MENTORS FORMATIVE LESSON OBSERVATION RESOURCE

M-FLOR Guidance

These guidance points are designed to help you use the Mentor-Formative Lesson Observation Resource (M-FLOR) to plan for useful observations of lessons taught by the intern as part of their classroom-learn-to-teach experience.

1. You will notice there are 15 observation categories listed and defined in the M-FLOR – too many observation categories to observe all at once in a single lesson.
2. So, before you observe any lesson, you will need to read through the full list of observation categories and discuss with your intern which three or four observation categories to select for your observation of any particular lesson.
3. Once you have selected the observation categories, you will include them in the lesson observation form.

USING M-FLOR: M-FLOR is a RESOURCE, not a FORM. Please create your own form by selecting 3 or 4 categories from the M-FLOR list below. To use this resource, please follow the BEFORE-, DURING-, and AFTER LESSON guidance below:

BEFORE THE LESSON: The lesson observation process begins with discussion of the lesson plan before the lesson. Please meet with your intern before an observed lesson and agree together which categories of teaching practice you will focus on during the observation. Also, before the lesson, discuss your intern's lesson plan and, if there is time, consider any required changes.

DURING THE LESSON: The spaces below each category help you (as mentor) observe what is happening during the lesson in relation to selected categories of your intern's teaching practice. You can also note down strengths and areas that need further development and then discuss these with your intern during a reflective discussion after the lesson.

AFTER THE LESSON: your observations can provide a basis for a reflective post-lesson discussion between you as mentor and your intern to help identify (a) strengths and aspects of practice needing further development. Please feel free to use the questions on page 5 below to guide the post-lesson discussion.

BEFORE THE LESSON

STEP 1: Pre-Lesson observation meeting and selecting 3 or 4 observation focuses

☐ ☐ ☐ **Lesson planning:** lesson beginnings, learning objectives and criteria of assessment, pre-planned questions, tasks, activities and resources, differentiation strategies as appropriate, balance between plenary, group and individual learning, assessment, lesson endings

☐ ☐ ☐ **Classroom presence, posture, relationships and communication skills:** teacher's physical posture, teachers' physical presence, quality of voice, audibility, intonation, fluency, subject specific terminology, suitability of language to age and ability of students, rapport and relationships with students, attention to individuals, respectful relationships

☐ ☐ ☐ **Establishing clear learning objectives:** expressing a clear sense of what students are trying to achieve during the lesson, identifying clear learning goals, helping students understand the key "learning" words in learning objectives, such as "compare and contrast", "analyze", "summarize" etc.

☐ ☐ ☐ **Establishing clear assessment criteria:** helping students understand the criteria for assessing progress, clarifying with students what counts as having achieved or done well in relation to this or that learning objective

☐ ☐ ☐ **Clarity of presentation of new curriculum concepts and/or skills and review of previously taught concepts and/or skills:** providing opportunities for students to express what they know and can do in relation to the topic of the lesson; linking the new curriculum concepts and/or skills to students' prior knowledge and know-how; using clear, suitable well-pitched language with plenty of examples of new and previously taught concepts/skills

☐ ☐ ☐ **Questioning:** asking an appropriate balance of closed and open questions, including carefully planned questions, to help students show and demonstrate their knowledge, understanding and skills; using "no-hands up" and adequate waiting/thinking time before eliciting responses to questions

☐ ☐ ☐ **Classroom interactions:** engaging in formative dialogue with students clarifying progress, strengths and challenges in their learning and how they can build on their current understandings and skills; incorporating students' ideas in classroom dialogue; distributing interaction opportunities across a wide range of students in the class participate in plenary and groupwork phases of the lesson

☒ ☒ ☒ **Activities and Tasks:** including a variety of activities and tasks which are designed with explicit links to the learning objectives and support students apply new knowledge and skills and make progress towards specific learning objectives

☐ ☐ ☐ **Balance between plenary, group and individual modes of learning:** establishing an appropriate balance between plenary, group and individual modes of learning during the lesson with clear purposes for each mode of learning

☒ ☒ ☒ **Use of technology:** appropriate use and integration of ICT, digital tools, and other teaching resources and equipment

☐ ☐ ☐ **Classroom management and sustaining a positive, safe and inclusive classroom environment:** supporting students' wellbeing, organizing learning activities and classroom routines, clear transition from one phase of the lesson to the next, maintaining momentum, maximizing student involvement, use of appropriate behavior management techniques, effective time management

☐ ☐ ☐ **Using appropriate assessment practices:** what knowledge and behaviors should be included?

☒ ☒ ☒ **Differentiating teaching strategies to support the needs of different students:** using differentiation strategies to cater to the needs of different individuals and groups in the class (content, process, product)

☐ ☐ ☐ **Promoting independent learning:** using strategies for promoting independent learning such as promoting metacognition, assessment for learning, dialogic teaching, inquiry learning, problem-based learning

☐ ☐ ☐ **Subject-specific pedagogy:** using pedagogical skills related to the subject area, ability to motivate and engage students in the subject; explaining subject related concepts and ideas clearly; answering students' questions about the subject clearly and knowledgeably

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Name of Mentor: Hanan Alqadhi	**Cycle:1**
School:Alaqd Alfareed	**Class: Grade 2**
Period:3	**Date:1 May 2026**

Brief description of the lesson topic, learning objectives, and planned activities

The lesson focused on the relationship between centimeters and meters in Grade 2 mathematics. The learning objectives were for students to identify appropriate units of measurement and convert between centimeters and meters using the relationship 100 cm = 1 m. Planned activities included interactive questioning, real-life measurement tasks, group activities, differentiated games, and an exit ticket to assess students' understanding. The lesson also integrated Dialogic Teaching and Assessment for Learning strategies to encourage participation and mathematical discussion.

