**Appendix D** (ii) Lesson Self-evaluation Proforma (condensed)

This form is intended to guide your thinking about your progress in learning to teach. If you use and alternative format make sure that the content is the same as these are all vital elements for you to focus on in reflecting on your practice and thinking, and subsequently setting targets for yourself. **You should complete AT LEAST one detailed self evaluation per week.**

Name of Student Teacher \_\_\_Jayne Pritzlaff\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson/s evaluated (date/s, class/year group)\_23/10/08, Year 7, Class R (Mixed Ability), German\_

**Focus of Evaluation – Standards related**

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| **Q3a), Q7a), Q9, Q18, Q25b)/d)** |

**Focus of Evaluation – specific**

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| **Monitoring pupil progress** |

**Comments/ discussion**

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| The section of the lesson taught was a plenary to evaluate learning regarding words for pets and the use of “I have a …” and “I don’t have a …”.  I had devised a game whereby pupils hid a picture of an animal and other pupils guessed which animal they were holding using the question “Hast du ein/e/n …”. The pupil with the picture responded with either “Ja, ich habe ein …“ or “Nein, ich habe kein …” (see lesson plan of same date).  As this was a plenary exercise, I was able to check throughout the lesson whether it would still fit in with pupils’ learning. The task fit well with the rest of the lesson and covered exactly what they had done.  As per progression noted from my previous lesson evaluation, I had planned in the objectives of the game and explained these to the pupils before explaining the rules of the game.  The pupils engaged enthusiastically in the activity and were keen to catch the ball and be engaged in asking questions. I gave points to pupils for saying the phrase correctly, not for guessing the right animal.  The activity involved a little bit of kinaesthetic activity in that some pupils came to the front of the class. There was no reading involved just remembering what they had learned in the lesson.  When throwing the ball, as the pupils were choosing who to throw it to, not everybody got a turn. It was very hard to monitor who had already had the ball, especially as I did not really know the class.  I had looked at the SEN register prior to the lesson and had identified one or two pupils it would be important to include although it was quite difficult to monitor this inclusion.  The pupils guessed most animals first time, which made the section quite short! If doing the lesson again, I would ask pupils to come to the front of the class before giving them the cards to make sure others didn’t see. To fill in time, I finished by hiding a card myself and asking them to guess the animal.  Even though I had prepared the rules of the game on the PPT, I did not display them on board as I thought it would make the explanation take longer and may interfere in the game. The pupils followed the rules as explained verbally. |

**Progression**

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| I discussed the lesson with the teacher afterwards and he confirmed that the pace was good, the explanation clear and all pupils seemed to be involved.  I did find it difficult to monitor whole-class learning. To help me monitor, I need to focus specifically on learning names, noting who had answered a question and maybe ask pupils directly (who had not responded) by hiding a card myself and asking them to respond. |

**NB This form should be placed in your teaching file and also be the subject of discussion with your mentor**

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_