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Practicum: An Overview

This overview seeks to help individuals involved in mentoring student teachers understand how the National Institute of Education’s (NIE) practicum is integrated within its teacher education programmes. It is through such understanding that a stronger partnership between NIE and the schools can be forged to offer effective mentorship to student teachers.

Teacher Education for the 21st Century

The 21st century is characterised by a rapidly changing, technology-based economy and an increasingly diverse, interconnected, and complex world. In this new landscape, education has to be designed to meet current needs while anticipating emerging and future challenges that both pupils, and, in turn, student teachers in the 21st century world cannot shun from. New paradigms of teaching and learning must continue to be developed; teacher competencies as such need to be rethought and redefined in the process. Whatever the changes, there is no question that teacher preparation must move from training passive transmitters of knowledge to educating professionals who understand the evolving educational landscape and can successfully adapt to effectively develop independent, flexible, and lifelong learners in themselves and in their students.

In response to these global educational landscape changes as well as to the changing needs in the Singapore education system, NIE continues to improve on the model of Teacher Education for the 21st century (TE21) that was first rolled out in 2009 (National Institute of Education, 2009). The paradigm of teacher education here aims to develop student teachers into professional reflective practitioners. It systematically fosters a reflective inquiring mind and prompts theory-practice links through the use of (i) a meta-course called “Professional Practice and Inquiry” (PPI), (ii) e-Portfolio as a platform, and (iii) a Teaching Practice that structures in opportunities to engage in professional practice-oriented reflection, inquiry, and sharing. Its successful implementation depends very much on a robust partnership with stakeholders, namely the Ministry of Education (MOE) and the schools (Figure 1).1 It is a partnership model in contradistinction to a university-based one in which schools are mere service providers for practicum training or to a school-based one in which the school designs and runs the training programme which is then accredited by a university.

At the same time, recognising the equal importance between teaching competencies and teacher identity, the TE21 model proposes a values-centred teacher education programme based on a V^3SK framework to attend to values (V), skills (S) and knowledge (K) expected of a 21st century teacher (Figure 2). The values domain is further delineated in terms of learner-

---

centred values, teacher identity values and values oriented towards service to the profession and the community.

Finally, the TE\textsuperscript{21} model identifies a set of professional standards, benchmarks and goals for NIE graduands as educational outcomes. These are organised along three performance dimensions – professional practice, leadership and management, and personal effectiveness (Figure 3) – and aligned with the V\textsuperscript{3}SK framework.

---

\textsuperscript{2} \textit{Ibid.}, 44-49. This was developed from the earlier ASK (Attitudes, Skills and Knowledge) and VSK frameworks.
At the heart of the TE\textsuperscript{21} teacher education programme is the practicum. NIE sees this teaching stint as an indispensable time of experiential learning during which student teachers gain real-life teaching experiences as they put theory into practice and hone their teaching skills. At the same time, the TE\textsuperscript{21} paradigm also recognises that theory should not be merely instrumental or applicable to actions: by forming and informing perspectives, education and education-related theories can in fact go further to inform professional inquiry and ultimately help teachers apply and adapt these theories contextually, and, in the process, construct their own situated teacher knowledge. On this understanding, the NIE teacher preparation programme is designed to help student teachers “learn for teaching” as well as “learn from teaching”. By thus focusing practicum on the mastering “how to teach” as well as learning from the practice itself, student teachers can then be better prepared for their professional roles as teachers and lifelong learners. To this end, NIE’s enhanced practicum builds in opportunities for student teachers to practise and reflect. It also provides a platform for professional inquiry—trying out pedagogical ideas under guidance, and discussing teaching and learning with peers and mentors.

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\textsuperscript{3} Ibid., 52-59.
Key Tenets Underlying the Practicum Model

The NIE’s practicum model is built on 5 key tenets that recognise factors influencing the success of student teaching.

- **Tenet 1**: Practicum as an integrated part of a coherent programme.
- **Tenet 2**: Practicum provides opportunities for purposeful mentoring from experienced teachers and university supervisors.
- **Tenet 3**: Practicum allows pre-service teachers to develop their teacher competency through graduated responsibilities and opportunities for practice.
- **Tenet 4**: Practicum is assessed through clearly defined standards, not bounded by mere content knowledge.
- **Tenet 5**: Practicum strives to develop thinking teachers with the use of planned and structured reflection, and focused professional conversations.

**Tenet 1: Integrated part of a coherent programme**

NIE recognises that the practicum stint must not be a stand-alone component of the programme but be well integrated into a larger coherent teacher preparation programme, not least to achieve good theory-practice links. To begin with, as mentioned earlier, NIE has developed a coherent vision of teaching and learning as encapsulated in the TE21 VSK and GTC frameworks. To avoid the theory-practice gap that has plagued many university-based teacher education programmes, efforts are made to infuse this vision into the programme, introducing various strategies to help student aggregate and reflect on their learning across courses, which include the culminating final practicum. “A coherent experience throughout the programme” is one important goal NIE intends for its student teachers (National Institute of Education, 2009).

**Tenet 2: Purposeful Mentoring**

Mentoring is critical during practicum. This support enables student teachers to make sense of and learn from the experience as well as improve in their teaching. It comes in the form of frequent discussion with and receiving formative feedback from school Cooperating Teachers (CTs), which is supplemented by guidance from School Coordinating Mentor (SCM) and the NIE Supervisor (NIES). Using an Assessment of Performance in Teaching (APT) form, the mentors jointly guide the development of student teachers under their charge. During this process, lesson planning is discussed, classroom observations shared, areas for improvement highlighted, and suggestions for improvement communicated. This feedback cycle is repeated for every lesson observation throughout the practicum as the student teacher learns to increasingly assume the role and responsibilities of an independent teacher.
Tenet 3: Graduated responsibility and Opportunities for Practice

Good clinical programmes have a structured approach that allows student teachers to gradually assume greater responsibility for independent teaching. This provides the time and creates the space for the mentors to help their student teachers shape and refine their practice by incrementally expanding their responsibilities of teaching in the classrooms. Over a period of time, student teachers develop a greater ownership of and confidence in their planning, teaching and evaluation of their own teaching. In the four-year degree programme, for example, student teachers have opportunities to be attached to schools for different durations of time each year in the form of School Experience, Teaching Assistantship, Teaching Practice 1 and Teaching Practice 2. This structure allows student teachers to gradually manage the full duties and responsibilities of a teacher.

Tenet 4: Clearly defined standards not limited to pedagogical content knowledge

NIE subscribes to the view that learning to teach is not merely the mastering of a list of competencies or teaching techniques, but more of a whole-person development that includes knowledge, experiences, beliefs and values. As such, NIE’s assessment tools go beyond mere content knowledge and competencies. In accordance with the TE21 V3SK and GTC frameworks, clearly-defined standards of pedagogical competencies as well as of professional conduct for the assessment of student teachers’ teaching performance are provided for both the student teachers and their mentors through the APT forms. These set clear expectations and goals for student teachers as they embark on their journey of teacher preparation. The APT form serves as a communicative document to provide formative feedback for and eventually summative assessment of the student teachers.

Tenet 5: Developing thinking teachers

NIE’s vision is to develop thinking teachers who are able to challenge assumptions and take control of their own learning and development. To achieve that planned and structured reflection, Focused Conversations (FCs), and Professional Practice and Inquiry (PPI) are incorporated into the enhanced practicum. The SCMs are encouraged to use the Reflective Practice Model to facilitate the professional conversations to help student teachers leverage on both theoretical and practical knowledge as well reflect on their professional values and attitudes. During these conversations, student teachers can use artefacts drawn from their e-Portfolios to reflect their personal learning and construct their knowledge pertaining to teaching and learning. Such conversations allow for a culture of openness and trust, essential for mentoring, to be created. The ultimate goal is for student teachers to become reflective and effective practitioners in their teaching profession.


I. PRACTICUM

The Practicum courses are compulsory for all student teachers.

Teaching Practicum is a very important component of all the initial teacher preparation programmes in NIE. Student teachers will apply their knowledge and skills for the teaching subjects they are trained in and develop their teaching competencies in a variety of instructional contexts and at different levels under the guidance and supervision of cooperating teachers, school coordinating mentors and university lecturers. They will learn from experienced school mentors about the schooling process and prepare themselves for their roles and responsibilities in teaching.

The Practicum is developmental in nature. It comprises one to four school attachment periods of varying durations depending on the different programme structures.

Please refer to Table 1 on page 2 for details of the various practicum structures.
### A. Table 1: Practicum Structure

<table>
<thead>
<tr>
<th>Programme</th>
<th>Pract Type</th>
<th>Duration/ Type</th>
<th>Period</th>
<th>Practicum Grading</th>
<th>No. of lesson observations</th>
<th>No. of NIES visits</th>
<th>No. of FCs</th>
<th>PPI Grading</th>
<th>Write-up (Page No.)</th>
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<tbody>
<tr>
<td>BA/BSc (Ed)</td>
<td>SE</td>
<td>2 weeks Non-final</td>
<td>Before Sem 1, Yr 2</td>
<td>Satisfactory / Unsatisfactory</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>TA</td>
<td>5 weeks Non-final</td>
<td>Before Sem 1, Yr 3</td>
<td>Pass / Fail</td>
<td>Nil but have to do assisted teaching during Weeks 3-5 (1 class for CS1 only)</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>TP1</td>
<td>5 weeks Non-final</td>
<td>Before Sem 1, Yr 4</td>
<td>Pass / Fail*</td>
<td>2</td>
<td>1-2</td>
<td>2</td>
<td>-</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>TP2</td>
<td>10 weeks Final</td>
<td>Sem 2, Yr 4</td>
<td>Distinction* / Credit / Pass / Fail*</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>Pass / Fail</td>
</tr>
<tr>
<td>PGDE (Pri/Sec/JC) (16-month Prog)</td>
<td>TA</td>
<td>4 weeks Non-final</td>
<td>Sem 1, Yr 1</td>
<td>Pass / Fail</td>
<td>Nil but have to do assisted teaching during Weeks 3-4 (1 class for CS1 only)</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>TP</td>
<td>10 weeks Final</td>
<td>Sem 1, Yr 2</td>
<td>Distinction* / Credit / Pass / Fail*</td>
<td>6 (Pri/Sec) 2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>Pass / Fail</td>
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<tr>
<td>Dip Ed / PGDE PE (Pri/Sec)</td>
<td>TP1</td>
<td>5 weeks Non-final</td>
<td>Before Sem 1, Yr 2</td>
<td>Pass / Fail*</td>
<td>2</td>
<td>1-2</td>
<td>2</td>
<td>-</td>
<td>21</td>
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<td></td>
<td>TP2</td>
<td>10 weeks Final</td>
<td>Sem 2, Yr 2</td>
<td>Distinction* / Credit / Pass / Fail*</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>Pass / Fail</td>
</tr>
<tr>
<td>Dip in Art/Music/CL/HE Ed (1-Yr Prog)</td>
<td>TP</td>
<td>10 weeks Final</td>
<td>Sem 2, Yr 1</td>
<td>Distinction* / Credit / Pass / Fail*</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>Pass / Fail</td>
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</table>

*Moderation required

1. The 2 “school visits” refer to the courtesy call and the end-of-practicum visit.
2. For BA/BSc(Ed), Dip Ed and PGDE PE (Pri/Sec) TP1, the NIES can make the first lesson observation on (or by) the fourth week. If the student teacher is failing, the NIES will suggest ways of improving teaching – which the student teacher should act on. The NIES will conduct a second lesson observation to follow-up as soon as possible. Thereafter a moderator is appointed if need be.
3. Starting from July 2019 Semester

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II. NON-FINAL PRACTICUM

BA/BSC (ED)
- SCHOOL EXPERIENCE
- TEACHING ASSISTANTSHIP
- TEACHING PRACTICE 1

PGDE (PRI/SEC/JC)
- TEACHING ASSISTANTSHIP

DIP ED / PGDE PE
- TEACHING PRACTICE 1
A. BA/BSc(ED) – SCHOOL EXPERIENCE

The practicum is spread throughout the entire Bachelor of Arts (Education) / Bachelor of Science (Education) programmes and is developmental in nature. It comprises four school attachment periods, i.e., School Experience (SE), Teaching Assistantship (TA), Teaching Practice 1 (TP1) and Teaching Practice 2 (TP2).

The School Experience (SE) is the first of four school attachments in the BA/BSc(Ed) programme. The two-week long SE comprises of one week in a primary school and one week in a secondary school. The purpose for this is to allow student teachers to observe lessons in the primary and secondary classrooms. It is also aimed to expose the student teachers to the wide range of pupils and teaching and learning experiences in our schools. There is no necessity for NIES to be appointed to supervise the SE since no formal assessment is required.

A set of SE Tasks (Appendix 1) has been developed to help foster theory-practice links after the student teachers’ first year of study. These SE tasks are intended to help them reflect on the educational psychology theories learnt in their Year 1 and to make relevant observations in preparation for their Year 2 education core courses. Student teachers will be required to observe and make notes, and learn from the teachers and school administrative personnel whom they observe or have discussions with. The information will be used by the student teachers for their coursework when they return to NIE after SE. They are not required to teach during SE.

1. Cooperating Teacher's Tasks

A Cooperating Teacher (CT) is appointed for each student teacher. The CT will help in the student teacher’s professional development during SE by:

a) discussing school-related issues;
b) discussing syllabuses/schemes of work;
c) sharing in planning for lesson activities;
d) being observed performing teaching roles - planning, managing, communicating, instructing, evaluating, and
e) guiding student teacher observational activities.

Please note that CTs are not responsible for student teachers completing their SE tasks. Student teachers are not required to submit the completed SE tasks to their CTs either. However, the CTs may respond to student teachers should they seek some advice from them.

