CTs in Action: Effective Mentoring and Assessment

Dr Lim Seok Lai
Assistant Dean, Practicum
Feb, 2020
AGENDA

1. Role of the SCM, CT and NIES
2. Role of the CT
3. Practicum Structure
5. Documents for CTs from Student Teachers
6. Lesson Observation-Feedback Cycle
7. Assessment for Performance in Teaching (APT) Form
8. Non-final Practicums
9. Final Practicums
10. Other Matters
1. ROLE OF THE SCM, CT and NIES
2. ROLE OF THE CT

SCM & CTs should be organised like how it was in my school. On the first day we were given the timeline that we would need to follow & we were guided well.

I have grown to be who I am with the great guidance & support of my CT.
2. ROLE OF THE CT

Mentor Roles

- A co-enquirer who stimulates students’ reflections on their own lessons
- A model and instructor of students’ teaching
- An information source for tips and advice
- A provider of an introduction to the teaching world
- A coach or a supporter
- A challenger
- An evaluator

Zanting, Verloop & Vermunt (2001)
QUIZ WITHOUT A PRIZE

• How many different types of ITP programme does NIE offer?
• How many different types of practicum stints are there?
## 3. PRACTICUM STRUCTURE

<table>
<thead>
<tr>
<th>Programme</th>
<th>Duration</th>
<th>Practicum Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SE</td>
</tr>
<tr>
<td>Bachelor Of Arts/Science (Education)</td>
<td>4 years</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Postgraduate Diploma In Education</td>
<td>16 months</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 years</td>
<td></td>
</tr>
<tr>
<td>Diploma In Education</td>
<td>2 years</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 year</td>
<td></td>
</tr>
</tbody>
</table>

*local/international TA  
#4 days in school, 1 day in NIE
3. PRACTICUM STRUCTURE

Graduated Responsibility and Opportunities for Practice

• Intensive lesson observation & reflections before taking on teaching responsibilities

<table>
<thead>
<tr>
<th>Practicum Type</th>
<th>SE</th>
<th>TA</th>
<th>TP1</th>
<th>TP</th>
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</thead>
<tbody>
<tr>
<td>Teaching Responsibility</td>
<td></td>
<td>Assisted Teaching</td>
<td>Guided Teaching</td>
<td>Independent Teaching</td>
</tr>
<tr>
<td>Practicum Grade</td>
<td>Satisfactory/Unsatisfactory</td>
<td>Pass/Fail</td>
<td>Pass/Fail</td>
<td>Fail/Pass/Credit/Distinction</td>
</tr>
</tbody>
</table>
4. Schedules of Practicum for first half of 2020

1) **6\textsuperscript{th} Jan* - 10\textsuperscript{th} Mar**: PGDE Pri, Sec & JC (Final TP)

- *TP ends on 10\textsuperscript{th} March (Tuesday)*
- *11\textsuperscript{th} - 13\textsuperscript{th} March (Wed-Fri) = at NIE for BTOP*
- *Report back to school after March holiday*
- *NIE results in June*
4. Schedules of Practicum for first half of 2020

2) 24th Feb – 8th May: Dip Ed, Degree, PGDE (PE) (Final TP)
   • STs from all programmes to be involved in Focused Conversations

3) 23rd Mar – 17th Apr: PGDE (TA)
   • 4 weeks, Mondays at NIE, Tuesdays to Fridays in School
   • Weeks 1-4, lesson Ob + reflection tasks; week 3-4, assisted teaching in 1 class for CS1
   • NIES to read and comment on reflections on a weekly basis
   • CTs may read reflections but no action is required
4. Schedules of Practicum for second half of 2020

1) 6th Jul – 17th Jul: 2 weeks
   • Degree, School Experience
   • NIES will not be assigned

2) 29th Jun – 31st Jul: 5 weeks
   • Dip Ed/Dip PE Ed/Dip Art Ed/Dip Mu Ed
   • PGDE PE
   • DegreeYr 3 (and/or upgraders, if any)
   • Degree Yr 2: TA
   • 5 weeks re- or out-of-sync cases

3) 29th Jun – 4th Sep: 10 weeks
   • re- or out-of-sync cases or degree upgraders

TP1
5. Documents for CTs from Student Teachers

1) Letter to Cooperating Teacher stating
   • NIE’s THANKS
   • dates of practicum period and no. of weeks
   • no. of formal classroom observations
   • NIE Supervisor’s name and contact info.
   • attached with the following documents ...

