

FEEDBACK

Deep Knowledge

To what extent is the knowledge being addressed focused on a small number of key concepts and the relationships between and among concepts?

Almost all of the content knowledge of the lesson is shallow because it does not deal with significant concepts or ideas.	Some key concepts and ideas are mentioned or covered by the teacher or students, but only at a superficial level.	Knowledge is treated unevenly during instruction. A significant idea may be addressed as part of the lesson, but in general the focus on key concepts and ideas is not sustained throughout the lesson.	Most of the content knowledge of the lesson is deep. Sustained focus on central concepts or ideas is occasionally interrupted by superficial or unrelated ideas or concepts.	Knowledge is deep because focus is sustained on key ideas or concepts throughout the lesson.
Evidence / Comments	Evidence / Comments	Evidence / Comments	Evidence / Comments	Evidence / Comments Throughout the lesson you are able to provide interesting insights and seemingly draw from a deep passion and knowledge. This keeps the lesson engaging.

High Expectations

To what extent are high expectations of all students communicated? To what extent is conceptual risk taking encouraged and rewarded?

No students, or only a few, participate in any challenging work.	Some students participate in challenging work during at least some of the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so.	Many students participate in challenging work during at least half of the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so.	Most students participate in challenging work during most of the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so.	All students participate in challenging work throughout the lesson. They are encouraged (explicitly or through lesson processes) to try hard and to take risks and are recognised for doing so.
Evidence / Comments	Evidence / Comments	Evidence / Comments	Evidence / Comments Students are asked to participate in some sometimes difficult/sensitive topics, however you help encourage participation in these topics. Perhaps could clearer highlight lesson expectations at the start.	Evidence / Comments

Substantive communication

To what extent are students regularly engaged in sustained conversations (in oral, written or artistic forms) about the ideas and concepts they are encountering?

Almost no substantive communication occurs during the lesson.	Substantive communication among students and/or between teacher and students occurs briefly.	Substantive communication among students and/or between teacher and students occurs occasionally and involves at least two sustained interactions.	Substantive communication, with sustained interactions, occurs over approximately half the lesson with teacher and/or students scaffolding the conversation.	Substantive communication, with sustained interactions, occurs throughout the lesson, with teachers and/or students scaffolding the communication.
Evidence / Comments	Evidence / Comments	Evidence / Comments	Evidence / Comments	Evidence / Comments You provided great opportunities for students to answer questions. The whiteboards below the recordings were locked unfortunately. The activities are very clearly sequenced and each topic demonstrated different perspectives.

Additional Feedback

Aspect	Comments
Clarity of instructions	Instructions were clear throughout. However, on the social media post it wasn't clear how we were supposed to generate the template to complete it.
Quality of feedback during the lesson	
Teacher presence and interaction	Provided a great deep knowledge of WW1 and had a very reflective tone throughout. This encouraged deeper student reflection. I liked how you tied in some of the student participation from last week into this week's lesson.