

REFERENCE

School Practice

Handbook for Supervisors

Prepared by
THE SCHOOL PRACTICE UNIT
INSTITUTE OF EDUCATION

1980

INSTITUTE OF EDUCATION
LIBRARY, SINGAPORE.

C O N T E N T S

	<u>Page</u>
PREAMBLE	1
1 OBJECTIVES OF SCHOOL PRACTICE	2
2 ORGANISATION AND CONTROL OF SCHOOL PRACTICE	3
3 OFFERING PROFESSIONAL HELP	6
4 PROGRESS REPORT	20
APPENDICES	26

PREAMBLE

All academic staff members of IE are involved in school practice supervision. The aim of supervision is to help each student to become an effective teacher. To achieve this purpose, supervisors make frequent visits to schools to observe lessons taught and to provide personalised guidance and diagnostic feedback for each student. Supervisors also provide semestral reports for the students' record and, at the end of the prescribed period of teaching practice, decide whether the student is fit or unfit to become a qualified teacher. Hence the IE lecturer shoulders a good deal of responsibility in his role as mentor, counsellor and finally as arbiter.

This Handbook has been designed to provide staff with information on the organisation and administration of school practice at IE, and to suggest approaches to the professional aspects of school practice supervision.

1 OBJECTIVES OF SCHOOL PRACTICE

School Practice is that part of the course where students come into contact with the actual teaching-learning situation, and interact with it to develop their teaching competence, broaden their experience and gain insight into the theory and practice of teaching and learning.

The main objectives, therefore, are to provide opportunities for the trainee

- to experience and understand the responsibilities of a teacher in the classroom and in the school
- to establish and maintain appropriate teacher-pupil relationships
- to apply learning theories in a practical situation
- to develop skills in planning classroom activities
- to develop skills and techniques in lesson presentation and in guiding the learning activities of the pupils
- to develop skills in evaluating the learning of pupils
- to develop self-confidence, sensitivity and adaptability and to extend and deepen self-knowledge
- to be evaluated with regard to her suitability for the teaching profession

2 THE ORGANISATION AND CONTROL OF SCHOOL PRACTICE

The School Practice Programme is an important and integral component of Teacher Training at IE. The School Practice Unit (SPU) of the Department of Professional Services is responsible for the organisation and administration of this Programme. It is located in Rooms D2 and D4.

For Students on Concurrent Training

- School Practice takes the form of a continuous attachment to schools where the trainee carries about two thirds of a regular teacher's workload. The student teachers are in school five days a week. Diploma-in-Education and Certificate-in-Education 'O' Level (General) students teach in the morning. Certificate-in-Education 'A' Level (General) students teach in the afternoon. Students in the Pre-Primary/Lower Primary Course teach in either session.
- University graduate students pursue the Diploma-in-Education course which lasts for three semesters. School Practice carries $2\frac{1}{2}$ credits out of a total of $8\frac{1}{2}$ credits for certification. Non-university graduates pursue the Certificate-in-Education (General) courses. These courses for 'A' and 'O' level students carry 2 credits for School Practice out of a total of $16\frac{1}{2}$ credits for certification.
- Students to these courses have been admitted at the beginning of each semester (i.e. two admissions a year). After a period of 4 to 6 weeks, the students were posted to schools. During this period, before reporting to schools, students attended the 'Introduction to Teaching (ITT) Programme, a compulsory 2 week long course for all students dealing with basic theory and

practice of classroom teaching and management.

School posting is controlled by the Ministry of Education.

Several factors are taken into consideration with regard to student placement in schools. Among these are the needs of the schools, the residence of students, subject specialisation, and travelling time.

The School Practice Unit maintains close liaison with the Placement Unit of MOE. It brings to their attention any hardship or problems for students arising from school postings.

Students are assigned to supervisors on the basis of students' subject specialization. For instance, as far as possible, students who offer English as a major or as a specialist method subject will be assigned to lecturers in the English Language Department.

A list of new students with their schools and supervisors is sent to all lecturers as soon as the students are posted to schools. Notices are displayed to inform students who their supervisors are. They are to submit their timetables to their supervisors by the end of the first week of their posting to schools. They are also to submit a copy of the time-table to the School Practice Unit. Supervisors who have not received the time-tables from the students at the end of the 2nd week of posting to schools should contact the students at their schools. They may also check with the SPU to see if the students have handed in their time-tables to the SPU office. The supervisor should continue to supervise the student should she be transferred to another school.

Supervisors who wish to make a mutual exchange should inform the SPU of their intention so that records can be kept up to date.

- At the end of each semester, supervisors are to submit a progress report on each of the students under their charge. For the graduating students, a tentative grade will be required in the middle of the semester, before the submission of the final report at the end of the semester. Besides the reports submitted by the lecturers, school principals will also give a report on each of the student-teachers attached to their schools.

Supervisors who have problems or queries regarding supervision should contact the SPU.

For Students on Full-time Training

From July 1980 all new students will be involved in full-time training. Diploma-in-Education students will be posted to schools for teaching practice in the third term of their course and Certificate-in-Education students in the fourth term. Diploma-in-Education students will remain in schools for one term and the Certificate in Education for two terms.

OFFERING PROFESSIONAL HELP

The main purpose of school practice supervision is to help trainees to become better teachers. Like teaching, supervising is a complex human behaviour. There are no 'recipes' which will guarantee success. But there are certain principles and techniques which, combined with a supervisor's individual perception, competence and style, will increase the chances that the trainee's performance will improve.