2. Final Evaluation and Report Submission

At the end of the SE, the school completes a SE Summative Report (Appendix 2) to feedback to NIE on whether the student teachers’ overall performance in terms of professional attitude and conduct has been satisfactory or unsatisfactory.
The school must **submit it by the deadline** stated in the cover letter from the Practicum Office to:

Practicum Office  
National Institute of Education  
1 Nanyang Walk  
Singapore 637616

* If the originals cannot reach Practicum Office by the deadline, then email them to [pract@nie.edu.sg](mailto:pract@nie.edu.sg) by the deadline and send the originals in by mail soon after.
B. BA/BSc(Ed) – TEACHING ASSISTANTSHIP

The Teaching Assistantship (TA) is the second of four school attachments in the BA/BSc(Ed) programme. This 5-week attachment is a period of intensive observation and reflection of the teaching profession by student teachers. The purpose of TA is to provide student teachers opportunities to observe their CTs and other experienced teachers teaching and managing their classes. They are required to do assisted teaching from Weeks 3 – 5 during TA*. They are not meant to be assessed. They are only assisting their CTs. The CTs will use the checklist in Appendix 3 during the assisted teaching weeks to provide feedback to the student teachers. The glossary explaining the terms used in the checklist is given in Appendix 4. The student teachers will also be required to undertake a set of TA tasks on a weekly basis in the form provided in Appendix 5. The weekly reflections should be submitted to the NIES for comments and guidance on a weekly basis. The rubric for assessing the reflections is found in Appendix 6.

Where appropriate, the student teacher should also use the TA to gain practical experience in helping their CTs plan lessons, prepare resources and manage pupils. Through these experiences they will develop an understanding of the role of the teacher and the challenges of teaching in the Singaporean context.

* In Week 3, student teacher could teach a certain segment of the lesson he/she is co-teaching with the CS1 CT. The lessons are to be co-planned.

In Weeks 4 and 5, student teacher should be able to teach the whole lesson stipulated for him/her to teach. Once again, the lessons are to be co-planned. The CT will use the checklist as a guide to give student teacher feedback. Student teacher is not formally assessed for his/her teaching so he/she cannot fail TA because of his/her teaching.

1. OBJECTIVES OF TEACHING ASSISTANTSHIP

Through the TA, the student teachers will have the opportunities to

a) develop practical awareness and appreciation of the role of the teacher;

b) broaden their experience and understanding of the realities of teaching and learning in the schools;

c) understand their pupils and develop skills to respond appropriately to their needs, interests and capacities;

d) develop skills and capacities for observation/reflective learning, and

e) develop an awareness of service expectations and professional norms.

2. ROLES AND RESPONSIBILITIES OF THE SCM, CT & NIES

Please see Appendix 7.
### 3. SCHEDULE FOR THE 5-WEEK TA*

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>THINGS TO DO</th>
<th>VENUE</th>
<th>TIME FRAME ESTIMATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>School courtesy call by student teacher</td>
<td>Student teacher contacts school to find out when to see the Principal and the date of school’s staff meeting (if any).</td>
<td>Held in student teachers’ school(s)</td>
<td>Before start of TA</td>
</tr>
<tr>
<td>Pre-Practicum Conference between NIES &amp; student teacher(s)</td>
<td>NIES meets group of student teachers to brief and reinforce NIE’s expectations for Teaching Assistantship (TA), e.g., submitting weekly reflections to NIES; cultivating a positive work attitude, professional conduct, dress code; working with CTs and other teachers as a member of staff; conforming to rules governing the teachers of the school; keeping a practicum file.</td>
<td>Held in NIES’ office</td>
<td>Before start of TA</td>
</tr>
<tr>
<td>School courtesy call by NIES</td>
<td>NIES calls on P/VP/SCM to make contact, gets phone/email of SCM, checks on timetables, clarify TA procedures and highlight deadlines (e.g., for submission of reports), and checks that student teachers are settling in well. Continue to maintain regular contact (e.g., once a week) with SCM to check on student teachers’ progress, teaching performance, work attitude, professional conduct, etc.</td>
<td>Held in student teachers’ school(s)</td>
<td>Week 1 of TA</td>
</tr>
<tr>
<td>Teaching Assistantship Tasks</td>
<td>Student teacher completes the weekly teaching assistantship tasks. CT has conversations with student teacher and may choose to read student teacher’s reflections. NIES reads the weekly reflections and gives feedback to student teacher.</td>
<td>Not Applicable</td>
<td>Weeks 1 – 5 of TA</td>
</tr>
<tr>
<td>Assisted teaching by student teacher</td>
<td>Student teacher does assisted teaching of 1 class of CS1 only from weeks 3 – 5. CT uses the checklist on teaching competencies to provide feedback to student teachers.</td>
<td>Held in student teacher’s school</td>
<td>Weeks 3 – 5 of TA</td>
</tr>
<tr>
<td>End-of-TA Meeting</td>
<td>NIES arranges the End-of-TA Meeting with school principal and SCM [and main CT(s) if necessary] to discuss progress and final grades for student teachers in that school – all disputes should have been settled by now. As there is no teaching to be assessed, the TA performance is based on the professional attitude and conduct exhibited by the student teacher throughout the TA. The main input for this will come from the school. This meeting also serves as a formal closure to the TA. <strong>The SCM hands over the completed school’s portion of the summative report (Part I) to the NIES.</strong></td>
<td>Held in student teacher’s school</td>
<td>The week after TA ends</td>
</tr>
</tbody>
</table>

* BA/BSc(Ed) – TA

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<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>THINGS TO DO</th>
<th>VENUE</th>
<th>TIME FRAME ESTIMATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of Summative Reports to AG Practicum Leader</td>
<td>NIES submits his/her portion of the TA Summative Report (Part II) together with the schools’ portion (Part I) to his/her AG PL.</td>
<td>Not Applicable</td>
<td>2 weeks after TA ends</td>
</tr>
<tr>
<td>Submission of Summative Reports to Practicum Office</td>
<td>AG PL checks and signs Part II of the TA Summative Reports and submits them to Head/AG for signature. Then AG PL submits the AG’s summative reports to Practicum Office.</td>
<td>Not Applicable</td>
<td>The week after NIES submits reports</td>
</tr>
<tr>
<td>Post-Practicum Conference by NIES</td>
<td>NIES debriefs all student teachers, gets them to share experiences, and collects their TA Files for checking. NIES returns their files to them a week later.</td>
<td>Held in NIES office</td>
<td>The week after TA ends</td>
</tr>
</tbody>
</table>

#This schedule serves as a guide only. Always refer to the set of documents that will be sent to the school and NIES at the start of each practicum for the latest information.
4. FINAL EVALUATION AND CLOSURE

This stage of the final evaluation and closure takes place outside the supervision cycle i.e. it occurs at the end of the whole Teaching Assistantship (TA) period.

To a large extent, the success of this final stage of the cycle depends very much on how the earlier stages were carried out. Continuous monitoring and feedback should have been carried out throughout the practicum as these help make the process of summative evaluation easier. These will also contribute to a more thorough (and possibly, fairer) report on overall performance.

The NIES will make a final evaluation of the student teacher’s overall performance and arrive at a final grade together with SCM/Principal (i.e., Pass / Fail for TA). The Assessment Panel (chaired by school principal) will discuss progress and final grades for the student teachers in that school – all disputes should have been settled by now.

There are three important objectives at this stage:

a) to make a final decision about the student teacher’s performance and arrive at the award of a Pass or Fail for overall performance at TA;

b) to submit a written report on the student teacher’s overall performance during the TA, and

c) to give feedback to the student teacher on competencies acquired and what other competencies that are found lacking.

Making the final judgement involves the following steps:

A. How to Write the Final Report

The final report should be completed using the summative forms provided by NIE. The emphasis, at this stage is on an evaluation of the student teacher’s overall performance in the TA and the student teacher’s potential for development in the profession.

Part I (Appendix 9) of the summative form will be completed by the school and Part II (Appendix 10) by the NIES.

Writing the summative report involves the following steps:

• Gathering together and reviewing all the information collected over the period of the TA in:
  - 5 weekly tasks completed by the student teacher (Appendix 5);
  - records (with dates) of all discussions between the student teacher, CTs and NIES, and
  - TA Checklist on Teaching Competencies: Feedback for Student Teacher (Appendix 3).

• Weekly discussions and feedback about the weekly reflections is important in helping the student teacher acquire the competencies required for this period and it also makes the process of summative evaluation easier. Consequently, these will also contribute to a more thorough (and possibly, fairer) report on overall performance. The NIES will look into this aspect of the TA.
• Discussing the student teacher’s progress with the School Coordinating Mentor (SCM). This is useful for all of you and will assist in giving more constructive feedback to the student teacher. (Close and frequent discussions among the NIES, SCM, CTs and student teacher throughout the TA will make the final evaluation easier.)

• Having a discussion with the student teacher before writing your report. This is not merely a courteous gesture. It will help the student teacher understand the final evaluation better and you can use this opportunity to give feedback on performance and to get the student teacher’s opinions on your observations about him/her. This will prevent misunderstanding or conflict of opinion that may arise later. (However, do not reveal the final grade as it is confidential and is not confirmed until it is approved by the NIE Board of Examinations.)

• Considering the student teacher’s general progress from the initial stages to this final stage and making notes on major developments made on the part of the student teacher.

• Looking ahead and considering your student teacher’s potential for the teaching profession in the future.

B. Communicating Feedback on Overall Performance to the Student Teacher

This final evaluation and closure is the most difficult of this stage but it is also the most important to the student teacher. All student teachers appreciate some form of feedback on their performance. In addition, giving detailed feedback helps the student teacher improve as it encourages self-reflection. Your relationship with the student teacher throughout the period of supervision is very important in setting the mood now. An atmosphere of mutual respect and trust based on a record of frank discussions will achieve this. Please deal with this feedback task with utmost sensitivity.

Points to remember when discussing the student teacher’s performance:

• Choose a suitable time and place to give your feedback. Avoid a busy day and seek a quiet place away from the public eye with few distractions.

• Listen to the student teacher’s views. Always start by complimenting achievements before going to the shortcomings.

• Try to be objective in your comments.

• Similarly, concentrate on the teaching competencies / professional qualities yet to be acquired per se, not on the student teacher’s personality.

• Give feedback on your evaluation item by item on the checklist and also comment on the student teacher’s overall performance.

• Give your views particularly on standards of accomplishments and areas of improvement.

• Invite suggestions for alternative courses of action where competencies / professional qualities have yet to be acquired.

• Do not reveal the final grade as it is confidential and is not confirmed until it is approved by the NIE Board of Examinations.
5. ADMINISTRATIVE PROCEDURES

Please see Appendix 11.
C. BA/BSc(ED) – TEACHING PRACTICE 1

The Teaching Practice 1 (TP1) is the third of four school attachments in the BA/BSc(Ed) programme. This 5-week attachment is a period of helping student teachers begin acquiring beginning teaching competencies to teach independently. They are guided and assisted towards this end by their Cooperating Teachers (CTs) and NIE Supervisors (NIES) through systematic observations, assistance and advice.

The first 2 weeks for TP1 is a period of intense observation and reflection of the teaching profession by student teachers, whereby the student teachers will observe their Cooperating Teachers (CTs) teach for both their CS1 and CS2 subjects. The student teachers will be required to complete the Reflection Journal (Appendix 12) during these 2 weeks. The weekly reflection forms should be submitted to the NIES for comments and guidance on a weekly basis.

The last 3 weeks for TP1 is a period for them to gain practical experience by helping their CTs plan lessons, prepare resources, manage pupils, and assisting their CTs in some guided teaching. Through these experiences they will develop an understanding of the role of the teacher and the challenges of teaching in the Singaporean context. During these last 3 weeks, the student teachers will be assessed for their teaching by their CTs and NIES using the Assessment of Performance in Teaching form (Appendix 13).

1. OBJECTIVES OF TEACHING PRACTICE 1

Through TP1, the student teachers will have the opportunities to begin to

   a) apply and practise principles of teaching and learning in the classroom;

   b) develop practical understanding and appreciation of the major teacher roles and acquiring the related skills;

   c) broaden their experiences, understanding, and awareness of the realities of teaching and learning in the schools;

   d) develop an understanding of their pupils, and skills to respond appropriately to their needs, interests, and capacities, and

   e) develop the professional attitudes and qualities expected of a beginning teacher.