2) Suggested guidelines for schools (a copy also sent to P) stating
   • Time-table arrangements
   • No. of teaching periods per week
     ... PTO
2) Suggested guidelines for schools stating (cont’d)

- **Teaching subjects**
  - Pri: GEN 2 subjects; Sec: 1-2 subjects; JC: 1 subject
  - student teachers must teach all subjects trained in - refer to computer printout and suggested guidelines

- **Class levels/types/streams**
  - A mix of upper and lower levels
  - No more than 2 levels per CS
  - Pri: preferably NOT P1 and the very weak classes
  - Sec: preferably Sec 1-3, and NOT the most difficult classes in the streams
2) Suggested guidelines for schools stating (cont’d)

- Arrangements for opportunities to observe CT(s) and other experienced teachers and at other times during practicum
- Student teachers may be asked to help relieve classes NOT more than 2 periods per day (capped at 2.5 hours per week), when staff is on medical leave.
- CCA responsibilities – ONLY to observe (no need to be throughout TP)
5. Documents for CTs from Student Teachers

3) Roles and responsibilities
   – Cooperating Teacher (CT)
   – School Coordinating Mentor (SCM)
   – Student Teacher
   – NIE Supervisor (NIES)

4) Where applicable:
   – Checklist of Teaching Competencies
   – Assessment of Performance in Teaching (APT) form
The process comprises a **3-stage cycle:**

1. Pre-Observation Conference
2. Lesson Observation
   - Using the APT form
3. Feedback Conference
6. Lesson Observation-Feedback Cycle

1) Pre-Observation Conference

• Check to see that the lesson plan (not more than 5 pages)
  i. Has definite, meaningful goals/objectives,
  ii. Is relevant to the topic/subject,
  iii. Is appropriate for the class/level,
  iv. Is workable in terms of methods/time given.

• Suggest modifications, only if it is really necessary*

• Agree on points of focus for the observation

• Decide the time for the Feedback Conference (SAME day)
2) Lesson Observation

- Observing student teachers in action in the classroom is an important aspect of supervision during practicum.
- Observation includes both the focused and systematic viewing and recording of ST’s classroom behavior.
- Examines 3 questions:
  - What is going on in the classroom?
  - What changes might be made to improve learning?
  - What type of observation seems most useful at this point?
- Role of CT/NIES during lesson observation: an unobtrusive data-gatherer using the APT form.
3) Feedback Conference

- Hold the conference asap after the lesson observation
  - Oral feedback preferably within the **same day**
  - Written feedback **within a week** (original copy of the APT for CT/NIES, and a photocopy for the student teacher’s Practicum File): should be similar to oral feedback
  - What to remember during feedback conferencing:
    i. Examine those aspects of teaching that was jointly agreed upon as the observational focus during the pre-observation conference
    ii. May need to use *counselling* skills/mentoring language
    iii. May take the lead in analysis and interpretation, and may also play the more direct role of *instructor*, providing specific suggestions. Encourage student teacher to see both his/her strengths and weaknesses
    iv. Could use the Reflective Practice Framework
Part A: Teaching Processes

1. Lesson Preparation
2. Lesson Enactment
3. Assessment & Feedback
4. Positive Classroom Culture

Part B: Professional Attributes & Attitudes

- Learner-centred Values
- Teacher Identity
- Service to School
Grading for Teaching Processes 1 - 4

<table>
<thead>
<tr>
<th>Competency Level</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Yet</td>
<td>Unable</td>
<td>Emerging</td>
<td>Satisfactory</td>
<td>Proficient</td>
<td>Excellent</td>
</tr>
<tr>
<td></td>
<td>to apply most of the relevant competencies of the process</td>
<td>Applies some of the relevant competencies of the process</td>
<td>Applies most of the relevant competencies of the process quite effectively</td>
<td>Applies most of the relevant competencies of the process effectively</td>
<td>Applies all the relevant competencies of the process confidently and skilfully</td>
</tr>
</tbody>
</table>
## Grading for Professional Attributes & Attitudes