DURING THE LESSON

STEP 2: Lesson Observation

Conduct the lesson observation. Based on the categories you selected, describe what you observe, record questions, and note comments using the grid below.

Observation Category 1 **Activities and Tasks**	
What is happening during the lesson?	**Areas of strength**: • Activities were clearly linked to the learning objectives and helped students understand the relationship between centimeters and meters.

Students participate in a variety of interactive and differentiated activities related to measuring and converting between centimeters and meters. The lesson begins with questioning and discussion to activate prior knowledge, followed by teacher modelling using real-life examples. Students then work collaboratively in groups to complete measurement tasks, compare appropriate units of measurement, and solve conversion challenges. Hands-on activities using rulers and measuring tapes help students apply mathematical concepts in meaningful contexts. The lesson also includes dialogic questioning, peer discussion, differentiated activities based on ability levels, and an exit ticket to assess understanding of the learning objectives.	• Real-life measurement activities increased student engagement and supported conceptual understanding. • Differentiated tasks allowed students of different ability levels to participate confidently. • Dialogic Teaching strategies encouraged mathematical discussion, reasoning, and student participation. • Assessment for Learning strategies, such as questioning and exit tickets, helped monitor student progress throughout the lesson. • Collaborative group work supported communication and peer learning.
	Areas needing further development: • Some students needed additional support during conversion tasks, particularly lower-achieving learners. • Time management during group activities could be improved to allow more opportunities for reflection and discussion.

Observation Category 2 **Use of technology**	
What is happening during the lesson? Technology and digital resources are integrated throughout the lesson to support student engagement and understanding of measurement concepts. The teacher uses the smartboard to display visual examples, interactive questions, and conversion activities related to centimeters and meters. Students participate in differentiated digital games and interactive tasks designed to reinforce measurement skills. Physical resources such as rulers, measuring tapes, classroom objects, and mini whiteboards are also used to provide hands-on learning experiences and connect digital learning with practical application.	**Areas of strength**: • Technology was used effectively to increase student engagement and participation. • Interactive digital activities supported visual learning and reinforced mathematical concepts. • The use of real-life measurement tools helped students apply learning practically. • Digital differentiation allowed activities to be adapted according to students' ability levels. • The combination of ICT and hands-on resources created a balanced and interactive learning environment. • The smartboard and visual resources helped clarify the relationship between centimeters and meters.
	Areas needing further development: • Some students required additional guidance when using digital activities independently. • Occasional transitions between digital and hands-on activities could be smoother to improve lesson flow.

Observation Category 3 Differentiating teaching strategies to support the needs of different students

What is happening during the lesson? The teacher uses differentiated teaching strategies throughout the lesson to support students with different learning abilities and needs. Students participate in a range of activities that vary in difficulty and level of support. Group tasks are organised to encourage collaboration and peer support, while questioning techniques are adapted according to students' understanding levels. Lower-achieving students receive additional scaffolding through guided support, visual examples, and practical measurement activities, while higher-achieving students are encouraged to explain reasoning, solve more challenging conversion tasks, and support group discussions. Differentiation is applied through the content, learning process, and expected outcomes of activities.	**Areas of strength**: • Activities were differentiated effectively to meet the needs of mixed-ability learners. • Practical and visual learning opportunities supported students who needed additional guidance. • Higher-achieving students were encouraged to extend their thinking through reasoning and discussion. • Flexible grouping promoted peer learning and student collaboration. • The teacher adapted questioning strategies based on students' responses and understanding. • Differentiated digital activities increased participation and confidence among learners.
	Areas needing further development: • Some lower-achieving students still needed more individual support during conversion activities. • Extension activities for higher-achieving students could be developed further to provide greater challenge.

AFTER THE LESSON

STEP 3: Post-Lesson Observation Interview

Suggested questions **<u>to ask your Intern</u>** after the lesson observation:

1. What were some of the things **you** did in the lesson that you were pleased with?
2. Can you tell me **your thinking** behind that? (e.g., putting them into groups then … asking that group or that pupil to give a demonstration)
3. I really liked how the group work went. How did **you** make it go so smoothly? What was your thinking?
4. Can you give me more detail?
5. Can you give me one or two examples of that?
6. What do you mean by…?
7. Do you mean …. Have I understood you right?
8. What else did **you** do that you were pleased with?

1. **What were some of the things you did in the lesson that you were pleased with?**
   I was pleased with the level of student participation and engagement during the hands-on measurement activities. Most students were actively involved and able to apply the concept of centimeters and meters correctly.
2. **2. Can you tell me your thinking behind that?**
   I organised students into groups to encourage collaboration and peer support. I also asked students to demonstrate their thinking because it helped develop confidence and allowed other students to learn from their classmates' explanations.

3. I really liked how the group work went. How did you make it go so smoothly? What was your thinking?
I gave clear instructions before starting the activity and assigned tasks carefully based on students' ability levels. I also monitored the groups regularly and encouraged respectful communication and teamwork.

4. Can you give me more detail?
During the measurement task, students worked together to measure classroom objects using rulers and measuring tapes. They discussed which unit was more appropriate and explained their answers to the class.

5. Can you give me one or two examples of that?
For example, one group measured the classroom door and explained why meters were more suitable than centimeters. Another student demonstrated how to convert 100 centimeters into 1 meter using a visual model.

Signed: …… **Date: 1 MAY 2026**

(Mentor)

Signed: …… **Date: 1 MAY 2026**

(Intern)