2. ROLES AND RESPONSIBILITIES OF THE SCM, CT & NIES

Please see Appendix 7.
### 3. SCHEDULE FOR THE 5-WEEK TEACHING PRACTICE 1

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>THINGS TO DO</th>
<th>VENUE</th>
<th>TIME FRAME ESTIMATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>School courtesy call</td>
<td>Student teacher contacts school to find out when to see the Principal and the date of school's staff</td>
<td>Held in student teachers'</td>
<td>Before the start of</td>
</tr>
<tr>
<td></td>
<td>meeting (if any).</td>
<td>school(s)</td>
<td>TP1</td>
</tr>
<tr>
<td>Pre-Practicum Conference between NIES &amp; student teacher(s)</td>
<td>NIES meets group of student teachers to brief and reinforce NIE expectations for Teaching Practice 1</td>
<td>Held in NIES' office</td>
<td>Before the start of</td>
</tr>
<tr>
<td></td>
<td>(TP1), e.g., submitting reflection to NIES, lesson plans (not more than 5 pages) for all lessons taught</td>
<td></td>
<td>TP1</td>
</tr>
<tr>
<td></td>
<td>cultivating a positive work attitude, professional conduct, dress code; working with CTs and other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>teachers as a member of staff; conforming to rules governing the teachers of the school; keeping a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>practicum file.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School courtesy call by NIES</td>
<td>NIES calls on P/VP/SCM to make contact, get phone/email of SCM, check on timetables, clarify TP1</td>
<td>Held in student teachers'</td>
<td>Week 1 of TP1</td>
</tr>
<tr>
<td></td>
<td>procedures, lesson observations schedule and highlight deadlines (e.g., for submission of reports),</td>
<td>school(s)</td>
<td></td>
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<tr>
<td></td>
<td>and check that student teachers are settling in well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Continue to maintain regular contact (e.g., once a week) with SCM to check on student teachers’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>progress, teaching performance, work attitude, professional conduct, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection Journal</td>
<td>Student teacher completes the reflection journal: “My Weekly Reflections for Week 1 and Week 2”.</td>
<td>Not Applicable</td>
<td>Weeks 1 – 2 of TP1</td>
</tr>
<tr>
<td></td>
<td>NIES to read the weekly reflection journal and give feedback to student teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson observations by NIES and CTs</td>
<td>NIES makes ONE lesson observation per student teacher under his/her charge. NIES can let student</td>
<td>Held in student teachers'</td>
<td>Weeks 3 – 5 of TP1</td>
</tr>
<tr>
<td></td>
<td>teachers know when his/her visit(s) will be. During the lesson observation, check the student</td>
<td>school(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>teachers' practicum files to see if they are on task and up-to-date with their lesson plans.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CTs make TWO lesson observations per student teacher. These observations should be distributed</td>
<td></td>
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<tr>
<td></td>
<td>over the last 3 weeks of the TP1 so that the development of skills and knowledge exhibited by the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>student teacher can be tracked and monitored.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>THINGS TO DO</td>
<td>VENUE</td>
<td>TIME FRAME ESTIMATE</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Moderation of possible FAIL cases</td>
<td>NIES and SCM to confirm, verify, discuss and agree on all fail cases. Moderation deadline must be adhered to. Then NIES informs his/her Academic Group Practicum Leader (AGPL) immediately to appoint a moderator. If a student teacher is being moderated, NIES must ensure that his/her timetable is intact and lessons are still being conducted – there were cases where the CTs had taken back their classes to revise for examination, and the moderator was thus unable to carry out the lesson observation. NIES to inform the student teacher of the moderation. Remember that moderation is compulsory for the award of FAIL grade.</td>
<td>Held in student teachers’ school(s)</td>
<td>Appointment of moderator by end of week 4 of TP1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Moderation visit by end of week 5 of TP1</td>
</tr>
<tr>
<td>Final Assessment Meeting</td>
<td>NIES arranges the Final Assessment Meeting with school principal and SCM [and main CT(s) if necessary] to discuss progress and final grades for student teachers in that school – all disputes should have been settled by now. This meeting also serves as a formal closure to the TP1. The SCM hands over the completed school’s portion of the summative report (Parts I &amp; II) to the NIES. NIES must remember to bring along his/her summative report (Part III) for the Principal and the SCM to endorse the grade that all of you have agreed on. This meeting also serves as a formal closure to the TP1 period and provides the NIES the opportunity to thank the school for their partnership and support in teacher preparation.</td>
<td>Held in student teachers’ school(s)</td>
<td>The week after TP1 ends</td>
</tr>
<tr>
<td>Submission of Summative Reports to AG Practicum Leader</td>
<td>NIES submits his/her portion of the TP Summative Report (Part III &amp; NIES’ APTs) together with the schools’ portions (Parts I &amp; II) to his/her AG PL. If NIES has still not received the school’s reports by the deadline, the NIES’ portion should be submitted first.</td>
<td>Not Applicable</td>
<td>The week after TP1 ends</td>
</tr>
<tr>
<td>Submission of Summative Reports to Practicum Office</td>
<td>AG Practicum Leaders to submit AG’s TP1 Summative reports to Practicum Office after Head/AG has signed them.</td>
<td>Not Applicable</td>
<td>The week after NIES submit reports</td>
</tr>
<tr>
<td>Post-Practicum Conference</td>
<td>NIES debriefs all student teachers, gets them to share experiences, and collects their TP files for checking. NIES returns their files to them a week later. With reference to the Graduand Teacher Competencies (GTC), student teachers will share on how their practicum experience helped to develop their teaching competencies. NIES will provide feedback to each student teacher.</td>
<td>Held in NIES’ office</td>
<td>The week after TP1 ends</td>
</tr>
</tbody>
</table>

*This schedule serves as a guide only. Always refer to the set of documents that will be sent to the school and NIES at the start of each practicum for the latest information.*
4. THE LESSON OBSERVATION-FEEDBACK CYCLE
   Please see Appendix 14.

5. MODERATION PROCEDURES FOR TEACHING PRACTICE 1
   Please see Appendix 19.

6. FINAL EVALUATION AND CLOSURE
   Please see Appendix 20.

7. ADMINISTRATIVE PROCEDURES
   Please see Appendix 24.
A. PGDE (PRI/SEC/JC) – TEACHING ASSISTANTSHIP

The practicum for the 16-month Postgraduate Diploma in Education (Primary) [PGDE(Pri)], Postgraduate Diploma in Education (Secondary) [PGDE(Sec)] and Postgraduate Diploma in Education (Junior College) [PGDE(JC)] programmes comprises two school attachments period, i.e., Teaching Assistantship (TA) and Teaching Practice (TP).

The Teaching Assistantship (TA) is the first of the two school attachments in the PGDE (Pri/Sec/JC) programmes. This 4-week attachment is a period of intensive observation and reflection of the teaching profession by student teachers. They will spend 4 days in school and 1 day back in NIE. One purpose of the TA is to provide student teachers with the opportunities to observe their CTs and other experienced teachers teach and manage their classes. The other purpose is to help student teachers make the link between theory and practice.

While in school, besides observing their CTs and other experienced teachers, they are required to do assisted teaching from Weeks 3 – 4*. They are not meant to be assessed. They are only assisting their CTs. The CTs will use the checklist in Appendix 25 during the assisted teaching weeks to provide feedback to the student teachers. The glossary explaining the terms used in the checklist is given in Appendix 26. The student teachers will also be required to undertake a set of TA tasks on a weekly basis in the form provided in Appendix 27. The weekly reflections should be submitted to the NIES for comments and guidance on a weekly basis. The rubric for assessing the reflections is found in Appendix 28.

The one day at NIE, the student teachers will meet with their respective Pedagogical Practices and Curriculum Studies tutors to discuss their observations in school.

* In Week 3, student teacher could teach a certain segment of the lesson he/she is co-teaching with the CS1 CT. The lessons are to be co-planned.

In Week 4, student teacher should be able to teach the whole lesson stipulated for him/her to teach. Once again, the lessons are to be co-planned. The CT will use the checklist as a guide to give student teacher feedback. Student teacher is not formally assessed for his/her teaching so he/she cannot fail TA because of his/her teaching.

1. OBJECTIVES OF TEACHING ASSISTANTSHIP

Through the TA, the student teachers will have the opportunities to

a) develop practical awareness and appreciation of the role of the teacher;

b) broaden their experience and understanding of the realities of teaching and learning in the schools;

c) understand their pupils and develop skills to respond appropriately to their needs, interests and capacities;

d) develop skills and capacities for observation/reflective learning;

e) develop an awareness of service expectations and professional norms, and

f) link the theories learnt at NIE with the experiences gained in their schools.
2. ROLES AND RESPONSIBILITIES OF THE SCM, CT & NIES

Please see Appendix 7.

3. SCHEDULE FOR THE 4-WEEK TA#

| ACTIVITY | THINGS TO DO | VENUE | TIME FRAME
|----------|--------------|-------|-------------
<p>| School courtesy call by student teacher | Student teacher contacts school to find out when to see the Principal and the date of school’s staff meeting (if any). | Held in student teachers’ school(s) | Before start of TA |
| Pre-Practicum Conference between NIES &amp; student teacher(s) | NIES meets group of student teachers to brief and reinforce NIE’s expectations for Teaching Assistantship (TA), e.g., submitting weekly reflections to NIES; cultivating a positive work attitude, professional conduct, dress code; working with CTs and other teachers as a member of staff; conforming to rules governing the teachers of the school; keeping a practicum file. | Held in NIES’ office | Before start of TA |
| School courtesy call by NIES | NIES calls on P/VP/SCM to make contact, get phone/email of SCM, check on timetables, clarify TA procedures, and highlight deadlines (e.g., for submission of reports), and check that student teachers are settling in well. | Held in student teachers’ school(s) | Week 1 of TA |
| Continue to maintain regular contact (e.g., once a week) with SCM to check on student teachers’ progress, teaching performance, work attitude, professional conduct, etc. |
| Teaching Assistantship Tasks | Student teacher completes the weekly teaching assistantship tasks. CT has conversations with student teacher and may choose to read student teacher’s reflections. | Not Applicable | Weeks 1-4 of TA |
| NIES reads the weekly reflections and gives feedback to student teacher. |
| Assisted teaching by student teacher | Student teacher does assisted teaching of 1 class of CS1 only from weeks 3 – 4. CT uses the checklist to provide feedback to student teachers. | Held in student teachers’ school(s) | Weeks 3 &amp; 4 of TA |</p>
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>THINGS TO DO</th>
<th>VENUE</th>
<th>TIME FRAME ESTIMATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-TA Meeting</td>
<td>NIES arranges the End-of-TA Meeting with school principal and SCM [and main CT(s) if necessary] to discuss progress and final grades for student teachers in that school – all disputes should have been settled by now. As there is no teaching to be assessed, the TA performance is based on the professional attitude and conduct exhibited by the student teacher throughout the TA. The main input for this will come from the school. This meeting also serves as a formal closure to the TA. <strong>The SCM hands over the completed school’s portion of the summative report (Part I) to the NIES.</strong></td>
<td>Held in student teachers’ school(s)</td>
<td>The week after TA ends</td>
</tr>
<tr>
<td>Submission of Summative Reports to AG Practicum Leader</td>
<td>NIES submits his/her portion of the TA Summative Report (Part II) together with the schools’ portion (Part I) to his/her AG PL.</td>
<td>Not Applicable</td>
<td>2 weeks after TA ends</td>
</tr>
<tr>
<td>Submission of Summative Reports to Practicum Office</td>
<td>AG PL checks and signs Part II of the TA Summative Reports and submits them to Head/AG for signature. Then AG PL submits the AG’s summative reports to Practicum Office.</td>
<td>Not Applicable</td>
<td>The week after NIES submits reports</td>
</tr>
<tr>
<td>Post-Practicum Conference by NIES</td>
<td>NIES debriefs all student teachers, gets them to share experiences, and collects their TA Files for checking. NIES returns their files to them a week later.</td>
<td>Held in NIES office</td>
<td>The week after TA ends</td>
</tr>
</tbody>
</table>

#This schedule serves as a guide only. Always refer to the set of documents that will be sent to the school and NIES at the start of each practicum for the latest information.
4. FINAL EVALUATION AND CLOSURE

This stage of the final evaluation and closure takes place outside the supervision cycle i.e. it occurs at the end of the whole Teaching Assistantship (TA) period.

To a large extent, the success of this final stage of the cycle depends very much on how the earlier stages were carried out. Continual monitoring and feedback should have been carried out throughout the practicum as these help make the process of summative evaluation easier. These will also contribute to a more thorough (and possibly, fairer) report on overall performance.

The NIES will make a final evaluation of the student teacher’s overall performance and arrive at a final grade together with SCM/Principal (i.e., Pass / Fail for TA). The Assessment Panel (chaired by School Principal) will discuss progress and final grades for the student teachers in that school – all disputes should have been settled by then.

There are three important objectives at this stage:

a) to make a final decision about the student teacher’s performance and arrive at the award of a Pass or Fail for overall performance at TA,

b) to submit a written report on the student teacher’s overall performance during the TA, and

c) to give feedback to the student teacher on competencies acquired and what other competencies that are found lacking.

Making the final judgement involves the following steps:

A. How to Write the Final Report

The final report should be completed using the summative forms provided by NIE. The emphasis, at this stage is on an evaluation of the student teacher’s overall performance in the TA and the student teacher’s potential for development in the profession.

Part I (Appendix 29) of the summative form will be completed by the school and Part II (Appendix 30) by the NIES.

Writing the summative report involves the following steps:

- **Gathering together and reviewing all the information** collected over the period of the TA in:
  - 4 weekly tasks completed by the student teacher (Appendix 27),
  - records (with dates) of all discussions between the student teacher, CTs and NIES,
  - TA Checklist on Teaching Competencies: Feedback for Student Teacher (Appendix 25),

- **Weekly discussions and feedback** about the weekly reflections is important in helping the student teacher acquire the competencies required for this period and it also makes the process of summative evaluation easier. Consequently, these will also contribute to a more thorough (and possibly, fairer) report on overall performance. The NIES will look into this aspect of the TA.
• Discussing the student teacher’s progress with the School Coordinating Mentor (SCM). This is useful for all of you and will assist in giving more constructive feedback to the student teacher. (Close and frequent discussions among the NIES, SCM, CTs and student teacher throughout the TA will make the final evaluation easier.)

• Having a discussion with the student teacher before writing your report. This is not merely a courteous gesture; it will help the student teacher understand the final evaluation better and you can use this opportunity to give feedback on performance and to get the student teacher’s opinions on your observations about him/her. This will prevent misunderstanding or conflict of opinion that may arise later. (However, do not reveal the final grade as it is confidential and is not confirmed until it is approved by the NIE Board of Examinations.)

• Considering the student teacher’s general progress from the initial stages to this final stage and making notes on major developments made on the part of the student teacher.

• Looking ahead and considering your student teacher’s potential for the teaching profession in the future.

