

# PGCE/PCE (PCET) LESSON ASSESSMENT FORM

Student Name: Amel Wines Establishment: WTSB Date: 30.9.15

| GRADE DESCRIPTIONS: (When compared with an experienced teacher)                                                                                     |    | Context of observation<br>(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.    |    | PCET microteaching                                                                                                           |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 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                                                                                     |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>A. SUBJECT KNOWLEDGE</b>                                                                                                                         | VG | G                                                                                                                            | S | U | Notes and Comments:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 1 accuracy of knowledge of subject matter                                                                                                           |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2 understanding of context e.g. scheme of work, programme of study, team-teaching                                                                   |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>B. LESSON PLANNING AND PREPARATION</b>                                                                                                           | VG | G                                                                                                                            | S | U | <p>Used introduction which set the scene well for the session that followed.</p> <p>Lesson plan is well organised with good consideration of professional standards.</p> <p>Group task given on social exclusion.</p> <p>You imitated well around the class during your session and you dealt with any question very well.</p> <p>You include a number of opportunities for group discussion which is good, think about varying ways in which you can capture the output of these discussions.</p> <p>Try to be mindful of your timing when you are delivering session.</p> <p>well done Sep. a thought provoking session that engaged learners well.</p> |
| 1 detail and structure of plan                                                                                                                      |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2 clarity and suitability of learning objectives                                                                                                    |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3 choice and variety of tasks                                                                                                                       |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 4 resources selected, prepared, organised                                                                                                           |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 5 range of teaching strategies used                                                                                                                 |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 6 professional standards considered and recorded                                                                                                    |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 7 essential skills considered and recorded                                                                                                          |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>C. TEACHING</b>                                                                                                                                  | VG | G                                                                                                                            | S | U |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1 lesson start, e.g. outlining content, aims and objectives                                                                                         |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2 presentation: instructing, explaining, demonstrating                                                                                              |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3 effective questioning                                                                                                                             |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 4 management of tasks and working groups                                                                                                            |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 5 suitability of teaching strategies/methods/approaches                                                                                             |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 6 use made of board/OHP, AV aids, ICT, other resources                                                                                              |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 7 pace of lesson, use of time                                                                                                                       |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 8 lesson ending, e.g. summarizing, recapping key points                                                                                             |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>D. CLASS MANAGEMENT AND CONTROL</b>                                                                                                              | VG | G                                                                                                                            | S | U |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1 presence and voice projection                                                                                                                     |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2 transitions - smooth                                                                                                                              |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3 awareness, vigilance and intervention                                                                                                             |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 4 use of praise and encouragement                                                                                                                   |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 5 quality of relationships with students                                                                                                            |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>E. MONITORING AND ASSESSING STUDENTS' PROGRESS</b>                                                                                               | VG | G                                                                                                                            | S | U | <b>TARGETS FOR IMPROVEMENT</b><br><p>Try and give details of which slides are applicable for each section of the presentation etc.</p> <p>Try to make sure you have any videos etc. ready to play before the session starts.</p> <p>Greater detail needed for wider skills or plan.</p> <p>If you are planning last minute don't reveal this to your students.</p>                                                                                                                                                                                                                                                                                        |
| 1 monitoring understanding and progress during lesson                                                                                               |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2 assessing achievement of learning objectives                                                                                                      |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3 giving feedback and setting targets for progress                                                                                                  |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>F. EFFECTIVENESS</b>                                                                                                                             | VG | G                                                                                                                            | S | U |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1 in setting high expectations for work                                                                                                             |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2 in conveying enthusiasm and challenging students                                                                                                  |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3 of students' learning in this lesson                                                                                                              |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 4 in meeting targets for improvement from previously observed lesson                                                                                |    |                                                                                                                              |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

Signed/Dated (Observer): [Signature] Signed/Dated (Student): [Signature]