The observed lesson should not be seen as an 'achievement test'. It is an opportunity for the supervisor to act as another pair of eyes working for the benefit of the student at the back of the classroom. The lesson, then, is an 'information-gathering session'. The supervisor attempts to record or remember what actually took place – what attitudes were shown by the trainee and encouraged in the pupils, what learning and thinking skills were practised, what challenges were issued to the pupils, what evidence of what learning could be identified, what teaching competencies were clearly demonstrated by the trainee.

The trainee is presented with this feedback and is helped by the supervisor to see the significance of her actions. It is essential that value judgements about what happened should be made by the trainee, for one of the most important tasks of the supervisor is to develop the trainee's skills in self-evaluation. Most of the time, of course, the trainee will not have a supervisor present to offer her information about her teaching. She must develop her self-perception and her awareness of what evidence will show that her personal and learning objectives are being achieved. She must constantly search for precise answers to these two questions:

What exactly am I doing?

Why am I doing it?

The supervisor should assist the trainee in clarifying her personal goals, since the effectiveness of her teaching can only be judged in terms of what she wished to achieve. Sometimes her personal goals will need re-defining, sometimes her actions will need changing. But the trainee must feel that the supervisor is there to help her grow towards an effective personal teaching style. (see Appendix A)

A visit to a trainee to observe a lesson can be considered to have four important elements

1. choosing which lesson to observe
2. observing and recording evidence during the lesson
3. discussing feedback after the lesson
4. summarising the trainee's performance in the lesson

Let us consider each of these elements in some detail.

3.1 Choosing which lesson to observe

If the supervisor and trainee are to be considered as a team working together to improve the trainee's performance, then the choice of lessons to be observed should not be made at random by the supervisor alone. The two of them should confer about the type of information to be gathered in the next visit, information that will contribute to the trainee's growth in teaching skill. Each discussion session should end with the setting of some targets for the following visit.

The supervisor should ensure that he samples as wide a range as possible of the teaching tasks required of the trainee. If, for instance, he has observed a trainee with an English class preparing the class to write a composition and introducing a reading passage, then he may ask to see a spelling lesson or the teaching of a grammar point. His aim should be to build a complete picture of how well the trainee can perform the many different functions of a classroom teacher.

If an observed lesson was unsuccessful, then this will lead to a discussion on how to improve the teaching and learning. It is then most beneficial for the trainee to re-attempt a similar lesson when the supervisor comes to observe the next time. This not only allows the supervisor to ascertain the progress of the trainee, but also gives the trainee the satisfaction of demonstrating that progress for the supervisor. To get the maximum benefit from this second lesson there should be an agreement on specific goals to be attempted and on the comparisons to be made between the two lessons.

Before the lesson, the trainee may request the supervisor to give her feedback on particular areas where she has difficulty. This will only happen if the two have built a relationship of mutual trust, and the trainee sees the observed lesson as a chance to gather useful information to improve her teaching. Such a request is a sign that the trainee sees her supervisor not as 'assessor' but as 'counsellor' - whose visits are to be welcomed and not feared.

The trainee may also request the supervisor's presence when she is attempting some new approach or idea. Although she will obviously be uncertain of how successful she will be, she realises the usefulness of having an experienced observer who can help her evaluate her effectiveness and plan improvements for the future.

Arrangements for supervision visits should stress partnership and planning for the type of information-gathering most useful to the trainee.

The supervisor takes up a position in the classroom where he will be unobtrusive but able to observe easily what happens in the lesson. To aid his memory later on, he 'writes things' on a pad. What 'things' should he write?

First of all, he is NOT writing a report ABOUT the trainee. He is collecting information FOR the trainee. He records evidence of what took place, notes questions about motives, methods, and consequences, offers advice on more effective ways of acting. His words should be addressed to the trainee, since what he writes is, in effect, a confidential communication between the two. While he writes, he keeps in mind the ultimate purpose of his written comments - that they form the basis for a productive discussion after the lesson, a discussion in which the trainee is asked to think in depth about what she sought and what she did.

Each supervisor's comments will be in terms of his own preferences and teaching style, his own strengths and weaknesses, his own perceptions and experience. However we can categorise what the supervisor writes according to the table below. None of the categories is necessarily better than any other. The important thing is to know which category to choose to produce the best results in the later discussion.

Categorising the Supervisor's Written Comments

Supervisor notes what happened	a	evidence recorded or collected
	b	a statement about what happened
Supervisor seeks opinion from the trainee	c	a question about what happened
	d	a question about the teacher's motives or learning objectives
	e	a question about ways of doing things
	f	a question about probable effects or consequences
	g	a value judgement called for
Supervisor offers opinion to the trainee	h	a value judgement made
	i	advice offered
	j	justification for a value judgement or advice

It can be a useful form of self-evaluation for a supervisor to categorise what he wrote during his last few supervision visits. He should then collect them under the three major areas and estimate the relative amounts of each. How often does he record specific evidence or statements about what happened? How often does he make the student think by seeking her opinion about what happened in the lesson? How often does he offer his own opinion through value judgements and advice? The proportions between these three areas will vary somewhat from lesson to lesson, but the supervisor should check that his written comments are fulfilling the purposes he intends. If he is not satisfied, he should reflect on the matter, then categorise the next lesson's comments to see if he is shifting more towards the categories he considers the most useful.

Let us consider two specific classroom incidents and the ways in which a supervisor may have recorded his comments.

1. The teacher calls for attention at the start of a science lesson introducing a new topic 'Heat'. She asks, "What do you know about heat?" There is silence and the pupils avoid eye contact with the teacher so she asks, "Well, do you use heat at home?" Several pupils chorus "Yes".

