MCT/MST Observation Feedback Form

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| **Course Code:** | EPC 2403 |
| **Trainee Name:** | Asma Alblooshi | **School:** | Al Salama Kindergarten |
| **MCT/MST Name:** | Aisha Alteneiji | **Date:** | 3rd of March, 2019 |

The MCT and MST will use this form to formally observe the trainee’s performance and to give feedback based on the selected teaching competencies.

*NOTE: Refer to the course-specific, teaching competencies-based rubric included in section D of the TP Booklet*

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| **Commitment to the Profession**  | **F** | **D** | **C** | **B** | **A** |
| Comments: Actively participating in the morning, and professional activities with the children across the Kindergarten. Asma demonstrates good attendance and punctuality. She had Developed a range of relationships across the school. She was generally prepared and ready for the lesson |
| **Planning for Learning** | **F** | **D** | **C** | **B** | **A** |
| Comments: Asma has completed appropriate lesson plans which are available for MST/MCT upon request. Her lesson plans have sufficient detail to secure lesson delivery which is partially successfully |
| **Managing Learning** | **F** | **D** | **C** | **B** | **A** |
| Comments: Classroom behaviour was secured.  |
| **Implementing Learning** | **F** | **D** | **C** | **B** | **A** |
| Comments: Asma has sufficient subject knowledge to successfully deliver the required LOs with consistency. She had successfully uses a range of strategies to engage the students, and models to support understanding of concepts and activities. Does not implement any cooperative strategies.  |
| **Assessment** | **F** | **D** | **C** | **B** | **A** |
| Comments: Asma frequently uses questioning during the circle time only to assess student learning. And she kept some assessment data for documentation.  |
| **Reflection on Practice** | **F** | **D** | **C** | **B** | **A** |
| Comments: * Rarely reflects before teaching to anticipate potential problems and attempts appropriate action
* Attempts to reflect on aspects of a lesson while teaching but is unable to accurately identify any cause
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**Action Plan:**

* Lesson Plan development
* Usability of activities and resources.
* Asking questions
* Clear instructions

**Asma started the session with the morning routine and this would usually start before the assembly. Asma is very punctual and well prepared for the morning routine which was not part of her observation. Asma introduced the letter L to the children and then started her lesson with phonics songs. Asma should practice the songs and the sounds because she was unconfident pronouncing the sound of the letters. Asma knows all of the students’ names and she moved to giving the students vocabulary that starts with the letter L. Asma should practice her pronunciation to the vocabulary and the transitioning language. The students has different vocabulary more than the ones Asma knows and she feels confused when the students are trying to give other vocabulary that the ones listed in the lesson learning outcomes. Asma you should not be laughing at the student who answer with “LOVE”. Asma should again have a clear instructions, if you want them to write the letter L in the air do not change your mind and make them write in on the floor. Please do not give them lollipop as a reward!**

**Moving to activities, Asma started by giving instructions about the activities, her instructions should be more clear and required a little bit of organization. All of the activities contained art but she should include more resources to enhance students’ creativity.**

**Pronunciation: what we learnt today!**

**How do we write the letter L Saif wrote it the opposite way!**

**B+**