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Fails to behave in a professional manner despite reminders</td>
</tr>
<tr>
<td>Acceptable</td>
<td>Exhibits professional qualities in some relevant situations</td>
</tr>
<tr>
<td>Good</td>
<td>Exhibits professional qualities in most relevant situations</td>
</tr>
<tr>
<td>Excellent</td>
<td>Exhibits professional qualities in an exemplary and consistent manner</td>
</tr>
</tbody>
</table>
# 8. Non-Final Practicums
## School Experience and Teaching Assistantship

<table>
<thead>
<tr>
<th>Programme</th>
<th>Type / Duration</th>
<th>Grading</th>
<th>No. of hours per week (= No. of periods)</th>
<th>Observe CTs &amp; Other Teachers</th>
<th>Assisted Teaching</th>
<th>CT Lesson Observations</th>
<th>NIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA/BSc(Ed)</td>
<td>SE 2 weeks</td>
<td>Satisfactory / Unsatisfactory</td>
<td>Pri: 10-12 hrs (=20-24)</td>
<td>2 weeks (1 week Pri, 1 week Sec)</td>
<td>NIL</td>
<td>NIL</td>
<td>NIL</td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA/BSc(Ed)</td>
<td>TA 5 weeks</td>
<td>Pass / Fail</td>
<td>Sec/IP: 10-12 hrs (=16-20)</td>
<td>2 weeks &amp; throughout + Weekly Reflections</td>
<td>#3 weeks</td>
<td>NIL</td>
<td>2 school visits</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PGDE (16-mth)</td>
<td>TA 4 weeks</td>
<td>Pass/Fail</td>
<td>Pri: 8-9 hrs (=16-18)</td>
<td>2 weeks &amp; throughout + Weekly Reflections</td>
<td>#2 weeks</td>
<td>NIL</td>
<td>2 school visits</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Sec/IP: 8-9 hrs (=12-14)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>JC: 8-9 hrs (~10-12)</td>
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</tr>
</tbody>
</table>
8. Non-Final Practicums
School Experience and Teaching Assistantship

ASSESSMENT FOR BA/BSc SE

• SE Tasks
• SE Summative Report

ASSESSMENT FOR BA/BSc/PGDE TA

• TA tasks on a weekly basis
• CT to converse with student teacher weekly
  • NIES to receive the weekly reflections and provide feedback
• Checklist
  • CT to use the checklist to ascertain if the student teacher has successfully reflected on the different teaching competencies
• TA Summative Reports
  • TA Summative Report Part I (CT/SCM/P)
  • TA Summative Report Part II (NIES)
# 8. Non-Final Practicums
## Teaching Practice 1

<table>
<thead>
<tr>
<th>Programme</th>
<th>Grading</th>
<th>No. of hours per week (≈ No. of periods)</th>
<th>Observe CTs &amp; Other Teachers</th>
<th>Guided Teaching</th>
<th>CT Lesson Observations</th>
<th>NIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA/BSc(Ed) Year 3</td>
<td>Pass / Fail*</td>
<td>Pri: 10-12 hrs (≈20-24)</td>
<td>2 weeks &amp; throughout + Weeks 1 &amp; 2 Reflections</td>
<td>3 weeks</td>
<td>2</td>
<td>2 school visits + 1 observation</td>
</tr>
<tr>
<td>Dip Ed Year 1</td>
<td></td>
<td>Sec/IP: 10-12 hrs (≈16-20)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dip PE Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PGDE(PE) Year 1</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Must be moderated

**Guided teaching** can take form of a progression of practice – from teaching of lesson segments, to co- or paired-teaching with the CT, and finally to monitored independent teaching of complete lessons. The progression of guided teaching can vary among student teachers depending on the individual's level of progress.
8. Non-Final Practicums
Teaching Practice 1