Supervisor X writes: "The first question was vague and the second unproductive." (Category h - a value judgement made) Supervisor X has not asked the trainee to evaluate her own questions. He may find himself in difficulty if the trainee asks, "What were the first two questions?" It is easier to record the evidence and remember the value judgement than it is to record the value judgement and remember exactly what the evidence was.

Supervisor Y writes: "What was wrong with the first two questions?"

(Category d – a question about learning objectives) Here he seeks to make the trainee think about her own objectives and actions.

However, in this case his purpose may be defeated if neither of them can remember exactly what the first two questions were.

Supervisor Z writes: "What do you know about heat?" (silence)

"Do you use heat at home?" answer?

(Category a – evidence recorded)

Supervisor Z has the actual words of the trainee recorded. The discussion may develop as follows:

Supervisor Z: Why do you think I wrote down your first question?

Trainee: Oh, I don't know.

Supervisor Z: What answer did you get?

Trainee: Well, nobody said anything.

Supervisor Z: What answer did you want?

Trainee: Er, well, I suppose, just – ah – something about heat. Er, I guess it was a fairly vague question.

Supervisor Z: That's why no one wanted to answer. What could you have asked instead? (and so on)

- 2 It is the start of the lesson. The teacher says, "Today we're going to learn about convection currents. I want you to read this handout all about convection currents." The handouts are passed around the class and pupils read silently.

Supervisor X writes: "Couldn't you think of something more interesting to start the lesson?" (Category e – a question about ways of doing things) Although this is asking a question, it implies a 'put-down' value judgement on the part of the supervisor. It is unlikely to lead to a free exchange of ideas.

Supervisor Y writes: 'Today ... learn ... convection currents.'

Pupils need challenging and motivating. How did you do that?

(Category a – evidence recorded.

b – advice offered

c – a question about ways of doing things)

Supervisor Y has noted the trainee's opening words, offered advice which the trainee will undoubtedly agree with, then asked her to analyse whether or not she followed that advice in this lesson. This should lead on to an investigation of how the trainee could, in fact, have motivated or challenged the pupils.

Supervisor Z writes: "Why are they reading that handout? What should a handout represent to the learner?"

(Category d – a question about the teacher's motives.

f – a question about probable effects or consequences)

Supervisor Z will investigate the teacher's purpose, to see if she had clear learning objectives for starting this way. He will ask about her attitudes to the teacher's responsibility for presenting new material in an interesting way, and whether she thinks a handout should represent what the pupils are going to learn or have already learnt. If she express dissatisfaction with her lesson beginning, the two of them can examine other ways of starting.

The supervisor cannot predict what trainee strengths and weaknesses will be demonstrated during the lesson, nor how these strengths and weaknesses will be displayed. He should not try to structure events as they happen, but should remain alert to note important incidents whenever they occur. His comments on the lesson observed will be episodic and in chronological order. They serve as reminders of what happened to provoke thought in the feedback session. Any attempt to evaluate the trainee's total performance should follow the feedback discussion. After that, the trainee should be encouraged to re-read in her own time what the supervisor wrote

and to re-act, in a written self-evaluation, to the comments and the discussion. The supervisor should ensure that his questions and comments will provoke further thought during this phase.

3.3 Discussing Feedback after the Lesson

Every teacher looks for feedback. She watches the expressions on her pupils' faces, listens to what they say, reads what they write. This feedback is important, but it is an indirect evaluation of the teacher's performance. The job of a supervisor, on the other hand, is to offer direct feedback to the teacher on the nature and effect of her behaviour in class. The supervisor acts as a metaphorical mirror.

Most trainee teachers are not teaching the way they would like to. The purpose of school practice supervision is to help them to change, to improve, to become the sort of teacher they want to be. The motivation for change arises from the concept of dissonance – becoming aware of the difference between what you want to achieve and your present performance. The supervisor helps the trainee to clarify her personal goals, and presents her with explicit feedback that focuses on what happened in the lesson. The trainee can then adjust her actions to match her own expectations and the needs of her pupils.

As soon as possible after the lesson, the supervisor and trainee should meet to discuss their perceptions of what happened. The supervisor has recorded for the trainee evidence of what took place, questions about motives, methods and consequences, advice on more effective ways of acting. Since the discussion will probe areas of weakness, the trainee may feel threatened. Unless she feels that the supervisor is offering helpful and meaningful feedback, she may react with indifference, become defensive and make excuses, or even lash out verbally at the supervisor. So the supervisor must create

a positive atmosphere that emphasises his role as a catalyst in assisting the trainee to define her own goals, delineate her own problems, propose her own solutions. Supervisor and trainee should act as a team.

The development of a trusting relationship between supervisor and trainee takes time, patience, openness, and the belief by the trainee that the supervisor really is there to help her to improve and not just to assess and criticise her. The creation of a receptive attitude in the trainee will depend on the supervisor's skills in communicating. He must be aware of the effect of his own words and actions on the trainee. He must be able to put himself in the trainee's shoes, not necessarily to agree with her ideas and feelings but to understand in an objective way what those ideas and feelings are. He must set up a two-way communication, with opportunities for the trainee to express opinions and ask questions. He must show that he is willing to listen to the trainee's ideas, and that he is personally interested in her progress.

As a supervisor you may make the discussion productive and satisfying by being aware of some of these techniques.

1. Begin by approving of something

One of the most important things that you say to the trainee will be your first remark after the lesson. This should always be one of approval, but should be specific rather than general. Do not say, "Good lesson". Rather, say, "That was an eye-catching chart you had". or "The pupils were really enthusiastic for that last activity". The most satisfying comment for a trainee is one that identifies improvement or growth. "You were looking much more confident this time".

2. Allow the trainee to express her opinion of the lesson first

Start with comments like:

"Tell me what you thought about the lesson".