B. Communicating Feedback on Overall Performance to the Student Teacher

This final evaluation and closure is the most difficult of this stage but it is also the most important to the student teacher. All student teachers appreciate some form of feedback on their performance. In addition, giving detailed feedback helps the student teacher improve as it encourages self-reflection. Your relationship with the student teacher throughout the period of supervision is very important in setting the mood now. An atmosphere of mutual respect and trust based on a record of frank discussions will achieve this. Please deal with this feedback task with utmost sensitivity.

Points to remember when discussing the student teacher’s performance:

• Choose a suitable time and place to give your feedback. Avoid a busy day and seek a quiet place away from the public eye with few distractions.

• Listen to the student teacher’s views. Always start by complimenting achievements before going to the shortcomings.

• Try to be objective in your comments.

• Similarly, concentrate on the teaching competencies / professional qualities yet to be acquired per se, not on the student teacher’s personality.

• Give feedback on your evaluation item by item on the checklist and also comment on the student teacher’s overall performance.

• Give your views particularly on standards of accomplishments and areas of improvement.

• Invite suggestions for alternative courses of action where competencies / professional qualities have yet to be acquired.

• Do not reveal the final grade as it is confidential and is not confirmed until it is approved by the NIE Board of Examinations.
5. ADMINISTRATIVE PROCEDURES FOR TEACHING ASSISTANTSHIP

Please see Appendix 11.
C. DIPLOMA / PGDE PE – TEACHING PRACTICE 1

The practicum for a 2-Year Diploma in Education and Postgraduate Diploma in Education (Physical Education) Primary / Secondary [PGDE (PE) Pri/Sec] is spread throughout the entire programmes and is developmental in nature. It comprises two school attachment periods, i.e., Teaching Practice 1 (TP1) and followed by Teaching Practice (TP2).

The Teaching Practice 1 (TP1) is the first school attachment for Dip Ed and PGDE (PE) Pri/Sec 2-year programmes. The first 2 weeks for both TP1 is a period of intense observation and reflection of the teaching profession by student teachers, whereby the student teachers will observe their Cooperating Teachers (CTs) teach for both their CS1 and CS2 (where applicable) subjects.

The Dip Ed student teachers will be required to complete the Reflection Journal (Appendix 12) while the PGDE PE student teachers will undertake a set of TP1 Tasks (Appendix 31) during these 2 weeks. The weekly reflections should be submitted to the NIES for comments and guidance on a weekly basis. The rubric for assessing the reflections for Appendix 31 is found in Appendix 28.

The last 3 weeks for TP1 is a period for them to gain practical experience by helping their CTs plan lessons, prepare resources, manage pupils, and assisting their CTs in some guided teaching. Through these experiences they will develop an understanding of the role of the teacher and the challenges of teaching in the Singaporean context. During these last 3 weeks, the student teachers will be assessed for their teaching by their CTs and NIES using the Assessment of Performance in Teaching form (Appendix 13).

1. OBJECTIVES OF TEACHING PRACTICE 1

Through the TP1, the student teachers will have the opportunities to

   a) develop practical awareness and appreciation of the role of the teacher;

   b) broaden their experience and understanding of the realities of teaching and learning in the schools;

   c) understand their pupils and develop skills to respond appropriately to their needs, interests and capacities;

   d) develop skills and capacities for observation/reflective learning and assisted teaching;

   e) develop an awareness of service expectations and professional norms.

2. ROLES AND RESPONSIBILITIES OF THE SCM, CT & NIES

Please see Appendix 7.
## 3. SCHEDULE FOR THE 5-WEEK TEACHING PRACTICE 1

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>THINGS TO DO</th>
<th>VENUE</th>
<th>TIME FRAME ESTIMATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>School courtesy call by student teacher</td>
<td>Student teacher contacts school to find out when to see the Principal and the date of school's staff meeting (if any).</td>
<td>Held in student teachers' school(s)</td>
<td>Before start of TP1</td>
</tr>
<tr>
<td>Pre-Practicum Conference between NIES &amp; student teacher(s)</td>
<td>NIES meets group of student teachers to brief and reinforce NIE's expectations for Teaching Practice 1 (TP1) e.g., lesson plans (not more than 5 pages) for all lessons taught; cultivating a positive work attitude, professional conduct, dress code; working with CTs and other teachers as a member of staff; conforming to rules governing the teachers of the school; keeping a practicum file.</td>
<td>Held in NIES' office</td>
<td>Before start of TP1</td>
</tr>
<tr>
<td>School courtesy call by NIES</td>
<td>NIES calls on P/VP/SCM to make contact, get phone/email of SCM, check on timetables, clarify TP1 procedures, lesson observations schedule and highlight deadlines (e.g., for submission of reports), and check that student teachers are settling in well. Continue to maintain regular contact (e.g., once a week) with SCM to check on student teachers' progress, teaching performance, work attitude, professional conduct, etc.</td>
<td>Held in student teachers' school(s)</td>
<td>Week 1 of TP1</td>
</tr>
<tr>
<td>Reflection Journals (Dip Ed) / TP1 Tasks (PGDE PE)</td>
<td>Dip Ed: Student teacher completes the reflection journal: “My Weekly Reflections for Week 1 and Week 2”. PGDE PE: Student teacher complete the weekly TP1 Tasks. CT has conversations with student teacher and may choose to read student teacher's reflections. NIES to read the weekly reflection journals/tasks and give feedback to student teacher.</td>
<td>Not Applicable</td>
<td>Weeks 1-2 of TP1</td>
</tr>
<tr>
<td>Lesson observations by NIES and CTs</td>
<td>NIES makes ONE lesson observation per student teacher under his/her charge. NIES can let student teachers know when his/her visit(s) will be. During the lesson observation, check the student teachers' practicum files to see if they are on task and up-to-date with their lesson plans. CTs make TWO lesson observations per student teacher. These observations should be distributed over the last 3 weeks of the TP1 so that the development of skills and knowledge exhibited by the student teacher can be tracked and monitored.</td>
<td>Held in student teachers' school(s)</td>
<td>Weeks 3-5 of TP1</td>
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<tr>
<td>ACTIVITY</td>
<td>THINGS TO DO</td>
<td>VENUE</td>
<td>TIME FRAME ESTIMATE</td>
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<tr>
<td>Moderation of possible FAIL</td>
<td>NIES and SCM to confirm, verify, discuss and agree on all fail cases. Moderation deadline must be adhered to. Then NIES informs his/her Academic Group Practicum Leader (AG PL) immediately to appoint a moderator. If a student teacher is being moderated, NIES must ensure that his/her timetable is intact and lessons are still being conducted – there were cases where the CTs had taken back their classes to revise for examination, and the moderator was thus unable to carry out the lesson observation. NIES to inform the student teacher of the moderation. Remember that moderation is <em>compulsory</em> for the award of FAIL grade.</td>
<td>Held in student teachers’ school(s)</td>
<td>Appointment of moderator by end of week 4 of TP1</td>
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<td>cases</td>
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<td><strong>Moderation visit by end of week 5 of TP1</strong></td>
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<td></td>
<td><strong>23</strong></td>
</tr>
<tr>
<td>Final Assessment Meeting</td>
<td>NIES arranges the Final Assessment Meeting with school principal and SCM [and main CT(s) if necessary] to discuss progress and final grades for student teachers in that school – all disputes should have been settled by now. This meeting also serves as a formal closure to the TP1. The SCM hands over the completed school’s portion of the summative report (Parts I &amp; II) to the NIES. NIES must remember to bring along his/her summative report (Part III) for the principal and the SCM to endorse the grade that all of you have agreed on. This meeting also serves as a formal closure to the TP1 period and provides the NIES the opportunity to thank the school for their partnership and support in teacher preparation.</td>
<td>Held in student teachers’ school(s)</td>
<td>The week after TP1 ends</td>
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<td></td>
<td><strong>Not Applicable 2 weeks after TP1 ends</strong></td>
</tr>
<tr>
<td>Submission of Summative</td>
<td>NIES submits his/her portion of the TP1 Summative Report (Part III &amp; NIES APTs) together with the schools’ portion (Part I &amp; II) to his/her AG PL. If NIES has still not received the school’s reports by the deadline, the NIES’ portion should be submitted first.</td>
<td>Not Applicable 2 weeks after</td>
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<tr>
<td>Reports to AG Practicum</td>
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<td>TP1 ends</td>
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<tr>
<td>Leader</td>
<td></td>
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</tr>
<tr>
<td>Submission of Summative</td>
<td>AG Practicum Leaders to submit AG’s TP1 Summative reports to Practicum Office after Head/AG has signed them.</td>
<td>Not Applicable The week after</td>
<td></td>
</tr>
<tr>
<td>Reports to Practicum Office</td>
<td></td>
<td></td>
<td>NIES submit reports</td>
</tr>
<tr>
<td>Post-Practicum Conference</td>
<td>NIES deb Briefs all his/her student teachers, gets them to share experiences, and collects their practicum files (comprising their reflections and other related materials) for checking. Return the files to them a week later.</td>
<td>Held in NIES’ office</td>
<td>The week after TP1 ends</td>
</tr>
</tbody>
</table>

*This schedule serves as a guide only. Always refer to the set of documents that will be sent to the school and NIES at the start of each practicum for the latest information.*
4. THE LESSON OBSERVATION-FEEDBACK CYCLE

Please see Appendix 14.

5. MODERATION PROCEDURES FOR TEACHING PRACTICE 1

Please see Appendix 19.

6. FINAL EVALUATION AND CLOSURE

Please see Appendix 20.

7. ADMINISTRATIVE PROCEDURES FOR TEACHING PRACTICE 1

Please see Appendix 24.
III. FINAL PRACTICUM

BA/BSC(Ed)
- TEACHING PRACTICE 2

PGDE (PRI/SEC/JC)
- TEACHING PRACTICE

DIP ED / PGDE PE
- TEACHING PRACTICE 2

DIP IN ART/MUSIC/CL/HE ED (1-YEAR PROG)
- TEACHING PRACTICE
A. TEACHING PRACTICE / TEACHING PRACTICE 2

The Teaching Practice (TP) / Teaching Practice 2 (TP2) component of the practicum in the BA/BSc(Ed), PGDE (Pri/Sec/JC), Dip Ed, PGDE (PE) and Dip in Art/Music/CL/HE Ed (1-Year) Programmes is a period of intensive development by student teachers which will enable them to acquire beginning teaching competencies. They are guided and assisted towards this end by their Cooperating Teachers (CTs) and NIE Supervisors (NIES) through systematic observations and assistance and advice.

Student teachers will have the opportunities to become involved with, and actively participate in all aspects of the school’s programme. They assume full classroom teaching and management responsibilities by teaching complete lessons to intact classes. Through these experiences they will learn to link theory and practice, and to acquire the understanding and skills necessary for teaching effectively in a range of classroom situations.

1. OBJECTIVES OF THE TEACHING PRACTICE

Through the TP/TP2, the student teachers will have the opportunities to

a) apply and practise principles of teaching and learning in the classroom;

b) develop practical understanding and appreciation of the major teacher roles and acquire the related skills;

c) broaden their experiences, understanding, and awareness of the realities of teaching and learning in the schools;

d) develop an understanding of their pupils, and skills to respond appropriately to their needs, interests, and capacities;

e) develop skills in professional decision-making, and capacities for reflective learning and self-evaluation;

f) develop the professional attitudes and qualities expected of a student teacher.

2. ROLES AND RESPONSIBILITIES OF THE SCM, CT & NIES

Please see Appendix 7.
### 3. SCHEDULE FOR THE 10-WEEK TEACHING PRACTICE / TEACHING PRACTICE 2a

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>THINGS TO DO</th>
<th>VENUE</th>
<th>TIME FRAME ESTIMATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>School courtesy call by student teacher</td>
<td>Student teacher contacts school to find out when to see the Principal and the date of school’s staff meeting (if any).</td>
<td>Held in student teachers’ school(s)</td>
<td>Before start of TP/TP2</td>
</tr>
<tr>
<td>Pre-Practicum Conference between NIES &amp; student teacher(s)</td>
<td>NIES meets group of student teachers to brief and reinforce NIE’s expectations for Teaching Practice (TP), e.g., lesson plans (not more than 5 pages) for all lessons taught; cultivating a positive work attitude, professional conduct, dress code; working with CTs and other teachers as a member of staff; conforming to rules governing the teachers of the school; keeping a practicum file.</td>
<td>Held in NIES’ office</td>
<td>The week before TP/TP2 begins</td>
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</tbody>
</table>

**Portfolio Presentation:**

Student teachers will do a dry run of their portfolio presentations to the NIES so that the NIES can give them some feedback before they present to SCM in Week 1.

**PPI Assessment:**

NIES to prepare one copy of PPI Assessment Report for each student teacher under his/her charge. After the dry run, NIES to assess the student teacher using the PPI Assessment Report (Please see Appendix 32 for details on the assessment guidelines) and give feedback.