ASSESSMENT FOR **TP1**

- Reflection Journal# (Weeks 1 & 2)
  - NIES will receive journals at the end of each week and provide comments and guidance

- APT form – formative
  - 2 from CTs
  - 1 from NIES

- TP Summative Reports
  - **TP1 Summative Report Part I** by **Main CT**
  - **TP1 Summative Report Part II** by **SCM and Principal** highlighting professional attitude and conduct, in consultation with CTs
  - **TP1 Summative Report Part III** by **NIES** based on APT reports and input from school personnel (CTs, P/VP, SCM)

# Reflection tasks for PGDE PE different from BA/BSc(Ed) & Dip Ed
## 9. Final Practicum

<table>
<thead>
<tr>
<th>Type</th>
<th>Programme</th>
<th>No. of hours per week (no. of periods)</th>
<th>CT Lesson Observation</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP</td>
<td>Pri</td>
<td>9-10 (18-20)</td>
<td></td>
<td>6#</td>
</tr>
<tr>
<td>TP</td>
<td>Sec</td>
<td>9-10 (14-16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP</td>
<td>JC</td>
<td>6-7.5 (8-10)</td>
<td></td>
<td>4#</td>
</tr>
<tr>
<td>TP</td>
<td>Pri – 1CS Art/Music PE (Pri)</td>
<td>7.5-8.5 (15-17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP2</td>
<td>PE (Sec)</td>
<td>7.5-8.5 (12-14)</td>
<td></td>
<td>6#</td>
</tr>
<tr>
<td>TP</td>
<td>Dip Ed (1-Yr)</td>
<td>Pri: 9-10 (18-20) Sec/IP: 9-10 (14-16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP2</td>
<td>Dip Ed (Yr 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP</td>
<td>BA/BSc(Ed)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
NIES – 2 school visits and 2 lesson observations for all TP/TP2

* Must be moderated

# Student teachers will go through Focused Conversations & PPI assessment
9. Final Practicum
Assessment Mode

Formative Assessment

CTs: via 4/6 lesson observations and points reflected in APT forms
NIES: via 2 lesson observations and points reflected in APT forms

Summative Assessment

- Summative Report Part I by **Main CT**
- Summative Report Part II by **SCM and Principal** highlighting professional attitude and conduct, in consultation with CTs
- Summative Report Part III by **NIES** based on APT reports and input from school personnel (CTs, P/VP, SCM)
THE SUMMATIVE REPORT (PART I)

Main CT’s summative APT report:

• Review all the information collected over the 10 weeks
• Discuss the student teacher’s progress with the SCM (and NIES if necessary)
• Discuss with the student teacher before writing the report
• Consider the student teacher’s general progress from the initial stages to this final stage and make notes on developments
• Look ahead and consider the student teacher’s potential for future development

Ensure formative and summative grades align
### Grade descriptor in final Teaching Practice Summative Report (Part I)

Rated mostly “Excellent” and some “Proficient” for the processes in Part A, and no lower than “Good” for the attributes/attitudes in Part B.

### Suggested overall grade (Distinction, Credit, Pass, Fail)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DISTINCTION</strong></td>
<td>Will have to be moderated.</td>
</tr>
<tr>
<td><strong>CREDIT</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PASS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>FAIL</strong></td>
<td>Will have to be moderated.</td>
</tr>
</tbody>
</table>
### 9. Final Practicum

#### Summative APT Report

<table>
<thead>
<tr>
<th>Grade descriptor in final Teaching Practice Summative Report (Part I)</th>
<th>Suggested overall grade (Distinction, Credit, Pass, Fail)</th>
</tr>
</thead>
</table>
| Rated mostly “Proficient” and a mix of “Excellent” and/or “Satisfactory” for the processes in Part A and no lower than “Good” for the attributes/attitudes in Part B. | DISTINCTION  
Will have to be moderated. |
| | CREDIT |
| | PASS |
| | FAIL  
Will have to be moderated. |
### 9. Final Practicum
#### Summative APT Report

