Student Name: Nada Student HCT ID number:

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College:SWC Placement School: Al Hanan

Visit 1 Visit 2 24.10.18

Visit 3 5.11.18Visit 4

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|  | **Achievement that *clearly* does not meet requirements for course with normal grading mode.** | **Achievement that *narrowly* fails to meet requirements for course with normal grading mode.** | **Achievement that minimally meets the course requirements but may not meet the GPA requirement** | **Achievement that satisfactory meets the course and GPA requirements** | **Achievement that is significantly above the course and GPA requirements** | **Achievement that is outstanding relative to the course and GPA requirements** |
| **Commitment to the Profession** | Has not grasped the importance of attendance and punctuality leading to consistent absences and/or lateness | Displays issues with attendance and punctuality | Displays occasional issues with attendance and punctuality | Demonstrates consistent attendance and punctuality | Always demonstrates consistent attendance and punctuality | Prioritizes the needs of the school and students over required working hours |
|  | Fails to demonstrate a willingness to plan and prepare materials and lessons | Has difficulties preparing for lessons & being ready on time | Is generally prepared & ready for each lesson, but some materials and preparation is still needed | Is prepared & ready for each lesson, | Is well prepared & ready for each lesson | Consistently prepares high quality materials which are well organized |
|  | Does not participate in school activities and has not developed  relationships across the school, apart from the MST | Rarely participates in school activities and displays some difficult developing relationships across the school | Occasionally participates in school activities outside the classroom and builds a few positive relationships within the school | Participates in school activities outside the classroom and builds positive relationships within the school through collaboration with others across the school | Actively participates in school activities outside the classroom and builds positive relationships with a range of stakeholders | Has demonstrated initiative and commitment through consistent involvement in school based activities resulting in a positive contribution to the school |
|  | Does not respect school based authority structures & does not accept responsibility for work-based problems | Challenges school based authority structures and has difficulty accepting responsibility for work-based problems, even with support | Generally accepts school based authority structures and has some difficulties resolving work-based problems without some support | Accepts school based authority structures and responsibility for resolving work-based problems with some support | Accepts school based authority structures and responsibility for resolving work-based problems with a growing level of independence | Accepts school based authority structures and responsibility for independently resolving work-based problems |
|  | Has not developed a positive attitude towards teaching and learning | Inconsistently demonstrates a positive attitude towards teaching and learning | Generally demonstrates a positive attitude towards teaching and learning but with some examples of negativity | Generally demonstrates a positive attitude towards teaching and learning | Demonstrates a positive attitude towards teaching and learning | Demonstrates exceptional enthusiasm and positivity towards teaching and learning |
| **Comments**: | | | | | | |
| **Planning for Learning** | Does not complete long term and unit plans for units covered in the placement | Completes long term and unit plans for some units covered in the placement but are ineffective and/or have numerous errors | Completes long term and unit plans for some units covered in the placement | Completes long term and unit plans/weekly plans for all units covered in the placement that cover all the areas to be addressed | Completes detailed long term/weekly and unit plans covered in the placement | Completes detailed and effective long term and unit/ weekly plans for all units covered in the placement |
|  | Has consistently failed to complete adequate lesson plans | Has inconsistently completed lesson plans | Has completed poor quality lesson plans which are not always available upon request | Has completed appropriate lesson plans which are available for MST/MCT upon request | Has completed solid lesson plans which are printed and available for MST/MCT upon request | Has completed outstanding lesson plans which are consistently printed and available for MST/MCT upon request |
|  | Lesson plans lack detail  and may not include learning objectives and assessments leading to unsatisfactory lesson delivery | Lesson plans lack detail  and may not include adequate learning objectives and assessments or these do not correlate, often leading to unsatisfactory lesson delivery | Lesson plans have sufficient detail to generally secure effective delivery and include learning objectives and some assessments | Lesson plans have sufficient detail to secure satisfactory delivery and include testable learning objectives and appropriate assessments | Lesson plans are well detailed to secure effective delivery and include testable learning objectives and a variety of appropriate assessments and tasks | Lesson plans are exceptional to secure successful delivery and include testable learning objectives and a variety of appropriate assessments and tasks |
|  | Lesson plans are inconsistently balanced and include no student-centred activities | Lesson plans are inconsistently balanced and include limited student-centred activities | Lesson plans show some elements of balance but  include some student-centred activities | Lesson plans are generally balanced, engaging, effective and student-centred | Lesson plans are usually balanced, engaging, effective and student-centred | Lesson plans are consistently balanced, engaging, effective and student-centred |
| **Comments**: Be very specific with your LO ‘how will they demonstrate an understanding?’ Good to see pre/while/post reading activities. The sticking activity supports the LO but using the real life experience of planting a seed would have been very valuable and this activity could have been used to reinforce what they had done. Check the intention of the activity for ‘low’ group as they are colouring and tracing. There is no ordering as this has already been done with the numbers but were the Ss aware of how the wheel worked as the instructions wee to colour and trace. When Ss are engaged in the activity really reinforce the language and get the Ss to use the language as much as possible.  Visit 3- LO are very clear and specific. Ensure the Ss are meeting the lOs fully. | | | | | | |

