

Module 3 DET Teaching Observation Record 2022-23 EXAMPLE

PART 1: PLANNING: To be completed by the trainee

Table 1.1. Teaching Observation Information

A copy of the observation form with Part 1 completed must be sent to the observer <u>prior to</u> the observed lesson.			
Trainee's name	A Person	Observation date and time	10 th May 2023, 11am
Observation no. (1-8)	4	No of learners expected	13
Course / Subject	Community Drama	DET Module number	3
Observer name(s)	A Mentor	Observer Status	Mentor
Joint observation?	No	Consortium College	My College

Table 1.2. Documentation checklist (please tick to indicate all these are available for the observer)

Group profile (if appropriate)		All previous observation reports (year 1 and 2)		Class register (if appropriate)	
SoW and lesson plan		General information section (below) completed.		Developmental targets (below) completed.	

Table 1.3. Planning for ETF Professional Standards to be addressed in this teaching observation.

Practice theme: Planning ETF Professional Standard: Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice (9)
<p>We have learned about the evidence for good feedback, feedback that promotes thinking and is not ego-involving, improving outcomes for learners. I'm planning an improvisation task, where learners respond to feedback. I'll give feedback about the task and effort, rather than just praising learners.</p>
Practice theme: Teaching and Learning ETF Professional Standard: Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements (8)
<p>Professional actors need to be able to respond quickly to verbal feedback. In this lesson, learners will respond to cues and feedback from me, giving them a taste of working with a director.</p>
Practice theme: Assessment ETF Professional Standard: Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement (19)
<p>Although this class is not being summatively assessed, learners have improvisation as part of their final assessment. I will remind learners of this and give them tips in the lesson to support their preparation.</p>

Practice theme: Developing Core Skills ETF Professional Standard: Select and use digital technologies safely and effectively to promote learning (16)
<p>As a scaffolding activity for the first improvisation, I will ask learners to put ideas onto a Padlet from their phone. They'll be able to use these ideas in their improvisations. I've selected this because it's easy to access from a mobile device.</p>
Practice theme: Developing Core Skills ETF Professional Standard: Develop learners' mathematics, English, digital and wider employability skills (17)
<p>I am going to get learners to measure and mark out spaces to improvise in. They will work out the area that they're performing in. We will use sizes of well-known performance spaces, like the indoor theatre at the Shakespeare Globe, so that learners can become familiar with different sized performance spaces.</p>
Practice theme: Supporting All Learners ETF Professional Standard: Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences (11)
<p>One of the learners' barrier to learning is being the sole carer for their parents. This means that they are often late for class. I will let them watch one improvisation before joining in for the following one, if necessary.</p> <p>There are a few learners with ADHD and anxiety, who may become overwhelmed, for different reasons, during the session. I have a quiet section in the hall, where the stage curtains buffer the noise and lights, so low sensory input. Learners are all encouraged to use it and some often go on their own, but I may suggest a break if a learner needs one.</p>

Table 1.4. Your developmental targets






Developmental targets: Please carry over all ETF Professional Standards that were <i>Not Yet On Track</i> in your previous teaching observation/s.				
To be completed by trainee			To be completed by Observer/s (delete tick as appropriate)	
Target No.	Target / Professional Standard Not Yet Met	How will you address this in this lesson?	On Track	Not Yet On Track
1	Make sure that you have strategies for supporting learners who come to class late.	If anyone comes late, I will nominate learners in the class to catch them up, so that I can use the opportunity to recap and check learning so far.	✓	
2			✓	✓
3			✓	✓
4			✓	✓

5			✓	✓
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PART 2: OVERALL FEEDBACK: to be completed by the lesson observer/s

Table 2.1. ETF Professional Standards to be addressed in this observation.

In addition to the verbal feedback discussion with the trainee, please indicate whether the trainee is *On Track* for each Professional Standard mapped to this module, as indicated below. Please also provide a brief comment to support your assessment.