<table>
<thead>
<tr>
<th>Grade descriptor in final Teaching Practice Summative Report (Part I)</th>
<th>Suggested overall grade (Distinction, Credit, Pass, Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTINCTION</td>
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</tr>
<tr>
<td>CREDIT</td>
<td></td>
</tr>
<tr>
<td>PASS</td>
<td></td>
</tr>
<tr>
<td>FAIL</td>
<td>Will have to be moderated.</td>
</tr>
</tbody>
</table>

Rated minimally “Satisfactory” for all the processes in Part A, and no lower than “Acceptable” for attributes/attitudes in Part B.
### 9. Final Practicum
#### Summative APT Report

<table>
<thead>
<tr>
<th>Grade descriptor in final Teaching Practice Summative Report (Part I)</th>
<th>Suggested overall grade (Distinction, Credit, Pass, Fail)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>DISTINCTION</td>
</tr>
<tr>
<td></td>
<td>Will have to be moderated.</td>
</tr>
<tr>
<td></td>
<td>CREDIT</td>
</tr>
<tr>
<td></td>
<td>PASS</td>
</tr>
<tr>
<td><strong>FAIL</strong></td>
<td></td>
</tr>
<tr>
<td>Rated a “Not yet/Emerging” competence for any of the processes in Part A, or “Unacceptable” for the attributes/attitudes in Part B.</td>
<td>FAIL</td>
</tr>
<tr>
<td></td>
<td>Will have to be moderated.</td>
</tr>
</tbody>
</table>
10. Other Matters

Practicum Moderation and Appeal Cases

• Moderation of potential DISTINCTION and FAIL cases (for relevant practicum type) is NIE’s examination procedure to maintain quality control, and must be adhered to.

• A potential DISTINCTION or FAIL case identified either by the NIES and/or the school, must be based on the student teacher’s teaching performance as well as attitude. The moderation decision should be a joint one between the school and the NIES, even though it was initially suggested by one party.
A potential DISTINCTION student teacher is one who is always above average in most of the following areas:

- uses creative strategies,
- has good classroom management skills,
- stimulates thinking in students in all his/her CS subjects,
- has a very positive work attitude and commitment to the profession,
- is highly conscientious (prepares lesson plans and teaching materials diligently),

*to be continued..*
10. Other Matters

Moderation

• A potential DISTINCTION ... (cont’d)
  -- goes beyond the call of duty to help students under
  his/her care (e.g., conducts
  remedial/supplementary/enrichment classes for his/her
  students outside school hours, volunteers to help in
  school functions),
  • works well with colleagues and students, and
  • is receptive to advice and willing to share.

• The student teacher has to be consistently above average.
A potential **FAIL** student teacher is one who is **generally below average** in most of the following areas:

- teaching performance/classroom management in most of his/her CS subjects,
- has a negative work attitude
  - is unreceptive to advice given by CTs/SCM/NIES,
  - does not prepare adequately for teaching (e.g. skimpy lesson plans),
  - makes little effort to reflect or improve practice,
  - behaves in a way that is unbecoming of the teaching profession,
  - is a cause for concern
Examples of issues

- Not given the recommended number of periods
- Given subjects that students are not trained in
- CT not qualified
- CT not willing to let student observe lessons
- Did not receive adequate mentoring
- Only received APT forms at the end of practicum
- APT forms did not show areas of weakness
- Was not told that he/she is at-risk of failing

In a discrepancy case, the Board of Examiners will make the final decision based on a holistic assessment of the student.

Students can appeal and challenge their grades. NIE and schools must be able to stand by our decisions.
10. Other Matters

At-risk Cases
• Important for STs who are not doing well to be identified early
• Proper documentation
  • APT forms
  • Additional reports
• PGDE TA
  • STs will be terminated if they fail TA
10. Other Matters

Practicum Grades

• Do not tell ST grade that you are recommending
• Do not reveal TP grade to STs before release of results
http://www.nie.edu.sg/teacher-education/practicum

Content:
• PPT slides for briefing
• Practicum Handbook
• Fillable APT/Practicum forms (egs. FCs, Summative reports, Checklists, etc.
• Other Practicum-related documents for schools, NIE Supervisors (NIES) and student teachers
Thank You