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| **Managing Learning** | Does not use classroom management strategies effectively, or consistently, leading to an ineffective and/or unsafe learning environment | Attempts to use classroom management strategies but these do not generally achieve a safe and/ or effective learning environment | Uses appropriate classroom management strategies which generally secure a safe and effective learning environment | Uses appropriate classroom management strategies to secure a safe and effective learning environment | Uses appropriate classroom management strategies to consistently secure a safe and effective learning environment | Uses a wide range of appropriate classroom management strategies to consistently secure a safe and effective learning environment |
|  | There are no established classroom routines and transitions | Classroom routines and transitions are inconsistently implemented | Some classroom routines and transitions are implemented | Establishes and manages classroom routines and transitions, with minor issues | Establishes and consistently manages classroom routines and transitions | A variety of classroom routines and transitions are well established and managed |
| **Comments**: transition from carpet was quick, orderly and quiet. There were 3 other staff in the room. Using an audio technique to stop Ss to tidy up.  Visit 3 Doing the morning routine and including counting. You moved Ss forward to see the book although make sure those at the back can see as several Ss kneeing in front of other Ss.  Transition to activities very orderly Ss by Ss and groups. | | | | | | |

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| **Implementing Learning** | Does not utilize the gradual release model | Utilizes the gradual release model with limited effectiveness | Utilizes the gradual release model with some effectiveness | Utilizes the gradual release model with minor irregularities | Utilizes the gradual release model with general effectiveness | Utilizes the gradual release model to ensure students can complete the task independently |
|  | The pacing of lessons may result in a significant proportion of the class being disengaged, overwhelmed &/or off task | The pacing of lessons may result in some students being disengaged, overwhelmed &/or off task | The pacing of lessons may result in some students sometimes being disengaged, overwhelmed or off task | Lessons are usually paced to ensure students are appropriately engaged and challenged | Lessons are consistently  paced to ensure students are appropriately engaged and challenged | Lessons are paced to ensure students are appropriately engaged and challenged and the needs of individual students are met |
|  | Material presented frequently/ significantly lacks accuracy and/or meaningfulness. | Material presented may sometimes lack accuracy and/or meaningfulness.  Differentiation is rarely  implemented | Material presented may occasionally lack accuracy and/or meaningfulness.  Differentiation is  implemented but not necessarily effectively | Presents material which is generally accurate, meaningful and accessible to support student engagement and learning. Sometimes includes differentiation with growing effectiveness | Presents material which is accurate, meaningful, accessible  and differentiated to support student engagement and learning | Consistently presents material which is accurate, meaningful, accessible and differentiated to support student engagement and learning |
| **Comments**: using songs in the morning routine. Had a visual representation of the sequence of ordering. Using a story to reinforce the concept.  Good to see you moving the Ss forward when reading a small story. Make sure Ss are sitting on their bottom when reading the story as those at the back couldn’t see. Retelling the events in the story when finished reading.  When Ss finish the activity get them to tell you about it rather than just say yes that’s right as you want them to use the language.  Only 3 Ss were doing each activity. As soon as one Ss finishes get another to do the activity so you get through as many Ss as possible. One boy sat down to do the activity but you didn’t get him to do it. So only 6 Ss actually did the activities and only 3 worked on the LO.  Review the learning at the end but ensure all Ss are involved rather than one only at a time.  Visit 3-Good to see you sitting with a group doing a guided experience .the activities are somewhat supporting the LOs although you need to state which group is doing which LO as the LA are not writing the numbers –could they write them?  You need to challenge Ss more as they are only doing 2 cards each they need to try all of the numbers so that you can see what they can do and what the gaps are. So Ss are not writing and counting numbers to 10 but only 2 numbers to 10.  Prepare Ss more for the LO and activity during haleka e.g. they are to write the numbers so you might reinforce writing the numbers correctly e.g. air writing so everyone can do it . You have tried to differentiate but really need to prepare well and also adapt to Ss needs. | | | | | | |

