**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)\_06/11/08, Year 7, Class R (Mixed Ability), German\_

**Focus of Evaluation – Standards related**

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| **Q3a, Q8, Q10, Q12, Q25d), Q28, Q32** |

**Focus of Evaluation – specific**

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| **Monitoring pupil progress, pace** |

**Comments/ discussion**

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| The section of the lesson taught was a plenary to evaluate learning regarding words for rooms of the house.  I had devised a game which involved a PPT with rooms in a house and an animated dog on it. Pupils had to guess which room in the house the dog would end up in. The dog would then run to the room and pupils would give the word for the correct room.  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. I explained the rules of the game to the pupils but not the objective as this was evident from the lesson objective set by the class teacher.  The pupils engaged enthusiastically in the activity and were keen to guess the rooms in the house.  I then did a flash once activity where the room appeared quickly on the screen and the pupils had to say which room it was. Points were awarded for those that said the right room.  The first game went quite quickly and I should really have spent a lot more time asking more pupils which room in the house they thought the dog would end up in as they were engaged in the activity and were keen to give answers. The way I had structured the game meant that pupils could think of any room they could remember and offer that, rather than having to come up with a specific room on the spot. This probably increased involvement.  I could also have gone through the 6 rooms on the slide before starting the game to make sure that everyone was clear on which rooms they were. |

**Progression**

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| I discussed the lesson with the teacher afterwards and he confirmed that it was good but the first game could have gone on for longer. I will make sure that I watch pace again in the next lesson and do not move on to quickly.  I still need to focus specifically on learning names, noting who had answered a question and maybe ask pupils directly if they did not respond. For the next lesson, I will use Mr Werth’s class seating plan to help me with this. |

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

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