"Did the lesson go the way you wanted it to?"

Especially if the lesson was obviously not successful, it is better for the trainee herself to describe the main weaknesses. You can then pick up the problems identified by the trainee and help her to investigate possible solutions. The trainee has the satisfaction of showing that she is aware of the problems, even if she is yet unable to solve them. Some trainee's are reticent about giving their opinions before they have ascertained yours, but they should be encouraged to take advantage of the opportunity.

3. Focus on the trainee's actions rather than on her personality

Do not say, "You were too critical of the pupils' answers".

Instead, ask her to think about what she did and its effects.

"How did you react to the pupils' answers? Why? What effect will that have on their willingness to take part in the lesson?"

Is accuracy always the most important criteria? How can you encourage accuracy and participation at the same time?" The value-judgement ("too critical") will be most effective if the trainee arrives at that realisation herself.

4. Be descriptive rather than judgemental

Do not say, "Your discipline was poor". It is better to comment on what you observed. "The pupils kept shouting out the answers in chorus". Your description then can be followed up by questions that help the trainee to judge the significance of what happened.

"Which pupils did most of the calling out? Whose answer did you accept each time? What are the slower pupils stopped from doing? How can they participate?" Once again, the value-

judgement should form in the trainee's mind as she is asked to think more deeply about her own actions.

5. Be specific and concrete rather than general and abstract

Do not say, "Your questions were not well-distributed".

It is preferable to have kept an interaction chart and for the two of you to discuss the evidence displayed on the chart. Instead of saying, "The third activity took too long", it would be better to have recorded the third activity lasted 19 minutes and to ask about the amount of work accomplished in that time.

6. Paraphrase occasionally what the trainee has said

When the trainee has been trying to make a point, try to paraphrase the message. You may begin with phrases like

So, you're saying that

Do you mean that

In other words, you think that

When you paraphrase the words of the trainee, you are showing her that you are listening and that you want to make sure that you have understood her correctly. It is often good practice to paraphrase the trainee's ideas (to her satisfaction) before you launch into a differing point of view.

7. Check on the trainee's feelings

Sometimes, what happens during or after the lesson is the result of the trainee's feelings, beliefs or fears. Do not presume that your interpretation of her feelings is correct.

Approach the matter in a tentative way by seeking confirmation of your opinion.

You seemed to me to be

I get the impression that you

How do you feel about

The next step is to investigate the reasons for the trainee's feelings.

8. Share information and problems

There are times when trainees will be grateful to receive your advice, but one of your main tasks is to develop their perception and problem-solving skills so that they will learn to stand on their own two feet. They should not become dependent on regular injections of advice from you. They must continue to grow between your visits. So your attitude should be not "Let me tell you how to solve this problem" but "Let's work on this problem together". It is often helpful to begin honestly with remarks like, "When I started teaching, I found it hard to get variety into a grammar lesson too". It can be reassuring for the trainee to know that she is not alone in her difficulty. "Everyone runs into this problem at the beginning". You may involve her by asking for her ideas and opinions. "What do you find the most difficult in teaching composition?" "Why do the pupils find this hard to do?" "How do you usually tackle a new reading passage?" "What other ways seem to work?"

9. Do not tell the trainee what she can tell you

It is a natural human reaction to want to show that you are perceptive and knowledgeable as a supervisor. However, it is more important that you make the trainee think deeply about her own performance. If you can pose thought-provoking questions that lead her to define a problem and come up with a solution, then allow her the satisfaction of stating the solution. Do not cut in on her to show that you knew the answer all along.

10. Ask the trainee to summarise the main points of the discussion

This will give you an idea of what the trainee sees as important. You may ask for a summary of the strong and weak points in the lesson, or you may look forward by asking the trainee to say what changes to her teaching she will try to make in the future.

No supervisor will be able to follow all of the preceding advice all of the time. Some discussions go better than others. Some trainees are easier to talk to than others. But all supervisors should keep striving to produce frank discussions in a trusting atmosphere that will supply meaningful feedback to the trainee.

3.4 Summarising the Trainee's Performance in the Lesson

As the supervisor observes from the back of the room, he must be alert to select and evaluate important events as and whenever they occur, and his written comments should help the trainee to think more clearly about her own teaching and how to improve it. But, after probing into what happened in the lesson, the supervisor needs to provide a summary of the trainee's competence as demonstrated in that particular lesson.

This can be done with some sort of chart or rating scale. Such a chart should have certain features. It should be diagnostic, enabling the trainee to pin-point areas of strength and weakness. It should not contain more than about 15 items to be checked, or the feedback from it becomes too difficult to take in at a glance. It should enable comparisons to be made with previous lessons, since its most important function is to identify areas of growth in the trainee's range of teaching skills. The supervisor must make sure that the words used in the chart carry the same meaning for both him and the trainee. To this end, some simple definitions or examples of the teacher behaviours being measured need to be given in written form to the trainee beforehand.

The use of such a chart has several advantages. It forces the supervisor to take his observations, which can have no pre-determined order or structure, and set them in the context of the lesson as a whole. It makes him consider a whole range of teaching skills, some of which may have been absent, rightly or wrongly, from the lesson. It ensures that he gives credit to the trainee for the skills that are well-developed, skills that can be overlooked as the supervisor tries to identify weaknesses that need remedying. It eliminates any doubts the trainee may have about the supervisor's evaluation of her performance. It requires the supervisor to justify his ratings by quoting evidence from the trainee's performance in the lesson. Lastly, it allows for a comparison with previous lessons, so that areas of growth and non-improvement can be identified and target areas designated for the trainee to concentrate on in the future.

