

Appendix 4 - UNSW School of Education Lesson Feedback and Reflection Form for Supervising Teacher and UNSW Liaison



Name of observer		Supervising teacher		University Liaison	
Course: PE1 PE2/Internship Advanced Professional Practice					
Teacher Education Student					
Date		Year		Subject	

UNSW Teacher Education Students highlight one to three criteria from the following graduate standard descriptors as their goals for this lesson. Please note these criteria are only a selection of criteria that can be assessed within a lesson and the ensuing post- lesson discussion. The complete set of graduate standard descriptors in the final report can be assessed using other artefact such as lesson plans, professional conduct and interactions outside of the classroom. [Consult these exemplars](#) to calibrate the assessment of your proficiency.

Criteria	Criteria
Demonstrate understanding of research into how students learn and the implications for teaching (1.2.1)	Evaluates and improve teaching plans (3.6.1)
Knows content area (2.1.1)	Supports student participation (4.1.1)
Selects and organises content (2.2.1)	Manages classroom activities (4.2.1)
Structures and sequences lessons (2.3.1)	Manages challenging behaviour (4.3.1)
Demonstrate understanding of and respect for ATSI histories, cultures and languages (2.4.1)	Assesses student learning (5.1.1)
Incorporates literacy and numeracy strategies (2.5.1)	Provides feedback (5.2.1)
Establishes learning goals (3.1.1)	Makes consistent and comparable teacher judgments (5.3.1)
Uses a range of teaching strategies (3.3.1)	Understand the relevant sources of professional learning for teachers (6.2.1)
Uses effective classroom communication (3.5.1)	Seek and apply constructive feedback from supervisors and teachers (6.3.1)

REALITY

Give medal (what they did well) and mission (where next) feedback on the TES achievement of the 1- 3 goals for this lesson chosen from the above table. Discuss these judgments with the TES in the post- lesson conference that is a dialogue based on your judgments and their critical reflection on the lesson that refers to their impact on student learning.

OPTIONS (A POST LESSON DISCUSSION BETWEEN THE OBSERVER AND THE TES)

Examine the evidence from the previous section as well as looking at student work samples if they are available. Use the following questions as a scaffold for the discussion.

Did you achieve your goal? Cite evidence of student learning.

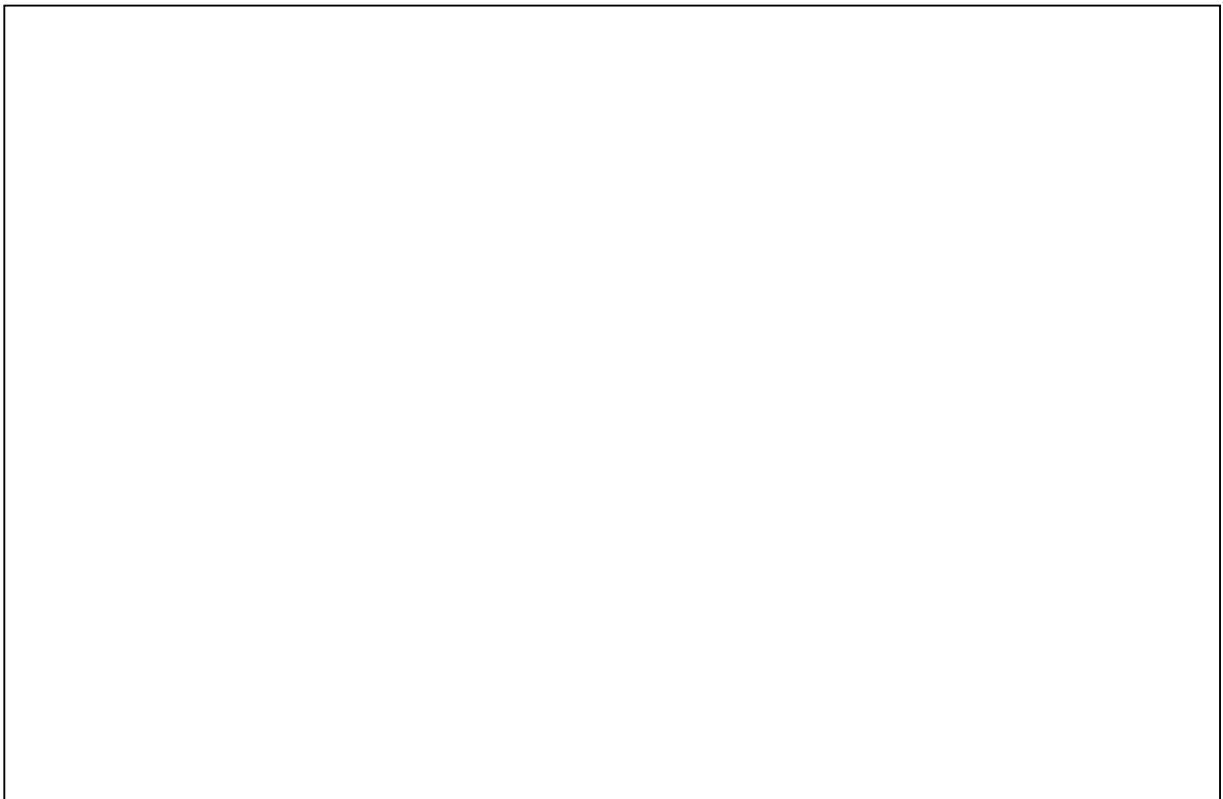
If you taught this lesson again to this class what would you do differently and why?

WHERE NEXT? (TO BE COMPLETED BY THE TEACHER EDUCATION STUDENT)

For these students in the next lesson...

A large, empty rectangular box with a thin black border, intended for a teacher education student to write their reflections on the students in the next lesson.

For you as the teacher: what professional learning goal do you need to focus on in your next lesson with their class?

A large, empty rectangular box with a thin black border, intended for a teacher education student to write their professional learning goal for the next lesson.