

Classroom Observation

Name of Provisionally Registered Teacher (PRT):	Name of observing teacher (Full Registration):	Date of observation:
TRB#: _____	TRB #: _____	
Pre-Observation Meeting		Date: _____
Lesson context (e.g. year group or topic) <i>[NB: The TRB suggests that the PRT supply some de-identified data about the group to be observed and a lesson plan or other documentation to set the context for the observer and that this is included as part of the evidence set and linked into the PRT's reflection and/or to the observing teacher's feedback where relevant to the standard descriptors being claimed]</i>	Focus for Observation (e.g. Tasks for the lesson have a logical sequence to promote student understanding of the content.)	Related Proficient Stage Standards and Descriptors (e.g. 2.2 - Organise content into coherent, well-sequenced learning and teaching programs.) <i>[NB: The TRB suggests that most PRTs will be able to evidence more than 1 descriptor per lesson observation – but probably not more than 4 unless they have created an evidence set to go with the observation]</i>
		<i>NOTE: when evidencing/annotating standard descriptors such as the one above that contain the conjunction 'and' it is necessary to ensure you evidence each item/aspect in the list either directly or indirectly – be explicit!</i>

NB: This form can be edited – delete all the green writing and the green bounded text boxes AFTER you & your mentor/observer have read them and then ensure the final version of the pre-observation meeting, feedback and reflection are typed into the relevant sections and signed and dated where indicated on the template by both the observer and the PRT. The boxes will expand as you type. You should check the formatting, then print and then sign and date. Make copies for your portfolios (yours and the one your workplace must keep).

Change of Registration Category
Progressing from Provisional to Full Registration

Teachers
Registration Board
Tasmania

Observer comments & feedback to PRT

[NB: These must be directly linked to the standard descriptors agreed as the focus in the Pre-Observation Meeting and should include more than just claims. You are the eyes and ears of the workplace panel and of the TRB. Record products, what was said, done/produced and written by the teacher and by the students]

TIP: it can be very helpful to use the Classroom Practice Continuum (available from the AITSL website or from the TRB Resources section of the Change of Registration Category section of the TRB Website) after you have recorded everything you saw and heard in the lesson. This is because this tool can assist you to explicitly link your observations to the standard descriptor/s when you write your final draft of your comments and Feedback to the PRT in this section. Don't forget to explicitly link what you saw and heard (evidence) to student outcomes (impact of the PRT) and be explicit about how it demonstrates achievement at the proficient stage for the selected descriptor/s.

NOTE: the Classroom Practice Continuum has been developed for Standards 3, 4 and 5 ONLY as it is considered that these are most likely to be observable in a classroom

Signature _____

DATE: _____

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P R Teacher comments & reflection

[NB: These must be directly linked to the standard descriptors agreed as the focus in the Pre-Observation Meeting and must also be a reflection on the feedback from the observing teacher. Remember also that the PRT comments & reflection is really an annotation – What, Why, Impact on Student Outcomes & How do I know? All need to be answered and directly linked to the relevant descriptor/s]

NOTE: the observer will most likely provide the “What” and the “Evidence/How I know” aspects for each chosen descriptor, but if anything is missing you will need to fill the gap/s with other evidence (you may need an evidence set).

Signature_____

Date: _____