NIES to keep the PPI Assessment Report for subsequent assessments.

| School courtesy call | NIES calls on P/VP/SCM to make contact, get phone/email of SCM, check on timetables, clarify TP procedures, lesson observations schedule and highlight deadlines (e.g., for moderation, submission of reports), and check that student teachers are settling in well. | Held in student teachers’ school(s) | Week 1 of TP/TP2 |

Continue to maintain regular contact (e.g., once a week) with SCM to check on student teachers’ progress, teaching performance, work attitude, professional conduct, etc.

| Focused Conversation 1 | Start-of-TP presentation to SCM (facilitated by SCM) | Held in student teachers’ school(s) | Weeks 1-2 of TP/TP2 |

Student teachers will each do a portfolio sharing about their learning in NIE to the SCM.
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>THINGS TO DO</th>
<th>VENUE</th>
<th>TIME FRAME</th>
<th>ESTIMATE</th>
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</thead>
</table>
| **Focused Conversation 2** | **Managing Teaching and Learning (facilitated by SCM)**  
Student teachers will have a discussion with the SCM and their fellow student teachers on either classroom management or issues related to motivating students and instructional strategies which they encountered / practised in their lessons. | Held in student teachers’ school(s) | Weeks 3 – 6 of TP/TP2 |
| **PPI Assessment:**  
After FC2, NIES to assess the student teacher by completing Stage 2 of the PPI Assessment Report.  
(Please see Appendix 32 for details on the assessment guidelines)  
NIES to keep the PPI Assessment Report for the final assessment. | Held in NIES’ office |  |
| **Lesson observations by NIES and CTs** | NIES makes TWO lesson observations per student under his/her charge. NIES can let student teachers know when his/her visits will be. During the lesson observation, check the student teachers’ practicum files to see if they are on task and up-to-date with their lesson plans.  
CTs make SIX (all programmes except for PGDE JC) / FOUR (PGDE JC only) lesson observations per student teacher. These observations should be distributed over the period of the TP so that the development of skills and knowledge exhibited by the student teacher can be tracked and monitored. | Held in student teachers’ school(s) | Between Weeks 3 – 7 of TP/TP2 |
| **Moderation of possible DIST and FAIL cases** | NIES and SCM to confirm, verify, discuss and agree on all distinction and fail cases. Moderation deadline must be adhered to. Then NIES informs his/her Academic Group Practicum Leader (AG PL) immediately to appoint a moderator. If a student teacher is being moderated, NIES must ensure that his/her timetable is intact and lessons are still being conducted – there were cases where the CTs had taken back their classes to revise for examinations, and the moderator was thus unable to carry out the lesson observation. NIES to inform the student teacher of the moderation. Remember that moderation is **compulsory** for the award of DIST/FAIL grade. | Held in student teachers’ school(s) | Appointment of moderator by early of week 8 of TP/TP2  
Moderation visit – Weeks 8 & 9 of TP/TP2 |
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>THINGS TO DO</th>
<th>VENUE</th>
<th>TIME FRAME</th>
<th>ESTIMATE</th>
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</thead>
<tbody>
<tr>
<td>Focused Conversation 3</td>
<td><strong>End-of-TP presentation to SCM (facilitated by SCM)</strong></td>
<td>Held in student teachers' school(s)</td>
<td>Week 9 of TP/TP2</td>
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<td></td>
<td>With reference to the Graduand Teacher Competencies (GTC), student teachers will share on how their practicum experience helped to develop their teaching competencies.</td>
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<tr>
<td><strong>PPI Assessment:</strong></td>
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<tr>
<td></td>
<td>After FC3, NIES to assess the student teacher by completing Stage 3 of the PPI Assessment Report. By now, a final PASS/FAIL grade should be awarded. (Please see Appendix 32 for details on the assessment guidelines)</td>
<td>Held in NIES' office</td>
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<tr>
<td></td>
<td>NIES to submit the PPI Assessment Report together with the TP report to his/her AG.</td>
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<tr>
<td>[OPTIONAL] NIES is strongly encouraged to sit in FC3 to celebrate the end of the student teacher’s practicum journey. NIES will be able to complete the third stage of PPI assessment for his/her student teacher while participating in FC3.</td>
<td>Held in student teachers' school(s)</td>
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</tr>
<tr>
<td>Final Assessment Meeting</td>
<td>NIES arranges the Final Assessment Meeting with school principal and SCM [and main CT(s) if necessary] to discuss progress and final grades for student teachers in that school – all disputes should have been settled by now. This meeting also serves as a formal closure to the TP. The SCM hands over the completed school's portion of the summative report (Parts I &amp; II) to the NIES.</td>
<td>Held in student teachers' school(s)</td>
<td>Week 9 of TP/TP2</td>
<td></td>
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<tr>
<td></td>
<td>NIES must remember to bring along your summative report (Part III) for the principal and the SCM to endorse the grade that all of you have agreed on. This meeting also serves as a formal closure to the TP period and provides the NIES the opportunity to thank the school for their partnership and support in teacher preparation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submission of Summative Reports to AG Practicum Leader</td>
<td>NIES submits his/her portion of the TP Summative Report (Part III &amp; NIES’ APTs) together with the schools’ portions (Parts I &amp; II) to his/her AG PL. If NIES has still not received the school's reports by the deadline, the NIES’ portion should be submitted first.</td>
<td>Not Applicable</td>
<td>Week 10 of TP/TP2</td>
<td></td>
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<tr>
<td></td>
<td><strong>PPI Assessment:</strong></td>
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<tr>
<td></td>
<td>NIES to submit the PPI Assessment Report together with the practicum reports to his/her AG PL.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>THINGS TO DO</td>
<td>VENUE</td>
<td>TIME FRAME ESTIMATE</td>
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</tr>
<tr>
<td>Submission of Summative Reports</td>
<td>AG Practicum Leaders to submit AG’s TP Summative reports to Practicum Office after Head/AG has signed them. The PPI reports will be submitted together with the TP Summative reports.</td>
<td>Not Applicable</td>
<td>Week 10 of TP/TP2</td>
<td></td>
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<tr>
<td>to Practicum Office</td>
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</tr>
<tr>
<td>Post-Practicum conference</td>
<td>NIES debriefs all student teachers, gets them to share experiences, and collects their practicum files for checking. NIES returns their files to them a week later.</td>
<td>Held in NIES’ office</td>
<td>The week after TP/TP2 ends</td>
<td></td>
</tr>
<tr>
<td>Final Portfolio Sharing:</td>
<td></td>
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<tr>
<td></td>
<td>NIES to listen to student teachers’ final portfolio presentation and help them consolidate learning.</td>
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</tr>
</tbody>
</table>

*This schedule serves as a guide only. Always refer to the set of documents that will be sent to the school and NIES at the start of each practicum for the latest information.

4. THE LESSON OBSERVATION-FEEDBACK CYCLE

Please see Appendix 14.
5. FOCUSED CONVERSATIONS

To help strengthen the theory-practice nexus, the student teachers will be required to attend 3 Focused Conversations (FCs) facilitated by their SCM or other Senior Teachers in their schools. The details of the FCs are given in the table below:

<table>
<thead>
<tr>
<th>Session</th>
<th>Week</th>
<th>Focus</th>
</tr>
</thead>
</table>
| FC 1    | 1    | **Portfolio Sharing – Student teacher's learning in NIE**  
Student teacher is to share what he/she has learnt from the courses at NIE that have influenced his/her conception of teaching and learning. (15 mins) |
| FC 2    | 3-6  | **Managing Teaching and Learning**  
Student teacher is to bring up for discussion issues on either classroom management or issues related to motivating students and instructional strategies.  
PPI assessment – Student teacher’s reflection using the Reflective Practice Model; and how he/she will be collecting relevant data to improve on his/her teaching practice.  
[Assessment is done by NIES] |
| FC 3    | 9    | **Portfolio Sharing – Student teacher's learning in school**  
With reference to the GTCs, student teacher is to share how his/her practicum experience has helped to develop his/her teaching competencies. (15 mins)  
PPI assessment – Student teacher’s reflection on the use of inquiry to develop one or more graduand teacher competencies.  
[Assessment is done by NIES] |

For FC1 and FC3, student teachers will have to prepare a presentation supported by artefacts extracted from their e-Portfolio (see Appendix 33 – for your information only). The presentation will be for about 15 minutes. For FC2, student teachers are to discuss using the Reflective Practice Framework (Appendix 17). Student teachers have to fill in and file the Record of Focused Conversations form (see Appendix 34) in their practicum file.

* This is for information. No action required from SCM.
6. MODERATION PROCEDURES FOR TEACHING PRACTICE/TEACHING PRACTICE 2

Moderation of all potential DISTINCTION and FAIL cases is an NIE 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. For example, if a student teacher teaches very well but has an attitude problem (usually more evident to the school because they work with the student teacher everyday), then the student teacher should not be considered for moderation for a DISTINCTION grade. The moderation decision should be a joint one between the school and the NIES, even though it was initially suggested by one party.

One or two weeks before the moderation deadline set by the Practicum Office, the NIES would have:

a) observed at least one lesson per student teacher under his/her charge,
b) checked with the SCM and CTs whether there are any student teacher(s) who are a potential DISTINCTION or FAIL case,
c) observed another lesson to verify the assessment is accurate for such cases.

A potential DISTINCTION student teacher is one who is always above average in most of the following areas:

a) uses creative strategies,
b) has good classroom management skills,
c) stimulates thinking in pupils in all his/her CS subjects,
d) has a very positive work attitude and commitment to the profession,
e) is highly conscientious
   • prepares lesson plans and teaching materials diligently,
f) goes beyond the call of duty to help pupils under their care
   • conducts remedial/supplementary/enrichment classes for their pupils outside school hours,
   • volunteers to help in school functions,
g) works well with colleagues and pupils,
h) is receptive to advice and willing to share.

A potential FAIL student teacher is one who is generally below average in most of the following areas:

a) teaching performance/classroom management in most of his/her CS subjects,
b) 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.

After verification via the second or third lesson observation and discussions with the school (CTs, SCM), AND by the deadline set by Practicum Office, the NIES
a) confirms all possible DISTINCTION / FAIL cases with the SCM (who should have checked again with all the relevant CTs),
b) ensures that the student teacher will still be teaching according to the time table during the period that the moderator will be visiting,
c) informs his/her AG Practicum Leader to appoint a moderator to observe a lesson taught by each of the confirmed potential DISTINCTION / FAIL cases. Provide AG Practicum Leader a copy of the student teacher’s timetable to pass on to the moderator,
d) informs his/her student teacher about the moderation for potential DISTINCTION / FAIL.

The moderator must be an experienced NIE staff. He/She can be appointed from within the AG. However, for JC and secondary student teachers, the moderator should be a specialist in one of the CS subjects offered by the student teacher. Hence, if the CS subject to be moderated is not a specialisation of the AG, then the AG Practicum Leader will need to request for a moderator from the appropriate AG concerned, via the AG Practicum Leader of that AG. AG Practicum Leaders will help facilitate this cross-AG appointment of moderators.

The moderator's roles are as follows:

a) **Moderation for DISTINCTION / FAIL IN TEACHING PROCESSES cases**
   - lets SCM know when moderator is going for the moderation,
   - observes a lesson unannounced to the student teacher,
   - provides feedback to student teacher without revealing the grade,
   - looks through the student teacher’s practicum file, if feasible,
   - meets with school personnel (Principal/VP/SCM) with regard to the student teacher’s performance in school,
   - submits a completed APT form and additional report (if any) to the Academic Group Practicum Leader soon after the moderation process is completed. Moderator should state explicitly whether a Distinction, Credit, Pass or Fail is given for that observed lesson.

b) **Moderation for POOR PROFESSIONAL ATTRIBUTES AND/OR ATTITUDES cases**
   - lets SCM know when moderator is going for the moderation,
   - finds out from SCM/AG PL the school’s concerns about student teacher’s professional attributes and attitudes,
   - observes a lesson unannounced to the student teacher,
   - provides feedback to student teacher without revealing the grade,
   - looks through the student teacher’s practicum file, if feasible,
   - encourages student teachers to share his/her side of the story regarding school’s concerns about his/her professional attributes and attitudes,
   - discusses with school personnel (Principal/VP/SCM) student teacher's professional attributes and attitudes,
   - submits a completed APT form, and an additional report on the student teacher’s professional attributes and attitudes based on what moderator has gathered from the student teacher and school, to the AG Practicum Leader soon after the moderation process is completed. Moderator should state explicitly whether a Pass or Fail is recommended (based on holistic assessment).
7. FINAL EVALUATION AND CLOSURE

This stage of the final evaluation and closure takes place outside the supervision cycle i.e. it occurs at the end of the whole Teaching Practice / Teaching Practice 2 (TP/TP2) period.

To a large extent, the success of this final stage of the cycle depends very much on how the earlier stages were carried out. Continuous monitoring and feedback should have been carried out throughout the practicum as these help make the process of summative evaluation easier. These will also contribute to a more thorough (and possibly, fairer) report on overall performance.

The NIES will make a final evaluation of the student teacher’s overall performance and arrive at a final grade together with SCM/Principal (i.e., Distinction / Credit / Pass / Fail for TP). The Assessment Panel (chaired by school principal) will discuss progress and final grades for the student teachers in that school – all disputes should have been settled by now.

There are three important objectives at this stage:

a) to make a final decision about the student teacher’s performance and arrive at the award of a Distinction / Credit / Pass / Fail for overall performance at TP,

b) to submit a written report on the student teacher’s overall performance during the TP, and

c) to give feedback to the student teacher on competencies acquired and what other competencies that are found lacking.

Making the final judgement involves the following steps:

A. How to Write the Final Report

The final report should be completed using the summative forms provided by NIE. The emphasis, at this stage is on an evaluation of the student teacher’s overall performance in the TP and the student teacher’s potential for development in the profession.

Part I (Appendix 21) of the summative form will be completed by the main CT and the SCM and Principal will complete Part II (Appendix 35). Part III (Appendix 36) of the summative form will be completed by the NIES.

Writing the summative report involves the following steps:

- Gathering together and reviewing all the information collected over the period of the TP in:
  - formative APT forms for the formal lesson observations carried out by the CTs and NIES,
  - records (with dates) of all discussions between the student teacher, CTs and NIES,
  - the student teacher’s lesson plans, teaching materials and resources (i.e., the student teacher’s practicum file).

- Weekly discussions and feedback about the weekly reflections is important in helping the student teacher acquire the competencies required for this period and it
also makes the process of summative evaluation easier. Consequently, these will also contribute to a more thorough (and possibly, fairer) report on overall performance.

