

LESSON SELF-EVALUATION FORM

Student Teacher's Name: Jawana Perder Class: PCET

Date: 31/10/11 Topic: Micro Teach 2

Target/s for this Observation: Cross cutting enhancement themes

HOW SATISFIED AM I:	VS	S	NVS	DS
1. that I effectively revisited work from the last lesson?	✓			
2. that I had a good introduction?	✓	✓		
3. that I shared learning objectives?	✓			
4. that the lesson was well planned & prepared?	✓		✓	
5. that I made good use of incidental Welsh?				
6. that I appropriately referenced the cross-cutting theme?		✓		
7. that the lesson was well resourced?	✓			
8. with my knowledge of the subject?	✓			
9. with my communication skills: voice quality, explaining, questioning?	✓			
10. with my timing and pace?	✓			
11. that I monitored pupils' understanding & progress?		✓		
12. with my control & behaviour management?	✓			
13. with the quality of learners' question/answers?	✓			
14. with the quality of learners' learning?	✓			
15. with my enthusiasm and response to learners?	✓			
16. that I matched/stretched all learners' capabilities?	✓			
17. that I had an effective ending/plenary?	✓			
18. that learning outcomes were achieved?	✓			
19. with the assessment/evaluation strategies?		✓		
20. that I aligned my teaching effectively with professional standards?	✓			

VS = very satisfied S = satisfied NVS = not very satisfied DS = dissatisfied

What aspects of the lesson were particularly good or need to be developed? Why?

The use of the video footage allowed the learners a greater understanding of what poverty means for socio-economic disadvantaged children.
It was visual and direct.
Showing and highlighting risk factors.

Key targets for the next lesson (linked to Mentor / Tutor) comments and mapped to professional standards:

PGCE/PCE (PCET) LESSON ASSESSMENT FORM

Student Teacher Name: Joanna Fender Establishment: UWTSP Date: 30/11/18

GRADE DESCRIPTORS: (When compared with an experienced teacher)						Context of observation (e.g. class, ability, number of students; topic; main activities and organisation; other features)
VG – Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training. G – Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training. S – Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training. U – Needs attention through further development and improvement						
A SUBJECT KNOWLEDGE						General Notes and Comments: Planning and Preparation Good structured lesson plan. Very detailed.
1 accuracy of knowledge of subject matter	VG	G	S	U		
2 understanding of context e.g. scheme of work, programme of study						
B LESSON PLANNING AND PREPARATION						Development/Delivery Good cross cutting themes which were explained to us. Enjoyable activities with opportunities for debate. Interesting video and given warning that it was harrowing - thought provoking.
1 detail and structure of plan	VG	G	S	U		
2 clarity and suitability of learning objectives						
3 consideration of SpLDs, anticipated difficulties, health and safety, etc.						
4 resources selected, prepared, organised						
5 consideration of professional standards						
6 consideration of appropriate cross-cutting enhancement theme(s)						
7 consideration of active learning, learner engagement and skills development						
C TEACHING						Plenary / Conclusion Learners were given opportunity to discuss what they learnt.
1 lesson start, e.g. outlining content, aims and objectives	VG	G	S	U		
2 presentation: instructing, explaining, demonstrating						
3 effective questioning						
4 choice and variety of tasks/activities						
5 variety and suitability of teaching strategies/methods/approaches						
6 use of emergent technologies						
7 pace of lesson, use of time						
8 lesson ending, e.g. summarising, recapping key points, etc.						
D CLASS MANAGEMENT AND CONTROL						TARGETS FOR IMPROVEMENT Potentially use a more up to date video.
1 presence and voice projection	VG	G	S	U		
2 transitions – smooth						
3 awareness, vigilance and intervention						
4 use of praise and encouragement						
5 management of tasks/learners/work groups						
E MONITORING AND ASSESSING STUDENTS' PROGRESS						
1 monitoring understanding and progress during lesson	VG	G	S	U		
2 suitability of assessment strategies/methods/approaches						
3 assessing achievement of learning objectives						
4 giving feedback and setting targets for progress						
F EFFECTIVENESS						
1 in setting high expectations for work	VG	G	S	U		
2 in conveying enthusiasm and challenging students						
3 of students' engagement and learning in this lesson						
Observer Signature: _____						

Activity:

Fill in the missing blanks found within the sentences listed with words from the word search provided below.

Neglected	Live	Housing	Low
Parents	Physical	Stress	Area
Higher	Domestic	Sexual	Stressed

Patterns suggest children are more likely to suffer neglect if they:

1. Live in poverty, unsuitable housing or deprived area
2. Have parents who were abused or neglected themselves

Research has also shown a link between:

3. domestic abuse, child physical & child sexual abuse

Research shows that parents:

4. With low income are more likely to feel chronically stressed than parents with higher incomes.
5. Living in poorer neighbourhoods have high stress levels

Left Unattended

Left with a 14 year old

Climbing on Work top

Using hot Kettle

Poor housing

Un clean

Violence

Risk taking behaviour