It is most important that the supervisor has a clear idea of what performance constitutes the top rating for any scale he uses, and that he applies the same criteria consistently. His criteria may be different from those of others, but if he applies his criteria consistently, in relation to his top of the scale, then the main purpose of the summary evaluation will be achieved - representing in a tangible way the progress being made by the trainee.

At the end of each semester, the supervisor files a report on the progress of the student under his charge. The report is intended to be a summative evaluation of the student's behaviour and teaching competence on school practice during the semester.

The progress report provides very important feedback at regular intervals and it helps the School Practice Unit to monitor the general progress of a student teacher. After studying these reports, the School Practice Unit identifies student teachers who have weaknesses in certain areas and provides them with special attention and guidance.

Revised Progress Report Form

The revised Progress Report Form will be used from the Jan '80 semester onwards. The main purposes of introducing the revised form are as follows:

1. Standardising the feedback procedure for all the supervisors helps to reduce the subjectivity of assessment of student teaching performance. The new assessment procedure is intended to provide some basis for comparing the grades awarded to different students by different supervisors.
2. The use of a checklist to identify a wide range of teacher competencies should result in a more comprehensive evaluation of the student teacher in her teaching performance and abilities.
3. For Section A of the New Report Form, a detailed guideline is provided to help supervisors to identify the specific sub-skills that form the basis for rating the respective items of teacher competence.

The revised form has three main sections. When filing a progress report on students, supervisors are advised to read carefully the instructions under the various section headings. They should respond frankly to each item.

INSTITUTE OF EDUCATION
SINGAPORE

PROGRESS REPORT ON SCHOOL PRACTICE

INTAKE	MEDIUM	COURSE
Year	Chinese	Diploma
Jan	English	Certificate 'A'
Jul	Malay	Certificate 'O'
	Tamil	Pre-Primary

MR/MRS/MTSS/MOM

.....School

SPECIAL METHODS:

SM 1 (or Major)

SM 2 (or Minor)

SECTION A - TEACHING COMPETENCE

Given below are 14 items of teaching competence arranged under 3 broad headings. Based on your observation and knowledge of the student, please rate all items in each of the 3 areas by placing a tick (/) in the appropriate column. The student should be rated according to the standard expected at this stage of her training.

AREA	No.	COMPETENCIES	Very Good	Good	Satisfactory	Weak	Very Weak	Additional comments (if any)
		The student teacher						
PREPARATION	1.	Has a sound knowledge of subject matter.						
	2.	Selects objectives that are valid, worthwhile and appropriate to the pupils' ability.						
	3.	Plans and arranges activities that help pupils to learn best.						
	4.	Selects or makes effective teaching materials/aids.						
PRESENTATION	5.	Begins and ends the lesson in an effective way.						
	6.	Conveys objectives clearly, offers explanations & gives appropriate instructions.						
	7.	Asks appropriate questions.						
	8.	Encourages pupils to take part in the learning and reinforces desired behaviours.						
	9.	Takes into consideration the learning pace of pupils.						
	10.	Makes effective use of the chalkboard.						
	11.	Makes effective use of teaching aids (eg. OHP, tape recorder, film, charts, etc)						
MANAGEMENT	12.	Provides appropriate assignments and marks them promptly.						
	13.	Manages classroom routines effectively.						
	14.	Establishes rapport and maintains discipline.						

Comments on competencies not listed above. (if any)

SECTION B - PERSONAL QUALITIES AND PROFESSIONAL ATTITUDES

Please provide a summary report on the student's personal qualities and attitude towards teaching or other aspects of school practice not already mentioned in Section A. Supervisors may wish to refer to the suggested list (attached) of personal qualities and professional attitudes, which may serve as a general guide.

Please draw attention to the strengths and weaknesses of the student.

Personal Qualities

Professional Attitudes

Record of how you have advised or helped the trainee to overcome the weakness(es) mentioned above.

SECTION C - RECORD OF SUPERVISION VISITS DURING SEMESTER

Date of Visit

Topic/Subject

Class

SECTION D - OVERALL GRADE

Please circle the overall Grade you would recommend for this student. The grade recommended should reflect your comments in the preceding sections of this Report.

GRADE

LEVEL OF PERFORMANCE

- A Very Good
- B Good
- C Satisfactory
- D Weak (below minimum standards)
- E Very Weak (Recommended to leave the course).

.....
NAME OF SUPERVISOR

.....
SIGNATURE

.....
Date

GUIDELINES FOR REPORTING ON TEACHING COMPETENCE

The following list focuses on some aspects of teacher performance but supervisors are not expected to use these points as if they form a checklist. There may be other points not mentioned below which, in their view, contribute to the success of lessons.

PREPARATION OF LESSON

ITEM 1 HAS A SOUND KNOWLEDGE OF SUBJECT MATTER

The student teacher

- (a) is knowledgeable about the subject she teaches.
- (b) demonstrates ability to select appropriate content for her lesson.

ITEM 2 SELECTS OBJECTIVES THAT ARE VALID, WORTHWHILE & APPROPRIATE TO THE PUPILS' ABILITY

The objectives

- (a) are stated in terms of pupil performance.
- (b) are clear and relevant to the lesson topic.
- (c) are worthwhile achieving.
- (d) are attainable by the majority of the pupils.

ITEM 3 PLANS AND ARRANGES ACTIVITIES THAT HELP PUPILS TO LEARN BEST .

The activities

- (a) are purposeful and stimulating.
- (b) are carefully prepared, logically and systematically organised.
- (c) provide for the needs and interests of the majority of the pupils in her class.
- (d) represent a variety of learning experiences.