- **Discussing the student teacher’s progress with the School Coordinating Mentor (SCM).** This is useful for all of you and will assist in giving more constructive feedback to the student teacher. (Close and frequent discussions among the NIES, SCM, CTs and student teacher throughout the TP will make the final evaluation easier.)

- **Having a discussion with the student teacher** before writing your report. This is not merely a courteous gesture. It will help the student teacher understand the final evaluation better and you can use this opportunity to give feedback on performance and to get the student teacher’s opinions on your observations about him/her. This will prevent misunderstanding or conflict of opinion that may arise later. *(However, do not reveal the final grade as it is confidential and is not confirmed until it is approved by the NIE Board of Examinations.)*

- Considering the student teacher’s **general progress** from the initial stages to this final stage and making notes on major **developments made on the part of the student teacher**.

- **Looking ahead** and considering your student teacher’s potential for the teaching profession in the future.

- The table below provides a **guideline** to the relationship between the grades obtained for the processes in the summative APT form and the final **overall grade** that the student teacher would receive:

<table>
<thead>
<tr>
<th>Grade descriptor in summative APT Form</th>
<th>Suggested overall practicum grade (Distinction, Credit, Pass, Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rated mostly “Excellent” and some “Proficient” for the processes in Part A, and no lower than “Good” for the attributes/attitudes in Part B.</td>
<td>DISTINCTION Will have to be moderated. Refer to previous section on “Moderation Procedures for TP”.</td>
</tr>
<tr>
<td>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.</td>
<td>CREDIT</td>
</tr>
<tr>
<td>Rated minimally “Satisfactory” for all the processes in Part A, and no lower than “Acceptable” for attributes/attitudes in Part B.</td>
<td>PASS</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 Will have to be moderated. Refer to previous section on “Moderation Procedures for TP”.</td>
</tr>
</tbody>
</table>

**B. Communicating Feedback on Overall Performance to the Student Teacher**

This final evaluation and closure is the **most difficult of this stage** but it is also the most important to the student teacher. All student teachers appreciate some form of feedback...
on their performance. In addition, giving detailed feedback helps the student teacher improve as it encourages self-reflection. Your relationship with the student teacher throughout the period of supervision is very important in setting the mood now. An atmosphere of mutual respect and trust based on a record of frank discussions will achieve this. Please deal with this feedback task with utmost sensitivity.

Points to remember when discussing the student teacher’s performance:

- **Choose a suitable time and place** to give your feedback. Avoid a busy day and seek a quiet place away from the public eye with few distractions.

- **Listen to the student teacher’s views.** Always start by complimenting achievements before going to the shortcomings.

- **Try to be objective** in your comments.

- Similarly, concentrate on the teaching competencies / professional qualities yet to be acquired per se, **not on the student teacher’s personality.**

- Give feedback on your evaluation **item by item** on the checklist / APT form and also comment on the student teacher’s overall performance.

- Give your views particularly on standards of **accomplishments** and **areas of improvement.**

- **Invite suggestions** for alternative courses of action where competencies / professional qualities have yet to be acquired.

- **Do not reveal the final grade** as it is confidential and is not confirmed until it is approved by the NIE Board of Examinations.
8. ADMINISTRATIVE PROCEDURES

The Practicum Office

The Practicum Office is manned by three full-time administrative staff. If you have any queries pertaining to the Practicum, you can call the staff at 6790 3308 or email them at pract@nie.edu.sg. You may also fax materials to the Practicum Office at fax number 6896 9110.

To find out more about the Practicum for the programme, you can visit the Practicum website at http://www.nie.edu.sg/teacher-education/practicum/.

Submission of Supervision Materials

At the beginning of TP/TP2, every NIES is given a copy of the formative APT form by Practicum Office for use during the lesson observations. NIES can then photocopy as many as is needed. The originals of the completed forms must be submitted to Practicum Office, and a photocopy of each should be given to the student teacher for inclusion in his/her practicum file.

At the end of TP/TP2, the NIES is required to complete the Summative Report (Part III). In addition, the main CT will complete a summative APT form (Part I) and the SCM and Principal will jointly complete a Summative Report (Part II). Both the school's summative APT form and the summative report should be submitted to the NIES at the Final Assessment Meeting chaired by the Principal. The NIES needs the school's input to write his/her final report. The NIES will submit the documents to his/her Head/AG through his/her AG Practicum Leader.

PPI Assessment Report

NIES is required to submit the PPI assessment report together with TP/TP2 reports to his/her AG Practicum Leader. Do not reveal the grade to the student teacher.

If the school's SCM missed handing his/her report to the NIES at the assessment meeting, then the SCM must submit it by the deadline* stated in the cover letter from the Practicum Office to:

Practicum Office
National Institute of Education
1 Nanyang Walk
Singapore 637616

* If the originals cannot reach Practicum Office by the deadline, then fax them to Fax No. 68969110 by the deadline and send the originals in by mail soon after.
IV. APPENDICES

Appendix 1: School Experience Tasks
Appendix 2: School Experience Summative Report
Appendix 3: BA/BSc(Ed) - TA Checklist on Teaching Competencies: Feedback for Student Teacher
Appendix 4: BA/BSc(Ed) - Glossary of Terms Used in TA Checklist on Teaching Competencies
Appendix 5: BA/BSc(Ed) - Teaching Assistantship Tasks
Appendix 6: BA/BSc(Ed) - Rubric for Assessing Reflections
Appendix 7: Roles and Responsibilities of the SCM, CT & NIES
Appendix 8: Checklist for the First Meeting with the SCM
Appendix 9: BA/BSc(Ed) - TA Summative Report (Part I)
Appendix 10: BA/BSc(Ed) - TA Summative Report (Part II)
Appendix 11: Administrative Procedures - BA/BSc(Ed) & PGDE (Pri/Sec/JC) – TA
Appendix 12: BA/BSc(Ed) & Dip Ed - Reflection Journal for TP1
Appendix 13: Assessment of Performance in Teaching (APT) Form
Appendix 14: The Lesson Observation-Feedback Cycle
Appendix 15: Glossary of Terms Used in the APT Form
Appendix 16: Explanation of Descriptors Used in the APT Form
Appendix 17: The Reflective Practice Framework
Appendix 18: Rubrics for Assessing Student Teachers’ Teaching Competencies, and Professional Attributes and Attitudes: Guidelines for School Mentors and NIE Supervisors
Appendix 19: Moderation Procedures - BA/BSc(Ed), Dip Ed & PGDE PE – TP1
Appendix 20: Final Evaluation & Closure - BA/BSc(Ed), Dip Ed & PGDE PE – TP1
Appendix 21: TP1/ final TP Summative Report (Part I)
Appendix 22: BA/BSc(Ed) - TP1 Summative Report (Part II)
Appendix 23: BA/BSc(Ed) - TP1 Summative Report (Part III)
Appendix 24: Administrative Procedures – BA/BSc(Ed), Dip Ed & PGDE PE – TP1
Appendix 25: PGDE (Pri/Sec/JC) - TA Checklist on Teaching Competencies: Feedback for Student Teacher
Appendix 26: PGDE (Pri/Sec/JC) - Glossary of Terms Used in TA Checklist on Teaching Competencies
Appendix 27: PGDE (Pri/Sec/JC) - Teaching Assistantship Tasks
Appendix 28: PGDE (Pri/Sec/JC) - Rubric for Assessing Reflections
Appendix 29: PGDE (Pri/Sec/JC) - TA Summative Report (Part I)
Appendix 30: PGDE (Pri/Sec/JC) - TA Summative Report (Part II)
Appendix 31: PGDE PE - Teaching Practice 1 Tasks
Appendix 32: Professional Practice and Inquiry (PPI) Assessment Report
Appendix 33: Implementation of Professional Practice and Inquiry
Appendix 34: Record of Focused Conversations
Appendix 35: All Final Year TP Summative Report (Part II)
Appendix 36: All Final Year TP Summative Report (Part III)
WEEK 1 – SCHOOL EXPERIENCE TASKS

General note for all tasks in Weeks 1 & 2: Be mindful of the differences between primary and secondary pupils. In some cases, even differences between lower and upper divisions may be relevant.

Name of student teacher: 

School: 

Period of reflection: From ___________ to ___________

Task 1 – Observation and Making Connection with Educational Theories

Recalling some of the education theories you have learnt so far and bearing in mind differences in pupils’ backgrounds, needs, and abilities across their different stages of development, make notes on how any of these theories pertaining to the understanding of the learner and the learning process are manifested in the lessons you have observed.

At the end of the week, reflect on whether/how the above observations and reflections have impacted your original idea or understanding of the learning process on the one hand, and about pupils as learners on the other. Focus on one for each to discuss here. Are there observations that raise questions on some of the theories as you understand them?

<table>
<thead>
<tr>
<th>Items</th>
<th>On Understanding the Learner</th>
<th>On Understanding the Learning Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe what you observed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the Relevant Educational Psychology Theories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflect on any impact on your previous understanding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List one or two question/issue(s) you wish to bring to AED 20B “Educational Psychology II”.

1. __________________________________________________________________________________________

2. __________________________________________________________________________________________

1 You may draw upon the theories taught in AED10A “Educational Psychology I”.
Task 2 – Observation and Note Taking on Classroom Management

<table>
<thead>
<tr>
<th>General Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make notes on classroom management in the lessons you have observed. You may include particular situations or incidents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenges Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>List some of the observed classroom management challenges teachers face. Are they context-specific, e.g. age-related, subject specific?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Management Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a record of classroom management strategies you have witnessed.</td>
</tr>
</tbody>
</table>

Classroom management issues to be taken up during AED20A “Teaching & Managing Learners at the Primary Level”.

1. 
2. 
3. 

---

2 Information collected is useful for AED20A “Teaching & Managing Learners at the Primary Level” in year 2. If you are in the secondary specialisation track, this is still relevant, as indicated at the beginning of this document in “General note for all tasks”.

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### Task 3 – Observation and Note Taking on the Use of Information Communication Technology (ICT)³

<table>
<thead>
<tr>
<th>General Observations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Make notes on how ICT has been used to support teaching, learning and assessment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology-enabled Activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>With reference to at least one technology-enabled learning activity, reflect on how and why the particular piece of technology was used.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cyber-wellness</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the school’s policy on cyber-wellness and how is it implemented?</td>
<td></td>
</tr>
</tbody>
</table>

³ Information collected is useful for AED20C “Technologies for Meaningful Learning” in Year 2.
### Task 4 – Observation and Note Taking on Assessment of Pupils' Learning / Understanding

Assessment is the process of obtaining information in order to make decisions about students/learners, curricula/programmes, or even educational policies. It entails gathering evidence from multiple sources and involves a variety of measurement tools and procedures, such as questioning, quizzes, examinations, performance tasks, surveys, interviews, oral presentations, demonstrations, etc.

Make notes on the assessment of pupils' learning/understanding. Focus on one to reflect.

<table>
<thead>
<tr>
<th>Date of Observation</th>
<th>Lesson Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perceived Learning Objective/Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infer this from your observation of the lesson.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mode of Assessment Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did the teacher assess the extent of the pupils' learning or understanding, either during the lesson or after?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare the mode of assessment used in this lesson with the others you have observed. Why do you think different modes of assessment are necessary / useful?</td>
</tr>
</tbody>
</table>

---

4 Information collected is useful for AED20D “Assessing Learning and Performance” in Year 2.
WEEK 2 – SCHOOL EXPERIENCE TASKS

General note for all tasks in Weeks 1 & 2: Be mindful of the differences between primary and secondary pupils. In some cases, even differences between lower and upper divisions may be relevant.

Name of student teacher: ____________________________

School: ____________________________

Period of reflection: From ___________ to ___________

Task 1 – Observation and Making Connection with Education Theories ¹

Recalling some of the education theories you have learnt so far and bearing in mind differences in pupils' backgrounds, needs, and abilities across their different stages of development, make notes on how any of these theories pertaining to the understanding of the learner and the learning process are manifested in the lessons you have observed.

At the end of the week, reflect on whether/how the above observations and reflections have impacted your original idea or understanding of the learning process on the one hand, and about pupils as learners on the other. Focus on one for each to discuss here. Are there observations that raise questions on some of the theories as you understand them?

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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reflect on any impact on your previous understanding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List one or two question/issue(s) you wish to bring to AED 20B “Education Psychology II”.

1. __________________________________________
2. __________________________________________

¹ You may draw upon the theories taught in AED10A “Education Psychology I”.

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## Task 2 – Observation and Note Taking on Classroom Management²

<table>
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<tr>
<th>General Observations</th>
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<th>Challenges Observed</th>
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</table>

<table>
<thead>
<tr>
<th>Classroom Management Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a record of classroom management strategies you have witnessed.</td>
</tr>
</tbody>
</table>

Classroom management issues to be taken up during AED22A “Teaching and Managing Learners at Secondary Level (Part 1)”.

1. 
2. 
3. 

² Information collected is useful for AED22A “Teaching and Managing Learners at Secondary Level (Part 1)” in Year 2. If you are in the primary specialisation track, this is still relevant, as indicated at the beginning of this document in “General note for all tasks”. 

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## General Observations

Make notes on how ICT has been used to support teaching, learning and assessment.

## Technology-enabled Activities

With reference to at least one technology-enabled learning activity, reflect on how and why the particular piece of technology was used.

## Cyber-wellness

What is the school's policy on cyber-wellness and how is it implemented?

---

Information collected is useful for AED20C “Technologies for Meaningful Learning” in Year 2.
**Task 4 – Observation and Note Taking on Assessment of Pupils' Learning/Understanding**

Assessment is the process of obtaining information in order to make decisions about students/learners, curricula/programmes, or even educational policies. It entails gathering evidence from multiple sources and involves a variety of measurement tools and procedures, such as questioning, quizzes, examinations, performance tasks, surveys, interviews, oral presentations, demonstrations, etc.

