
NQT_Rosenshine

Record Date: 09/10/2020 Status: New

Owner List	Wilkinson; Jenna (JW)
Faculty/Subject/Staff	Faculty: NQT/PGCE Subject: NQT Staff: Waters; April (AWA)

Use the below form to identify examples from lessons you have observed. This is not a tick list and all of these do not need to be observed within the same lesson.

Review of Previous Learning

Begin a lesson with a short review of previous learning. Discuss an event where this occurred. What was the teacher's motivation in setting this kind of task?

Outcome:

Comments:

Small Steps

Present new material in small steps with student practice after each step. Give an example of when a teacher has set work broken up like this. How did the students respond?

Outcome:

Comments:

Limit the amount of material students receive

Limit the amount of material students receive at one time. Give an example of where a teacher has given a lot of material to the students at one time. How did the students respond?

Outcome:

Comments:

Outcome:

Clear and detailed instructions and explanations

Give clear and detailed instructions and explanations. Give an example of an explanation given by a teacher that you thought was clear and detailed. What are the characteristics of an effective explanation?

Comments:

Questions and Checking Understanding

Ask a large number of questions and check for understanding. In the course of a lesson, count the number of questions asked by the teacher (or video yourself and count the number that you ask). What different categories of question are there?

Outcome:

Comments:

High level of active practice for all students

Provide a high level of active practice for all students. Give an example of a resource involving a high level of practice. What are the advantages of this kind of work? Are there any disadvantages?

Outcome:

Comments:

Guide students as they begin to practice

Observe a teacher guiding student practice. What steps does the teacher take to ensure they are accomplishing this?

Outcome:

Comments:

Think aloud and model steps

Carefully note which items a teacher chooses to verbalise. Watch their body language and note how they are directing students to "live" work

Outcome:

Comments:

Provide models of worked-out problems

Give an example of a topic where "worked-out problems" should be used and give an example

Outcome:

Comments:

Ask students to explain what they had learned

What is the advantage in asking students to explain their learning as opposed to asking them if they understood?

Outcome:

Comments:

Check the responses of all students

Give an example of where a teacher has checked the response of all students. How did they do this? Is it always practically possible?

Outcome:

Comments:

Provide systematic feedback and corrections

Give an example of effective feedback that you have seen or heard. What are its characteristics?

Outcome:

Comments:

Use more time to provide explanations

Give an example of an occasion where more time should have been spent on an explanation. What occurred afterwards?

Outcome:

Comments:

Provide many examples

Give an example of a resource/teaching sequence which involved many examples

Outcome:

Comments:

Re-teach material when necessary

How do teachers determine if re-teaching is necessary? Ask members of your department if they ever go back and re-teach material.

Outcome:

Comments:

Prepare students for independent practice

How are students generally prepared for independent practice in your school? What steps do teachers take to ensure they are prepared?

Outcome:

Comments:

Monitor students during independent practice

Monitor students when they begin independent practice. How are students monitored during independent practice? Why is this important?

Outcome:

Comments:

Criteria Appendix

| Review of Previous Learning

Seen - Seen
Not Seen - Not Seen
N/A - N/A

| Small Steps

Seen - Seen
Not Seen - Not Seen
N/A - N/A

| Limit the amount of material students receive

Seen - Seen
Not Seen - Not Seen
N/A - N/A

| Clear and detailed instructions and explanations

Seen - Seen
Not Seen - Not Seen
N/A - N/A

| Questions and Checking Understanding

Seen - Seen
Not Seen - Not Seen
N/A - N/A

| High level of active practice for all students

Seen - Seen
Not Seen - Not Seen
N/A - N/A

| Guide students as they begin to practice

Seen - Seen
Not Seen - Not Seen
N/A - N/A

| Think aloud and model steps

Seen - Seen
Not Seen - Not Seen
N/A - N/A

| Provide models of worked-out problems

Seen - Seen
Not Seen - Not Seen
N/A - N/A

| Ask students to explain what they had learned

Seen - Seen
Not Seen - Not Seen
N/A - N/A

| Check the responses of all students

Seen - Seen
Not Seen - Not Seen
N/A - N/A

| Provide systematic feedback and corrections

Seen - Seen
Not Seen - Not Seen
N/A - N/A

| Use more time to provide explanations

Seen - Seen
Not Seen - Not Seen
N/A - N/A

| Provide many examples

Seen - Seen
Not Seen - Not Seen
N/A - N/A

| Re-teach material when necessary

Seen - Seen
Not Seen - Not Seen
N/A - N/A

| Prepare students for independent practice

Seen - Seen
Not Seen - Not Seen
N/A - N/A

| Monitor students during independent practice

Seen - Seen
Not Seen - Not Seen
N/A - N/A