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| **Assessment** | Rarely develops and implements formative assessment strategies | Rarely develops and implements formative assessment strategies and is generally reliant on questioning, observations and products | Develops and implements some formative assessment strategies | Develops and implements formative assessment strategies which are valid and reliable | Develops and implements a range of formative assessment strategies which are valid and reliable | Develops and implements a wide range of formative assessment strategies which are valid and reliable |
|  | Does not develop any summative assessment tasks | Develops a summative assessment task for a unit of work which has limited effectiveness | Develop a summative assessment task for a unit of work with some errors and omissions. | Develop a summative assessment task for a unit of work which is generally effective | Develop a valid and reliable summative assessment task for a unit of work | Develop an outstanding summative assessment task for a unit of work which is valid and relevant |
| **Comments**: you had a checklist when doing the activities.  Visit 3- good to see you assessing but this needs to be more comprehensive to fulfil the LO requirements. Also have scaffolding resources to support Ss e.g. numbers to help them identify them. | | | | | | |
| **Reflection on Practice** | Student fails to understand the importance of reflecting on own practice and/or display the ability to do so meaningfully | Little reflection on their own practice which leads to limited improvement of practice | Inconsistent and vague reflections on their own practice leading to little improvement of practice | Reflects on their own practice leading to improvement with some guidance and support | Consistently reflects on their own practice leading to improvements in a range of areas | Consistently reflects on their own practice leading drawing effectively in theory leading to habitual improvement |
|  | Fails to understand the importance of reflecting on student learning | Little reflection on student learning | Some reflection on student learning is evident, but it is quite vague and repetitive | Reflects on student learning | Reflects on student learning in a meaningful way | Consistently reflects on student learning in a meaningful way |
|  | Reflections are rarely conducted and/ or are not readily accessible to the MST and MCT | Reflections are inconsistently conducted, are ineffective and/ or are not readily accessible to the MST and MCT | Reflections are done inconsistently but are accessible to the MST and MCT | Reflections are conducted and recorded most of the time and are accessible to the MST and MCT | Reflections are conducted and recorded consistently and are accessible to the MST and MCT | Outstanding reflections are conducted which are very organized, consistently done and are accessible to the MST and MCT |
| **Comments**: | | | | | | |

Glad you said the bean was a seed too.

You now need to ensure the activities fully support the LO (real experiences where possible) and differentiate to do this. Also, quicken the pace of Ss doing the set activities so that more Ss are working toward the LO. Also plan for and implement student-centred activities.

This is flower- (this is a flower)

What do you see in the cover (on the cover)

Visit 3- activities still need to fully support LOs. Ss need to be challenged as not doing enough and you are only getting partial assessment information. Assessments need to fully coverthe LO. Planned activities need to be more child-centred. Ss are choosing freely when not doing the planned activity.

Grammar

This caterpillar (this is a caterpillar)

how many apple (s) you said the plural for the other fruits.

Sit very nice (nicely)

Pronunciation

Cocoon (say the long oo sound)

She eat (she ate)