Practice Theme: Planning ETF Professional Standard: Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice (9)	On Track 	Not Yet On Track
Brief comment: The plan for feedback was comprehensive, with key criteria against which learners would be given feedback: teamwork/responsiveness, content/vocabulary, and use of space. This was shared with the learners at the start of the lesson. In the lesson, ongoing feedback you provided was actionable and gave clear steps to adjust their performances.		
Practice Theme: Teaching and Learning ETF Professional Standard: Develop and update knowledge of your subject specialism, taking account of new practices, research and/or industry requirements (8)	On Track 	Not Yet On Track
Brief comment: You used your industry experience to provide examples for learners which modelled how you responded to feedback in specific productions. This provided clear links between classroom experience and workplace practice.		
Practice Theme: Assessment ETF Professional Standard: Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement (19)	On Track 	Not Yet On Track
Brief comment: The selected assessment criteria were appropriate and fair. What made you select those themes? It was good practice to share these with learners. Consider using these for a peer assessment activity. The clear criteria would direct feedback. Consider carefully when you do it though, so that you have modelled good feedback first.		
Practice Theme: Developing core skills ETF Professional Standard: Select and use digital technologies safely and effectively to promote learning (16)	On Track 	Not Yet On Track
Brief comment: The Padlet worked well and the learners used it for the first two activities. This supported their work, which meant greater engagement.		
Practice Theme: Developing core skills ETF Professional Standard: Develop learners' mathematics, English, digital and wider employability skills (17)	On Track 	Not Yet On Track
Brief comment: The embedded maths was a very good idea. There were quite a few learners who struggled with it, who are probably working at an entry level for numeracy. Consider having		

a supportive worksheet for those learners, so that it doesn't take up too much time and keeps them motivated.

Practice Theme: Supporting all learners

ETF Professional Standard: Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences (11)

On Track



Not Yet On Track

Brief comment: It is clear that you encourage the use of the quiet space in all your lessons as most of the learners were able to self-direct themselves to use it appropriately. They felt comfortable going and letting you know how much time they thought they'd need. You supported the learners who are still learning awareness by varying the activity times according to how it was going.

Summary Feedback

Key Strengths:

1. Good awareness to the learners' needs in the class. Ability to respond appropriately and de-escalate before dysregulation.
2. Excellent links throughout to workplace practice. You used your subject knowledge well to plan and support the lesson.
3. High quality feedback that included next steps, which motivated learners to engage more.

Feed forward

Development targets to be taken forward for the next observation:

1. Very good ideas for embedding core skills. Remember to check levels of maths and English and provide scaffolding where necessary.
2. Consider using peer assessment activities in the class. Use the basis of this session, where you have modelled constructive feedback, to slowly introduce peer activities.

Table 2.2. Overall Assessment

To be completed by Lesson Observer(s)				
I confirm that the lesson was satisfactory or better and that the student is 'on track' towards meeting the Professional Teaching Standards.	YES On track		NO (Not yet on track)	
Signed – Mentor/Tutor A. Mentor	Date 10 th May 2023			
To be completed by the Trainee				
I understand how the overall assessment of 'on track'/'not yet on track' has been reached, including the areas of strength and areas for improvement observed in my teaching practice.				
Signed – Trainee A. Trainee	Date 14 th May 2023			

PART 3: POST-OBSERVATION EVALUATION: to be completed by the trainee

What are the key learning points you're taking away from this observation?

To be completed by the trainee following the observation. Remember to include a comment about your subject specialist pedagogy. Once completed forward this form to your observer. (200-250 words)

ETF Professional Standard: Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes (1)

ETF Professional Standard: Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements (8)

1. I have learnt that planning is very important. I had planned thoroughly and that helped me when the starter activity, measuring out the spaces to work it, took longer than anticipated. I had lost my train of thought a bit, but once we started the improvisation activities, my plans for the types of feedback I'd give came back to me.
2. I'm pleased that my mentor picked up on using my own professional experience to explain to learners why I was giving them feedback in this way. Many are used to getting a lot of praise, but in the workplace they are more likely to get a lot of notes that they have to take on board and respond to quickly.
3. I didn't anticipate the time it would take to complete the starter activity. It was to measure out spaces and work out area. I wanted them to finish the task rather than being rushed away into the next activity, so it put pressure on the one group still finishing and gave the other two groups opportunity to lose focus. My mentor explained, in the verbal feedback, where the English and maths BKSB results are kept, so I'll check those next time and either plan scaffolding for some learners or some stretching extension for others.

Appendix: Supporting information for the observer/s: please leave blank

MODULE INFORMATION

Table 4.1. Curriculum Sequence

This course has been designed on a practice-first approach, which means that you will start by covering classroom teaching skills in Module 1. Module 2 and 3 consider theories underpinning teaching, learning and assessment strategies. You will also learn about wider teaching skills in Module 3, which leads to Module 4's action research, where you will apply your learning to a subject specialist action research project. In Module 5 and Module 6, you will have an opportunity to engage in wider FE citizenship practice, by critically evaluating a curriculum document and critically evaluating policy.

