

Formal_Expert Teaching - Rosenshine

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Observer List	Wilkinson; Jenna (JW)
Faculty/Subject/Staff	Faculty: Science Subject: Biology Staff: White; Sam (SWH)

Expert Teaching Observation Form

The form below summarises the practices of expert teachers. It should not be used as a checklist or for accountability. It is a way of reflecting on expert practice and using simple strategies to inform discussion. The first column summarises the expert practice, and the second column provides room to comment with prompts. You should not expect to see all of the below in one lesson.

Topic

Retrieval

Begin a learning with a review of prior knowledge

How does the teacher "activate" prior knowledge? How relevant is it to the coming learning sequence? Does the teacher verbally recap or do they use techniques which involve student retrieval?

Comments:

Regularly revisit prior learning

Does the teacher ensure that students are regularly re-exposed to material from a long time ago? You may not see routines in one lesson – ask about it in post-observation discussion.

Comments:

Retrieval Ratio

How does the teacher ensure that all students are thinking and retrieving?

Comments:

Explanation

Limit the amount of subject material

Limit the amount of subject material students receive at one time. How has the teacher broken down the material into small chunks? It will be easier to understand the teacher's processes if you are a subject expert, if not then it is worth talking to them about it in post-observation discussion.

Comments:

Anticipate the novelty of material

When explaining, does the teacher take into full account student prior knowledge? Does the teacher use vocabulary which is not necessarily technical, but may be unknown to the students?

Comments:

Explanations should be clear and well-sequenced

How clear is the teacher's diction? How well do the ideas flow one to the next? Are there any missing links?

Comments:

Explanations should be augmented with support

*Explanations should be augmented with supportive techniques
Does the teacher use diagrams, models, worked examples or concrete representations?
Do they think aloud when explaining procedures?*

Comments:

Explanations should be linked to other learning

How does the teacher uncover the links between current material and already learnt material?

Comments:

Practice

Bridge the gap - instruction and student practice

Bridge the gap between instruction and student independent practice

How does the teacher check that students understood the instruction? Does the teacher provide guided practice work? Do they circulate the classroom to check student work once they start independently? Do they anticipate errors and make early corrections? Do they re-teach material if there are common errors?

Comments:

Students are given extensive practice

Do the students have enough practice to sufficiently encode new material?

Comments:

Obtain a high success rate

Is the practice work hard enough to be challenging but not so hard as to cause extensive errors?

Comments:

Variation/ sequencing

Is the practice sequenced in a way that allows students opportunity to practice new and old material in a range of contexts?

Comments:

Practice Ratio

Are all students participating in the practice, or are some opting out and relying on others? If students genuinely don't know material, how is the teacher holding them to account?

Comments:

Review

Check the responses of all students.

What routes does the teacher use to check as many student responses as possible?

Comments:

Provide systematic feedback and corrections.

What type of feedback is provided to the students? How does the teacher help students make steps towards greater understanding?

Comments:

Re-teach material when necessary.

How does the teacher respond to misunderstandings and difficulties in the class? Do they move on or go back and re-teach when necessary?

Comments:

Elaborative interrogation

Does the teacher use review periods as an opportunity to develop and deepen student thinking through elaborative interrogation?

Comments:

Review Ratio

Does the teacher ensure that all students are focussed, thinking and reflecting during review periods, or is the conversation dominated by a few students?

Comments:

Culture

Follow school policy

Is the teacher following school policy in managing classroom behaviour?

Outcome:

Comments:

Is the policy sufficient?

Is the behaviour in the lesson symptomatic of a policy that is not robust enough to support teachers?

Outcome:

Comments:

Additional Comments

Comments:

Criteria Appendix

| Follow school policy

Yes - Yes

No - No

N/A - N/A

| Is the policy sufficient?

Yes - Yes

No - No

N/A - N/A