Make notes on the assessment of pupils' learning/understanding. Focus on one to reflect.

<table>
<thead>
<tr>
<th>Date of Observation</th>
<th>Lesson Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Perceived Learning Objective/Outcome
Infer this from your observation of the lesson.

### Mode of Assessment Used
How did the teacher assess the extent of the pupils' learning or understanding, either during the lesson or after?

### Reflections
Compare the mode of assessment used in this lesson with the others you have observed. Why do you think different modes of assessment are necessary / useful?

---

4 Information collected is useful for AED20D "Assessing Learning and Performance" in Year 2.
SCHOOL EXPERIENCE SUMMATIVE REPORT

I) The following student teachers were attached to my school for their School Experience (Pri/Sec) and their performance are as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Student Teacher</th>
<th>Overall Performance * (* Please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Satisfactory</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
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<tr>
<td>6.</td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II) Comments (if any, especially for ‘Unsatisfactory’ cases.)
Append additional sheets if necessary.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Name of Principal : ____________________________
School : ____________________________
Signature / Date : ____________________________
### A. TEACHING PROCESSES

<table>
<thead>
<tr>
<th><strong>1. LESSON PREPARATION</strong></th>
<th>Please tick ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates understanding of lesson objectives</td>
<td>✓</td>
</tr>
<tr>
<td>• Explores teaching strategies, learning activities and resources</td>
<td>✓</td>
</tr>
<tr>
<td>• Displays adequate subject knowledge</td>
<td>✓</td>
</tr>
<tr>
<td>• Is aware of the importance of a workable time schedule</td>
<td>✓</td>
</tr>
<tr>
<td>• Is aware of pupils’ profiles</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2. LESSON ENACTMENT</strong></th>
<th>Please tick ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understands appropriate lesson introduction and closure</td>
<td>✓</td>
</tr>
<tr>
<td>• Understands lesson flow and pacing</td>
<td>✓</td>
</tr>
<tr>
<td>• Knows the importance of arousing and sustaining pupil interest</td>
<td>✓</td>
</tr>
<tr>
<td>• Understands the importance of pupil participation in learning</td>
<td>✓</td>
</tr>
<tr>
<td>• Understands what giving clear instructions and explanations/demonstrations means</td>
<td>✓</td>
</tr>
<tr>
<td>• Understands good questioning and responding techniques</td>
<td>✓</td>
</tr>
<tr>
<td>• Understands the appropriate use of the voice</td>
<td>✓</td>
</tr>
<tr>
<td>• Uses language appropriately</td>
<td>✓</td>
</tr>
<tr>
<td>• Understands the use of ICT/resources</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3. ASSESSMENT and FEEDBACK</strong></th>
<th>Please tick ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understands the importance of providing appropriate feedback to pupils</td>
<td>✓</td>
</tr>
<tr>
<td>• Understands the importance of checking pupil understanding</td>
<td>✓</td>
</tr>
<tr>
<td>• Understands the purpose of setting meaningful tasks</td>
<td>✓</td>
</tr>
<tr>
<td>• Understands good assessment practices</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>4. POSITIVE CLASSROOM CULTURE</strong></th>
<th>Please tick ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understands the importance of getting to know pupils</td>
<td>✓</td>
</tr>
<tr>
<td>• Recognises elements of a supportive learning environment</td>
<td>✓</td>
</tr>
<tr>
<td>• Understands the need to support good behaviour</td>
<td>✓</td>
</tr>
<tr>
<td>• Understands the use of class rules and routines</td>
<td>✓</td>
</tr>
<tr>
<td>• Understands the importance of preventive and intervention strategies</td>
<td>✓</td>
</tr>
</tbody>
</table>

(Please turn over ...)

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## B. PROFESSIONAL ATTRIBUTES AND ATTITUDES

<table>
<thead>
<tr>
<th></th>
<th>Please tick ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LEARNER-CENTRED VALUES</td>
<td></td>
</tr>
<tr>
<td>• Shows care and concern for pupils</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates warmth and enthusiasm</td>
<td></td>
</tr>
<tr>
<td>• Is sensitive to socio-cultural diversity</td>
<td></td>
</tr>
<tr>
<td>2. TEACHER IDENTITY</td>
<td></td>
</tr>
<tr>
<td>• Is receptive to feedback</td>
<td></td>
</tr>
<tr>
<td>• Is reflective</td>
<td></td>
</tr>
<tr>
<td>• Is punctual</td>
<td></td>
</tr>
<tr>
<td>• Projects a professional image</td>
<td></td>
</tr>
</tbody>
</table>

Name of Cooperating Teacher

Signature

Date

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**GUIDELINES FOR COMPLETING THE TA CHECKLIST**

The purpose of Teaching Assistantship (TA) is to provide student teachers opportunities to observe their Cooperating Teachers (CTs) and other experienced teachers teach as well as to assist their CTs in aspects of teaching. This is an important step towards eventual independent teaching in subsequent practicum stints.

Practical teaching entails a number of generic teaching processes, which in turn involves a range of competencies. To guide student teachers, 4 Processes have been identified and each relates to several competencies. These highlight the key areas student teachers can focus on when observing others teach or when developing their own teaching competencies. At the same time, they are also made aware of the importance of proper professional attributes and attitudes.

When observing the student teachers for their TA, not every key skill can be displayed. The checklist above should therefore be used accordingly to provide a form of feedback to the student teachers. Where no opportunity is available to observe particular competencies, the particular box may be left blank.

At the end of the 5-week TA, please give a photocopy of this completed checklist to the student teacher for his/her information and filing.
GLOSSARY OF TERMS USED IN TA CHECKLIST ON TEACHING COMPETENCIES

The definitions given are intended to help observers make informed assessments of student teachers' competencies. These are, however, not exhaustive, and should be expanded by the observer's own professional insights wherever appropriate.

For Teaching Assistantship (TA), student teachers are expected to have a general understanding of these teaching considerations and be able to demonstrate some of the competencies under the guidance of the cooperating teachers (CTs) in assisted-teaching situations.

A. TEACHING PROCESSES

1. LESSON PREPARATION

Lesson preparation is an important part of teaching. CTs can assess the student teacher’s understanding and competencies in this area when involving him/her in lesson preparation as early as in week 1 of TA.

a) Demonstrates understanding of lesson objectives
   • Recognises the need to select lesson objectives that are relevant
   • Knows the importance of establishing links to previous and subsequent lessons

b) Explores teaching strategies, learning activities and resources
   • Acquaints oneself with the different teaching strategies and learning approaches

c) Displays adequate subject knowledge
   • Understands the importance of selecting teaching materials appropriately – relevant, conceptually correct ones

d) Is aware of the importance of a workable time schedule
   • Understands the need to allocate appropriate amount of time for each part of the lesson segment

e) Is aware of pupils’ profiles
   • Understands the unique strengths and learning styles of pupils
   • Considers pupils’ needs, interests, preferences, prior knowledge and readiness to engage in learning

2. LESSON ENACTMENT

Since student teachers will only be involved in assisted teaching, there may be limited opportunities for them to demonstrate competencies in this area. The CT may additionally assess them from daily discussions or other interactions with them.

a) Understands appropriate lesson introduction and closure
   • Recognises the importance of gaining pupils’ attention before starting the lesson
   • Recognises the need to link to pupils’ experience or previous lesson
   • Understands the need for proper lesson closure, e.g. by summarising/highlighting the main concepts

b) Understands lesson flow and pacing
   • Understands the importance of delivering a lesson in a well-structured and well-paced manner
   • Understands what it means to structure a lesson well
c) Knows the importance of arousing and sustaining pupil interest
   • Understands the need to arouse and sustain pupil interest through choice of materials and
     a variety of engaging teaching/learning activities

d) Understands the importance of pupil participation in learning
   • Recognises that pupil participation can come in various forms, including during teacher-
     fronted activities

e) Understands what giving clear instructions and explanations/demonstrations means
   • Knows that giving clear instructions entails proper thinking through as much as the actual
     delivery
   • Knows that clear explanation is dependent on subject understanding as well as the ability
     to put it in terms that can be understood by pupils

f) Understands good questioning and responding techniques
   • Knows a variety of questioning and responding techniques for different purposes, including
     promoting higher-order thinking
   • Understands the need to take into consideration pupils’ profile and particular teaching
     situation
   • Appreciates the importance of wait time
   • Aware of the need to be opened-minded and constructive when responding to pupils

g) Understands the appropriate use of the voice
   • Recognises the importance of clear voice projection
   • Knows when and how to vary the voice in terms of projection, tone and pacing for effective
     teaching

h) Uses language appropriately
   • Uses standard form of the language in both written and verbal contexts
   • Uses appropriate subject-based terminology
   • Able to pitch at the level of the pupils’ ability

i) Understands the use of ICT/ resources
   • Recognises the importance of the use of ICT/ resources in engaging pupils

3. ASSESSMENT AND FEEDBACK

Assessment—whether in the form of in-class questioning, group work, quizzes, written assignments,
tests, or examination—is an important means to ascertain if learning has taken place. Feedback
(sometimes called “knowledge of results”) is intended to inform pupils about how well they are doing
in their learning, thereby to enable them monitor their own learning and make improvements.
Student teachers should at least have a basic understanding of these two related areas.

a) Understands the importance of providing appropriate feedback to pupils
   • Understands that oral feedback can be given in a variety of ways: during Q & A, after class
     discussions, after group presentations, etc.
   • Understands that feedback should be given in a timely fashion, depending on the situation

b) Understands the importance of checking pupil understanding
   • Understands what monitoring pupil understanding means
   • Knows some of the ways of monitoring learning

c) Understands the purpose of setting meaningful tasks
   • Understands how the written assignment relates to and serves the lesson objectives

d) Understands good assessment practices
   • Knows that assessment is an integral part of teaching
NANYANG TECHNOLOGICAL UNIVERSITY
NATIONAL INSTITUTE OF EDUCATION

- Understands the importance of the proper use of assessment tools
- Understands that marking must be accurate and feedback constructive

4. POSITIVE CLASSROOM CULTURE

Good classroom management is more than just ensuring no pupil misbehaviours. Student teachers should understand what creating a conducive and supportive learning environment means and entails.

a) Understands the importance of getting to know pupils
   • Understands how knowing the pupils by name and as individuals can help in classroom management

b) Recognises elements of a supportive learning environment
   • Knows about setting a positive and safe learning environment
   • Knows about managing noise levels for conducive learning

c) Understands the need to support good behaviour
   • Understands the need to reinforce good behaviour

d) Understands the use of class rules and routines
   • Knows how class rules and routines can be established to help with classroom management

e) Understands the importance of preventive and intervention strategies
   • Is aware of ways to prevent pupil misbehaviours
   • Is aware of ways to respond when pupils misbehave

B. PROFESSIONAL ATTRIBUTES AND ATTITUDES

During the TA, there is a need for student teachers to be aware of and eventually to develop professional qualities. The following are some professional qualities they should demonstrate:

1. LEARNER-CENTRED VALUES

   a) Shows care and concern for pupils
      • Is committed to the welfare of pupils and aware of pupils' cognitive and socio-emotional development e.g., asking after their well being

   b) Demonstrates warmth and enthusiasm
      • Is committed to providing a culture of care, trust and friendliness in the classroom
      • Teaches enthusiastically or seeks to enthuse pupils in learning the subject

   c) Is sensitive to socio-cultural diversity
      • Understands and appreciates different ethnic and cultural backgrounds of staff and pupils

2. TEACHER IDENTITY

   a) Is receptive to feedback
      • Able to accept comments and suggestions from CTs
      • Acts on feedback that is given

   b) Is reflective
      • Seeks to learn from observations and experiences
      • Attempts to draw upon the theories learnt
c) Is punctual
   • Knows the need to start and end lessons punctually
   • Is punctual for school, lessons and school activities

d) Projects a professional image
   • Is neat and proper in appearance
   • Adheres to the Singapore Ministry of Education’s dress-code guidelines
**WEEK 1 – TEACHING ASSISTANTSHIP TASKS**

Focus: Knowing Your Learners & Lesson Preparation

Name of student teacher: __________________________________________

School: _________________________________________________________

Period of reflection: From __________________________ to _____________

**Task 1A – Observation and Preparation of a Class Profile**

A Class Profile is a report about a specific class. Writing a Class Profile allows one to easily see the different types of pupils who make up the individual class. It can help in studies involving the class, and provides an easy way to check for diversity in the classroom or school setting.

In preparation for your role as a classroom teacher, select a class of your choice and write a Class Profile. The profile should include the following points:

i. Class level and class size;
ii. Gender ratio (proportion of male/female), racial make-up (proportion of Chinese, Malay, Indian and others), and nationalities in the class;
iii. General ability level of the class you are describing -- for instance, state if the class is known to be good at or weak in certain subjects;
iv. Pupil family background and socio-economic status -- get a general sense of the make-up of the class;
v. Characteristics of the class -- is the class generally well-behaved, noisy, engaged, motivated, and/or lacking enthusiasm? You may make your own observations or speak to the teacher about it; and
vi. Are there any pupils with special needs, for example, dyslexia, autism, oppositional defiance disorder, etc.? If there are pupils with special needs, find out the challenges these pupils face daily in the class and how the teacher manages these pupils.

**Task 1B – Conversation with Cooperating Teacher (CT)**

How will knowledge of “Knowing Your Learners” and the Class Profile be useful for lesson preparation in terms of

i. planning lesson objectives,
ii. selecting teaching strategies, learning activities and resources,
iii. time management, and
iv. catering to pupils’ diverse needs?