ITEM 4 SELECTS OR MAKES EFFECTIVE TEACHING MATERIALS/AIDS

The materials

- (a) consist of a variety of print and non-print materials, apparatus, exercises, games, etc.
- (b) are appropriate to the majority of the pupils.
- (c) match the lesson objectives.
- (d) provide worthwhile learning experiences for pupils.

PRESENTATION

ITEM 5 BEGINS AND ENDS THE LESSON IN AN EFFECTIVE WAY

The student teacher

- (a) begins and ends the lesson promptly.
- (b) demonstrates ability to capture pupils' attention and interests when she begins a lesson.
- (c) provides time for lesson summary/recapitulation where appropriate.

ITEM 6 CONVEYS OBJECTIVES CLEARLY, OFFERS EXPLANATIONS AND GIVES APPROPRIATE INSTRUCTIONS

The student teacher

- (a) makes clear to the class what the objectives of the lesson are.
- (b) explains concepts clearly.
- (c) uses illustrations, examples, etc, when necessary.
- (d) gives instructions that are readily understood by the pupils.

ITEM 7 ASKS APPROPRIATE QUESTIONS

The student teacher

- (a) asks questions appropriate to the lesson.
- (b) asks questions ranging from simple to more difficult ones.
- (c) distributes questions evenly.
- (d) evaluates answers and reinforces correct responses.
- (e) encourages accurate and complete answers.
- (f) uses questions to promote learning.

ITEM 8

ENCOURAGES PUPILS TO TAKE PART IN THE LEARNING AND REINFORCES DESIRED BEHAVIOURS

- (a) There is evidence of active participation and involvement by pupils in various learning tasks.
- (b) The student teacher shows ability to draw on the experiences of the class.
- (c) Pupils ...
 - (i) are given the opportunity to ask questions or contribute ideas.
 - (ii) appear interested and anxious to learn.
 - (iii) use resource materials provided.
- (d) The student teacher ...
 - (i) shows readiness to help those pupils having difficulties
 - (ii) uses non-verbal expressions to show approval (or disapproval) of pupil behaviours.
 - (iii) applies various motivational techniques to strengthen content learning and desired behaviours.

ITEM 9

TAKES INTO CONSIDERATION THE LEARNING PACE OF PUPILS

The student teacher

- (a) is aware of pupils' needs and learning difficulties.
- (b) makes provision for differences in the rate of learning.

ITEM 10

MAKES EFFECTIVE USE OF CHALKBOARD

The student teacher

- (a) uses the chalkboard when necessary.
- (b) organises well what she presents on the chalkboard.
- (c) presents her chalkboard material in an effective way.

ITEM 11

MAKES EFFECTIVE USE OF TEACHING AIDS

(eg. OHP, tape recorder, film strips, charts, etc)

The student teacher

- (a) uses a variety of aids which are appropriate to lesson objectives and content.
- (b) shows skill in handling and operating projectable aids.

MANAGEMENT

ITEM 12

PROVIDES APPROPRIATE ASSIGNMENTS AND MARKS THEM PROMPTLY

The student teacher

- (a) gives appropriate assignments to support learning experiences.
- (b) gives clear instructions for the completion of assignments.
- (c) has a system of marking assignments that gives clear feedback to pupils.
- (d) marks and returns assignments promptly.

ITEM 13

MANAGES CLASSROOM ROUTINES EFFECTIVELY

The student teacher

- (a) gives attention to the classroom environment.
- (b) delegates responsibilities to pupils and supervises the carrying out of these responsibilities.
- (c) issues and collects materials efficiently.
- (d) keeps non-teaching time to a minimum.

ITEM 14

ESTABLISHES RAPPORT AND MAINTAINS DISCIPLINE

The student teacher

- (a) makes pupils feel at ease in the class.
- (b) is clearly respected by her pupils.
- (c) handles any breach of discipline objectively and fairly, and is consistent in her decisions.
- (d) shows ability to spot and eliminate promptly the cause(s) of indiscipline.

SUGGESTED LIST OF PERSONAL QUALITIES AND PROFESSIONAL ATTITUDES

(A Guide for Supervisors)

(a) Personal Qualities

1. General appearance
2. Voice/fluency of speech
3. Resourcefulness
4. Alertness
5. Open-mindedness
6. Creativity
7. Leadership
8. Co-operation
9. Tact
10. Self-control
11. Enthusiasm
12. Cheerfulness
13. Initiative

(b) Professional Attitudes

1. Shows interest in teaching.
2. Shows care in the preparation of lessons.
3. Makes every effort to teach well.
4. Takes initiative to work towards the objectives of school practice.
5. Encourages, and is kind towards pupils, but firm when she needs to
when necessary.
6. Cares for the well-being of pupils.
7. Shows willingness to accept criticism and act on suggestions and
advice.
8. Is willing to evaluate self for improvement.
9. Shows sense of responsibility.

APPENDICES

Appendix A: Teaching Practice Assignment

The trainee is asked to provide the supervisor with information about herself and her personal goals.

Appendix B: Using the Observation Analysis Chart

A means of summarising the trainee's performance in a lesson so as to facilitate comparisons with previous lessons and thus identify areas of growth in teaching competence.

Appendix C: A Lesson Summary Checklist

Another means of summarising the trainee's performance.

Appendix D: Interaction Chart

Appendix A

Teaching Practice Assignment

Your growth as a teacher will depend not on the amount of teaching that you do, but on the amount of thinking you do about your teaching.

At the start of a new year, it is important that you take stock of the progress you have made so far, and that you set yourself clear targets for the year ahead – strengths to be developed, weaknesses to be remedied, new areas to be explored.

