbal communication		
	Distributes widely different levels of questions demanding deeper thinking by the students		
	Provides sufficient time for students to respond		
	Responds to students in an encouraging, inclusive, and respectful manner		
	Provides clear expectations		
	Waits for class attention before speaking		
	Establishes and maintains safe and inclusive routines and procedures		
	Provides clear instructions and directions		
	Transitions a class smoothly from one task to another		
	Moves systematically around the room		
	Recognises all levels of off-task behaviour		
	Responds to re-engage students in learning		
	Uses a range of strategies to refocus and engage students in learning		
	Monitors student behaviour: reinforces positive behaviour		
	Responds firmly and calmly towards challenging behaviour		
	Delivers appropriately paced lessons		
	Achieves lesson intent		
	Checks for student understanding at appropriate moments		
	Provides timely and specific feedback to support student learning		

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Domains	Teaching Segment	D	N
Engagement	Submits lesson plans in advance		
	Organises resources for lessons in advance		
	Participating in staff/curriculum meetings and professional development opportunities		
	Implements constructive feedback to improve professional knowledge and practice		
	Is punctual – class, meetings, duties		
	Displays a positive attitude		
	Initiates discussions concerning personal development		
	Takes responsibility for engaging in all placement requirements		
	Displays professional boundaries with students		
	Demonstrates care for the well-being of students		
	Suggestions		

