

PGCE/PCE (PCET) LESSON ASSESSMENT FORM


 Student Name: hira unigaf Establishment: WYDDED Date: 30.9.19

GRADE DESCRIPTIONS: (When compared with an experienced teacher)					Context of observation
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					(e.g. class, ability, number of students; topic; main activities and organisation; other features) <u>PCET microteaching</u>
A SUBJECT KNOWLEDGE					Notes and Comments: clear introduction and outline of the learning objectives. Good voice projection and presence within the classroom. you handled questions well within the session and you have a nice pace of delivery. lesson plan is detailed and there is good consideration of HESA standards and cross cutting enhancement themes. Donk gives an advantages and disadvantages PowerPoint slides are clear and well constructed. Good encouragement of discussion within the group. They engaged well in terms of pros and cons but did they specifically look at it in terms of progression to topic management? Quiz used to assess learning. Well done hira, very enjoyable.
1 accuracy of knowledge of subject matter ☒ VG ☐ G ☐ S ☐ U 2 understanding of context e.g. scheme of work, programme of study, team-teaching ☒ VG ☐ G ☐ S ☐ U					
B LESSON PLANNING AND PREPARATION					TARGETS FOR IMPROVEMENT • Would be useful to have tasks outlined on a slide for reference as learners engage, you did do this but further detail to give focus would be useful. • Try to give expected timings for tasks. • list all objectives on slides.
1 detail and structure of plan ☒ VG ☐ G ☐ S ☐ U 2 clarity and suitability of learning objectives ☒ VG ☐ G ☐ S ☐ U 3 choice and variety of tasks ☒ VG ☐ G ☐ S ☐ U 4 resources selected, prepared, organised ☒ VG ☐ G ☐ S ☐ U 5 range of teaching strategies used ☒ VG ☐ G ☐ S ☐ U 6 professional standards considered and recorded ☒ VG ☐ G ☐ S ☐ U 7 essential skills considered and recorded ☒ VG ☐ G ☐ S ☐ U					
C TEACHING					
1 lesson start, e.g. outlining content, aims and objectives ☒ VG ☐ G ☐ S ☐ U 2 presentation: instructing, explaining, demonstrating ☒ VG ☐ G ☐ S ☐ U 3 effective questioning ☒ VG ☐ G ☐ S ☐ U 4 management of tasks and working groups ☒ VG ☐ G ☐ S ☐ U 5 suitability of teaching strategies/methods/approaches ☒ VG ☐ G ☐ S ☐ U 6 use made of board/OHP, AV aids, ICT, other resources ☒ VG ☐ G ☐ S ☐ U 7 pace of lesson, use of time ☒ VG ☐ G ☐ S ☐ U 8 lesson ending, e.g. summarizing, recapping key points ☒ VG ☐ G ☐ S ☐ U					
D CLASS MANAGEMENT AND CONTROL					
1 presence and voice projection ☒ VG ☐ G ☐ S ☐ U 2 transitions – smooth ☒ VG ☐ G ☐ S ☐ U 3 awareness, vigilance and intervention ☒ VG ☐ G ☐ S ☐ U 4 use of praise and encouragement ☒ VG ☐ G ☐ S ☐ U 5 quality of relationships with students ☒ VG ☐ G ☐ S ☐ U					
E MONITORING AND ASSESSING STUDENTS' PROGRESS					
1 monitoring understanding and progress during lesson ☒ VG ☐ G ☐ S ☐ U 2 assessing achievement of learning objectives ☒ VG ☐ G ☐ S ☐ U 3 giving feedback and setting targets for progress ☒ VG ☐ G ☐ S ☐ U					
F EFFECTIVENESS					
1 in setting high expectations for work ☒ VG ☐ G ☐ S ☐ U 2 in conveying enthusiasm and challenging students ☒ VG ☐ G ☐ S ☐ U 3 of students' learning in this lesson ☒ VG ☐ G ☐ S ☐ U 4 in meeting targets for improvement from previously observed lesson ☒ VG ☐ G ☐ S ☐ U					

Signed/Dated (Observer):

Signed/Dated (Student):

30/9/19