Accordingly, you are asked to write in some depth your answers to the three questions below. Recording your thoughts on paper will force you to clarify vague ideas and to be systematic in describing your progress and aspirations. To write such a self-evaluation is always difficult, sometimes frustrating, usually enlightening, and, if you are writing the right sort of things, it should never be dull or boring. What is most important, of course, is the thinking you must do before you write. So the first purpose of the assignment is for you to provide valuable information to yourself – information that will help you to improve your own teaching.

The second purpose is for you to provide valuable information to your supervisor. An honest and searching appraisal of your successes, problems, and personal goals will enable me to suit my advice and assistance to your own individual teaching style. What you write will be treated seriously and in confidence. Please treat the exercise with similar care and frankness.

There is no set number of words to write, nor will any grades be awarded. Your answers will be read only by me, and, of course, I will discuss them further with you.

Here are the 3 questions.

1. Last year, what did you learn about yourself?

Here you should comment on such things as your motivation for teaching, your teaching style, your rapport with pupils and control techniques, the personality you project in class, your relationships with other teachers and lecturers.

2. What did you learn about teaching and learning?

In this section, you should write about what objectives you set for your pupils, about your strengths and weaknesses in planning and in carrying out your plans, about the amount and types of learning your pupils achieved, about the knowledge and skills your pupils gained and the attitudes they showed towards learning, about the ways you used to measure their learning. Remember not just to list your actions. It is important to evaluate what you did and to give reasons for your opinions.

3. As a result of what you have learned, what are your aims and expectations for this year?

Be as precise as you can in setting out what you hope to achieve in the coming year. If you state objectives in this section, this does not mean that you must reach them all or be judged a failure. It is unlikely that any teacher will ever achieve all of the goals he sets for himself. But it is better to have a clear idea of where you wish to go, and perhaps fall short, than to avoid specifying your destination at all.

which to base a higher rating. For instance, the trainee may have produced a lesson which required little overt organising skill, but where the organising that was done was carried out very efficiently. The supervisor may draw a line across at point 3 on the scale and place his rating at the same point to indicate that although the amount of organising was small it was very well done.

Finally, it is important that both trainee and supervisor are 'speaking the same language'. Both of them should have a copy of and be familiar with the following notes which give examples of what is meant by the polar adjectives in the chart.

The teacher

1. is confident - is nervous

This is not a guess at the trainee's inner feelings. The supervisor watches the outward signs shown by the trainee's behaviour in front of the class. Examples of nervous behaviour may be: avoiding eye contact with the pupils, remaining 'tied' to the chalkboard, referring excessively to the written lesson plan, being hesitant in speech, over-using "Okay?" and "right?" to judge pupil reaction to the lesson. Confidence may be shown by a relaxed, friendly manner, a readiness to look at and listen to individual pupils, a sense of humour, or the projection of enthusiasm and enjoyment.

2. is organised - is unorganised

The supervisor here considers the trainee's efficiency in running the lesson. He looks for evidence of the trainee's ability to distribute and collect test papers, handouts or books with the minimum of fuss; to change smoothly from one activity to the next; to use teaching aids and equipment competently; to use the chalkboard tidily; to deal quickly with work marked in class; in short, to keep the amount of non-teaching time in the lesson to a minimum.

which to base a higher rating. For instance, the trainee may have produced a lesson which required little overt organising skill, but where the organising that was done was carried out very efficiently. The supervisor may draw a line across at point 3 on the scale and place his rating at the same point to indicate that although the amount of organising was small it was very well done.

Finally, it is important that both trainee and supervisor are 'speaking the same language'. Both of them should have a copy of and be familiar with the following notes which give examples of what is meant by the polar adjectives in the chart.

The teacher

1. is confident - is nervous

This is not a guess at the trainee's inner feelings. The supervisor watches the outward signs shown by the trainee's behaviour in front of the class. Examples of nervous behaviour may be: avoiding eye contact with the pupils, remaining 'tied' to the chalkboard, referring excessively to the written lesson plan, being hesitant in speech, over-using "Okay?" and "right?" to judge pupil reaction to the lesson. Confidence may be shown by a relaxed, friendly manner, a readiness to look at and listen to individual pupils, a sense of humour, or the projection of enthusiasm and enjoyment.

2. is organised - is unorganised

The supervisor here considers the trainee's efficiency in running the lesson. He looks for evidence of the trainee's ability to distribute and collect test papers, handouts or books with the minimum of fuss; to change smoothly from one activity to the next; to use teaching aids and equipment competently; to use the chalkboard tidily; to deal quickly with work marked in class; in short, to keep the amount of non-teaching time in the lesson to a minimum.

3. uses voice effectively – uses voice ineffectively

The supervisor considers volume, clarity, variety of tone, speed of delivery; pronunciation, stress and intonation.

4. gives clear directions – does not give clear directions

The supervisor notes examples of directions given and observes pupils' reactions to them. He looks for clear and concise instructions about what the pupils are to do. Just as important are statements that direct the pupils' attention to why and how activities are to be done – that objectives are explained to the pupils when this will contribute to success in learning. The supervisor also checks that the pupils are given adequate advance notice when activities build through to a final testing activity; that directions are kept as brief as possible and are phrased in words appropriate to the language ability of the class; and that the trainee makes the activity sound interesting and challenging whenever this is feasible.

5. shows concern for individuals – appears uninterested in individuals

Examples of teacher behaviour showing concern for individual pupils in the class: knowing and using pupils' names; giving the maximum opportunity for pupils to make individual contributions; accepting pupils' attempts to respond, reinforcing desired responses, and assisting pupils in difficulty to achieve success; not allowing disruptive pupils to restrict the rights of others; avoiding the use of sarcasm, derogatory personal remarks, or unnecessary punishments; ensuring that pupils are not humiliated before their peers.