Teaching Week	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Yr 1 L4																																			
Yr 2 L5/6																																			

Table 4.2. Mapping of ETF Professional Standards to be met in each element of the module's assessment:

	Modules Assessment	ETF Professional Standards Written Assignments	ETF Professional Standards Trainee Peer Observation	ETF Professional Standards Teaching Observation
Year 1 / Level 4	Module 1: Introduction to Teaching and Learning	Micro-teach and assignment ETF PS: 1,3,4,6,8,12,15,19	ETF PS: 1,6,8,12,	ETF PS: 1,3,4,6,8,15,19
	Module 2: Enhancing Teaching and Learning	Supported experiment and reflection ETF PS: 1,4,8,9,11,14,15	ETF PS: 1,6,8,11,13,15	ETF PS: 1,4,8,9,13,14,15
	Module 3: The Learner and Learner Progress	Essay ETF PS: 1,4,5,8,9,11,19	ETF PS: 1,8,16,17	ETF PS: 1,8,9,11,16,17,19
Year 2 / Level 5/6	Module 4: Reflecting on Practice	Action Research and presentation ETF PS: 1,5,7,8,9,10,11,15,18	ETF PS: 1,8,11,15	ETF PS: 1,5,8,11,14,13,15,18
	Module 5: Innovating the Curriculum	Curriculum document evaluation ETF PS: 1,2,5,7,8,11,12,15,20		ETF PS: 1,2,3,5,8,11,15

	Module 6: Developing Practice	Briefing Paper ETF PS: 5,6,7,8,9,10,12,13		ETF PS: 1,6,8,9,13,15,19
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Table 4.3. Module Descriptor

Each module is underpinned by the [Education and Training Foundation \(ETF\) Professional Standards](#) (ETF Professional Standards) as evidenced in the Module Learning Outcomes. Trainees are directed to focus on the elements of the Professional Standards as embedded in the module when planning for their observation.

Module 3	The Learner and Learner Progress
Module Aims	The aims of this module are to develop an awareness of some of the main theoretical principles and purposes of assessment, including the examination of a range of assessment methods and strategies that can be employed flexibly to support individual students in an inclusive way. It provides an opportunity to identify individual difficulties students may have and the teacher's role in addressing these, with particular focus on the development of English and Maths.
Module Learning Outcome (Detailing mapping against Education and Training Foundation – Professional Standards)	<p><i>On successful completion of this module, trainees will be able to:</i></p> <p>LO1 Demonstrate knowledge and understanding of a range of assessment strategies to enhance learners' progress, and apply these to their own practice (ETF PS 4,8,9,19)</p> <p>LO2 Communicate knowledge and understanding of a range of possible barriers to learning, and how they might be addressed in their subject specialist teaching and in their institution (ETF PS 1,5,11)</p> <p>LO3 Identify strategies for supporting the development of their learners' English and maths skills in their subject specialist context (ETF PS 16,17)</p>
Module Content	<p>The aims of the module are to consider some of the key concepts and theories around why and how we assess, building on personal experiences of study and teaching. This will include the contrast between assessment of and assessment for learning practices, which will be explored along with the need to develop effective questioning and appropriate communication and feedback skills.</p> <p>There will be a focus on ensuring that assessment strategies are equitable and inclusive, including a discussion of principles of assessment such as validity, reliability, sufficiency and authenticity. A variety of forms of assessment will be examined, reflecting on how effectively they are used in the trainees' own practice.</p> <p>A range of social, cultural, practical, personal, psychological and physical barriers to learning will be considered, exploring the impact they may have, and measures that could be taken to mitigate their effects on learner progress. Practical ways of supporting and developing learners' English and maths skills within the contexts of the students' subject specialisms will be explored.</p>

Table 1.3. ETF Professional Standards (2022)

Professional Values and Attributes: Develop your own judgment of what works and does not work in your teaching and training.

1	Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes.
2	Promote and embed education for sustainable development (ESD) across learning and working practices.
3	Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning.
4	Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points.
5	Value and champion diversity, equality of opportunity, inclusion and social equity.
6	Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.
7	Engage with and promote a culture of continuous learning and quality improvement.
Professional Knowledge and Understanding: Develop deep and critically informed knowledge and understanding in theory and practice.	
8	Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements.
9	Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice.
10	Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.
11	Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.
12	Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.
Professional Skills: Develop your expertise and skills to ensure the best outcomes for learners.	
13	Promote and support positive learner behaviour, attitudes and wellbeing.
14	Apply motivational, coaching and skill development strategies to help learners progress and achieve.
15	Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.
16	Select and use digital technologies safely and effectively to promote learning.
17	Develop learners' mathematics, English, digital and wider employability skills.
18	Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices.
19	Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement.
20	Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.