6. adjusts to pupil response – is inflexible

This refers to the trainee's ability to 'read' the situation and make an immediate and appropriate decision for her next actions. It applies not only to the trainee's handling of control problems, but also to her skill in helping pupils in difficulty and in adapting questioning sequences and the like to the rate of learning shown by the class as a

whole or by individual pupils. A low rating here may merely signify that the lesson went as planned and little adjusting was called for.

7. arranges for feedback - obtains no feedback

A high rating here means that there is a lot of observable evidence that the learning specified in the objectives has been achieved. It is important that the trainee can identify this feedback when it happens, and that the evidence at times includes higher-order thinking skills. Equally as important is that the pupils also are aware of what learning they are achieving.

The Lesson

1. has a suitable pace - has an unsuitable pace

The supervisor notes the amount of time spent on each activity and the amount of work accomplished in that time. He watches pupil reactions to spot signs of boredom or lack of interest if the pace is too slow, or of confusion and frustration if the pace is too fast.

2. has variety of activity - lacks variety

The lesson is examined for variety and balance in a number of areas. The supervisor looks for novelty and creativity in the use of visual aids and equipment. He checks the range of thinking and language skills required of the pupils and the type of interaction between teacher and pupils and within different groupings of pupils.

3. has a well-planned learning sequence - has no clear learning sequence

The supervisor evaluates the trainee's skill in devising and sequencing activities so as to ensure the greatest amount of successful learning for the pupils. He considers the start of the lesson, whether it motivates and sets goals; and notes the final stage of the lesson, whether this adequately summarises, rounds off, or looks forward to future learning. He examines the lesson for evidence that the trainee is aware of how to create the best learning conditions for such actions as

remembering, generalising, or problem solving. He also checks the different stages of learning followed within each activity.

4. has a lot of interaction – has no interaction

Here it is most useful if the supervisor keeps an interaction chart so that the trainee can have an exact record of what interactions took place. The rating will consider the amount and spread of interaction in relation to the learning objectives and the needs of individual pupils. However, the supervisor must also consider interactions that cannot be measured on the chart, such as the pupils working in pairs or groups.

5. includes effective questioning – lacks effective questioning

The supervisor considers the quality and fluency of the trainee's questioning. He checks that the questions produce the answer sought, if convergent thinking is required, or that they leave ample scope for different responses, if divergent thinking is to be encouraged. The questions should also be within the pupils' ability to answer, and the trainee should build a series of easier questions through to a more difficult one.

6. is challenging – lacks challenge

To score a high rating here, the trainee should arouse the pupils' interest in the lesson, select worthwhile objectives, design activities that set challenging problems to be solved and that require the pupils to exercise higher-order thinking skills wherever possible.

7. has attainable goals – is too difficult

The supervisor looks for evidence that the trainee has correctly estimated the ability of the pupils, their level of previous learning, and the optimum pace of learning for the majority of the class.

OBSERVATION ANALYSIS CHART

		is confident	is organised	uses voice effectively	gives clear directions	shows concern for individuals	adjusts to pupil response	arranges for feedback
The Teacher <hr/>	10							
	9							
	8							
	7							
	6							
	5							
	4							
	3							
	2							
	1							
Observer <hr/>	0							

	is nervous	is unorganised	uses voice ineffectively	does not give clear directions	appears uninterested in individuals	is inflexible	obtains no feedback
--	------------	----------------	--------------------------	--------------------------------	-------------------------------------	---------------	---------------------

		has a suitable pace	has variety of activity	has a well-planned learning sequence	has a lot of interaction	includes effective questioning	is challenging	has attainable goals
The Lesson <hr/>	10							
Date _____	9							
Time _____	8							
School _____	7							
Class _____	6							
	5							
	4							
	3							
	2							
Topic _____	1							
_____	0							

	has an unsuitable pace	lacks variety	has no clear learning sequence	has no interaction	lacks effective questioning	lacks challenge	is too difficult
--	------------------------	---------------	--------------------------------	--------------------	-----------------------------	-----------------	------------------

A Lesson Summary Checklist

Using a checklist to provide a summary for the teaching performance of a student teacher offers several advantages. One such advantage is that the student can readily identify the perceived strengths and weaknesses of her teaching performance from the ratings. A ready comparison with earlier ratings is also possible with such a checklist.

This checklist consists of 18 essential competencies which are common and observable during the conduct of a lesson. These competencies are conveniently grouped under five categories – following the stages of a lesson presented. This arrangement also helps the student teacher to identify her strength and weakness with respect to either a single teaching skill or the different aspects of the lesson taught.

Supervisors may use the following guidelines to rate the performance of the student teacher.

	<u>Level of Performance</u>
1. N/A	The teacher is not required to perform this skill
2. Not evident	The teacher has not made any attempt to perform this skill
3. Poor	The teacher has very limited ability to perform this skill
4. Satisfactory	The teacher has performed this skill in an acceptable manner.
5. Good	The teacher has performed this skill in an effective manner
6. Very good	The teacher has performed this skill in a very effective manner
7. Outstanding	The teacher has performed this skill extremely well

The checklist is also appropriate for the trainee to self evaluate herself after a lesson taught, and to discuss the report with her supervisor if she so desires.

INTERACTION CHART

Time	Type of Activity

Suggested markings:

- ! answered a question
- initiated a comment
- ? asked a question
- ↑ came to the front
- X tutored by teacher

Teacher: _____

Date: _____

Class: _____

Lesson: _____

No. of responses	0	1	2	3	4	5	6	7	8					
No. of pupils														

Total _____

Total _____

Average number of responses per pupil _____