Date held: __________________________

Name of Cooperating Teacher & Signature: __________________________

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Class Profile will be used in AED30A “Supporting Diversity at the Primary Level’ or AED32A “Teaching and Managing Learners at Secondary Level (Part 2)”, in accordance with your specialisation track.
Task 1C – My Reflection for Week 1 after conversation with CT
(Submission deadline: Monday of Week 2)
WEEK 2 – TEACHING ASSISTANTSHIP TASKS
Focus: Motivation & Lesson Enactment

Name of student teacher: _______________________________________________

School: _____________________________________________________________

Period of reflection: From _______________ to _______________

Task 2A – Observation and Note Taking
Observe and make notes on how one of your CTs:
   i. introduced and wrapped up lessons;
   ii. aroused and sustained pupils’ interest; and
   iii. encouraged pupils’ participation in class.

Task 2B – Conversation with Cooperating Teacher
Discuss with your CT some of the motivational strategies as observed in Task 2A were used?

Date held: ___________________________________________________________

Name of Cooperating Teacher & Signature: ______________________________

Task 2C – My Reflection for Week 2 after conversation with CT
(Submission deadline: Monday of Week 3)

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WEEK 3 – TEACHING ASSISTANTSHIP TASKS
Focus: Positive Classroom Culture

Name of student teacher: ____________________________

School: ____________________________

Period of reflection: From ___________ to ___________

Task 3A – Observation and Reflection of Pupil Behaviour and Teacher Classroom Management

<table>
<thead>
<tr>
<th>Highlight observations with regard to:</th>
<th>Reflect on your observations and link them to what you have learnt in AED20A “Teaching &amp; Managing Learners at the Primary Level” or AED 22A “Teaching &amp; Managing Learners at Secondary Level (Part 1)”, as the case may be.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pupils’ behaviours (both verbal &amp; non-verbal)</td>
<td></td>
</tr>
<tr>
<td>2. Teacher’s classroom management style and approaches</td>
<td></td>
</tr>
</tbody>
</table>

<sup>2</sup> Pupil behaviour and teacher classroom management will be further discussed in AED30A “Supporting Diversity at the Primary Level” or AED32A “Teaching and Managing Learners at Secondary Level (Part 2)”, in accordance with your specialisation track.
Task 3B – Conversation with Cooperating Teacher
Discuss your observation and reflections (Task 3A) with your CT

Date held : ________________________________
Name of Cooperating Teacher & Signature : ________________________________

Task 3C – My Reflection for Week 3 after conversation with CT
(Submission deadline: Monday of Week 4)

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WEEK 4 – TEACHING ASSISTANTSHIP TASKS
Focus: Assessment and Feedback

Name of student teacher: _______________________________________________________

School: ___________________________________________________________________

Period of reflection: From ___________ to _____________

Task 4A – Observation and Note Taking
Observe and make notes on how the teacher(s) monitored and assessed pupils’ understanding, including the use of questioning techniques in class.

Task 4B – Conversation with Cooperating Teacher
Focusing on one or more of the lessons that you have observed, discuss some of the following questions with your CT:
   i. how assessment tasks are crafted and/or selected;
   ii. what strategies are used to enhance reliability of marking/scoring;
   iii. any form of performance assessment conducted; and
   iv. how teachers interpret assessment outcomes and use these to improve teaching and learning.

Date held : ___________________________________________________________________

Name of Cooperating Teacher & Signature: __________________________________________

Task 4C – My Reflection for Week 4 after conversation with CT
(Submission deadline: Monday of Week 5)

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______________________________________________________________________________
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WEEK 5 – TEACHING ASSISTANTSHIP TASKS
Focus: Lesson Segment Delivery

Name of student teacher: ____________________________
School: ____________________________
Period of reflection: From ____________ to ____________

Task 5A – My Reflection for Week 5
(Submission deadline: Friday of Week 5)

Reflect on your strengths and weaknesses in your assisted teaching (maximum 2 pages).

Task 5B – Conversation with Cooperating Teacher
Discuss your delivery of the lesson segment with your CT.

Date held: ____________________________
Name of Cooperating Teacher & Signature: ____________________________
REFLECTIONS FOR TEACHING ASSISTANTSHIP:
GUIDE FOR STUDENT TEACHERS

The purpose of your reflections is to enhance your learning experiences by systematically guiding you through specific theory-practice links. Through a series of weekly TA tasks, you will be prompted to either relate the education-related theories learnt in the first two years of your study to your observations, or make observations in preparation for your year 3 courses. These observation-reflection notes will then serve as the basis for your weekly conversations with your CTs. After each conversation, you will then consolidate your learning into a reflection write-up for submission to your NIES the following Monday, except for week 5 where you will submit on Friday of that week.

Use the following as guidelines when writing your reflections:

- Briefly summarise what you have observed, in accordance to each week’s TA task, and what you have learnt after discussing with your CT. Link what you have observed in practice and your reflections to what you have learnt at NIE.

- Your reflections are not meant to report or critique the events that you have observed, and definitely not an avenue for you to “assess” your CTs’ teaching. For example, if the lesson you observed is mainly teacher-directed, reflect on the purpose of teacher-directed approaches, and when it is useful to use such an approach. So, you could be writing something like this: “I observed how teacher-centred approaches could be used to provide the pupils with the background required for a new topic…” You should not be writing this: “The teacher used teacher-centred approaches throughout the lesson and failed to use student-centred approaches.”

- Exercise professionalism in writing about the practices, the teachers, and the pupils whom you observe or teach.
RUBRIC FOR ASSESSING REFLECTIONS

The 5 weekly reflections are NOT a log of what you did each day, but a consolidated reflection after each weekly conversation with your CT.

Use this rubric as a guide to assess how well you are reflecting on your observations and practices, enhanced through your conversation with your CT. Your NIES will also be using this assessment rubric.

<table>
<thead>
<tr>
<th>Assessment Descriptor</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Any of these:</td>
</tr>
<tr>
<td></td>
<td>• 5 reflections not submitted</td>
</tr>
<tr>
<td></td>
<td>• Incomplete or brief reflections</td>
</tr>
<tr>
<td></td>
<td>• Very slipshod reflections, showing little or no effort put in</td>
</tr>
<tr>
<td>Acceptable</td>
<td>The reflections are:</td>
</tr>
<tr>
<td></td>
<td>• Very thoughtful or insightful, linking theory with practice</td>
</tr>
<tr>
<td></td>
<td>• Well-articulated</td>
</tr>
<tr>
<td></td>
<td>• Well-organised and supported with examples</td>
</tr>
</tbody>
</table>
ROLES AND RESPONSIBILITIES OF SCM, CT & NIES

The School Coordinating Mentor (SCM), Cooperating Teachers (CTs) and NIE Supervisors (NIES) are vitally important to NIE’s school-based practicum programme. The professional guidance and help they provide to the student teachers during this school attachment are of great importance to the latter’s initial professional growth and development. A significant factor in the success of a student teacher’s supervised practicum experience is the kind of professional relationship established between the SCM, the CTs and the NIES. It is important that a sound team relationship be developed and that each member of the team is able to communicate openly and honestly with one another.

The SCM, CT and NIES roles and responsibilities are outlined below.

School Coordinating Mentor (SCM)

The key tasks of the SCM include the following:

a) Overall in charge of practicum-related matters in school;

b) Main liaison person with the NIES:
   - on all matters pertaining to the practicum learning experiences and performance of student teachers in the school;
   - on cases of “student teachers at risk” that need closer monitoring and supervision;
   - on the Practicum assessment panel (chaired by the school principal) to decide on final grades to be awarded to student teachers at the end of the practicum.

c) Conduct briefing for induction of student teachers;

d) Conduct briefing for induction of CTs;

e) Oversee work of CTs & student teachers;

f) Facilitate observation of other teachers’ lessons;

g) Evaluate student teachers’ practicum performance;

h) Alert NIES the potential FAIL cases before the final assessment meeting

i) Verify and confirm with NIES the potential
   - DISTINCTION / FAIL cases before the moderation deadline [for all final practicum only]
   - FAIL cases before the moderation deadline [for BA/BSc(Ed), Dip Ed and PGDE (PE) – TP1];

Civil servants can call in sick without Medical Certificate (MC) for 2 non-consecutive days. This policy applies only to NIE student teachers who are employees of MOE (but excluding returning teachers on professional development leave and student teachers on no-pay re-exam leave). For application of such unrecorded sick leave, student teachers have to email the SCM, copying NIES, before the start of school for that day and obtain the SCM’s written support. In addition, student teachers have to attach this written support to the completed NIE Urgent Private Affair (UPA) Leave Form and submit it to Office of Academic Administration Services (OAAS), NIE, for onward transmission to MOE.
Cooperating Teacher (CT)

The key tasks of CTs include the following:

a) Help settle student teacher in by:
   - preparing your class(es) for student teacher to observe and assist,
   - arranging for a place in the Staff Room for the student teacher to do work and to make the student teacher feel welcome as a professional co-worker.

b) Acquaint the student teacher with:
   - school personnel and school buildings*,
   - school mission, policy, organisation and routines*,
   - school and classroom discipline procedures*,
   - teaching resources/materials/equipment*.

c) Assist the student teacher in preparing for classroom observation and teaching by:
   - confirming the teaching subjects and timetable*,
   - explaining the part of the syllabus to be observed and assisted by the student teacher,
   - supplying the student teacher with textbooks and workbooks,
   - acquainting the student teacher with knowledge of pupils,
   - explaining to the student teacher your expectations of pupils,
   - explaining the classroom rules and procedures already established,
   - familiarising the student teacher on the use of syllabuses and relevant schemes of work,
   - explaining to the student teachers the pastoral care duties of teachers,
   - arranging for the student teacher to observe you (and other teachers) in classroom teaching and management,
   - conversing with student teachers weekly on the topics assigned to the student teachers in their TA/TP1 tasks and completing the TA/TP1 checklist [for all non-final practicum only],
   - providing lessons for student teacher to teach [for ALL practicum].

d) Guide/Instruct the student teacher in classroom teaching and management by [for ALL practicum, except for BA/BSc(Ed) – TA and PGDE – TA]:
   - Advising the student teacher on lesson planning, lesson preparation and student management in the classroom, the marking of pupils’ work and keeping of records,
   - providing feedback to the student teacher (after each lesson observation) by using the Assessment of Performance in Teaching (APT) instrument to help identify areas of strengths and weaknesses, and suggest alternative approaches/strategies that can be adopted.

e) Observe lessons conducted by the student teacher [for ALL practicum, except for BA/BSc(Ed) – TA and PGDE – TA]:
   - See section on “The lesson observation-feedback cycle”.

f) Evaluate student teacher’s professional disposition by:
   - assessing the student teacher’s professional attitude/conduct (e.g. punctuality, courtesy, respect, integrity, collegiality, enthusiasm, commitment, etc.) and preparing a summative report on the student teacher
   - liaising with the School Coordinating Mentor (SCM) and to discuss the student teacher’s progress.
These tasks may have been carried out by the SCM. However, the CT(s) may need to provide reinforcement on these matters.

**NIE Supervisor (NIES)**

The NIE Supervisor (NIES) assumes the major responsibility for the general welfare of the student teacher and serves as the liaison between NIE and the school to which the student teacher is assigned for the practicum. The NIES works closely with both the student teacher and the school to ensure that the interests and expectations of each are being satisfied.

**NIES function in various roles:**

a) As a supervisor of professional experience for the student teacher, the NIES should:
   - assist the student teacher in preparing for the teaching attachment experience by communicating clearly NIE’s expectations, e.g., lesson plans for all lessons taught, positive work attitude, professional conduct, working with CTs and other members of staff, conforming to rules governing teachers of the school,
   - ensure the student teachers settle into their roles and responsibilities,
   - guide/instruct the student teachers in classroom teaching and management,
   - guide the student teachers in preparing their reflections during TA/TP1 [for ALL non-final practicum],
   - advise the student teacher on lesson planning, lesson presentation and student management in the classroom [for ALL practicum, except for BA/BSc(Ed) – TA and PGDE – TA],
   - observe lessons conducted by the student teachers (see section on “The lesson observation-feedback cycle”) and provide feedback to the student teacher by using the Assessment of Performance in Teaching (APT) instrument to help identify areas of strengths and weaknesses, and suggest alternative approaches/strategies that can be adopted (for TP1 and TP2 only).

b) As a counsellor to the student teacher, the NIES should:
   - advise the student teacher concerning professional matters,
   - be an advocate for the student teacher,
   - help the student teacher maintain a professional attitude towards teaching and the school community.

c) As an evaluator, the NIES should:
   - establish with the student teacher (and SCM and CTs) acceptable standards of performance,
   - liaise with the SCM and CTs, meet periodically with them to discuss the student teacher’s progress, and determine helping strategies to be used,
   - identify areas of strengths and weaknesses exhibited by the student teacher,
   - help the student teacher develop plans to improve his/her performance and suggest, if necessary, remedial action,
   - read and give feedback on student teachers’ reflections during TA/TP1 [for non-final practicum only]
   - observe lesson(s) taught by each student teacher during practicum [for ALL practicum, except for BA/BSc(Ed) – TA and PGDE – TA],
   - check student teachers’ practicum files to see if they are on task and up-to-date with their lesson plans [for ALL practicum, except for BA/BSc(Ed) – TA and PGDE – TA],
   - assess the student teacher’s performance towards the end of the practicum and prepare a formative/summative report on the student teacher,
   - act as “quality controller” by moderating across schools under his/her charge for practicum (i.e., making classroom observations per student teacher) and validating
grades suggested by schools [for ALL practicum, except for BA/BSc(Ed) – TA and PGDE – TA],
- listen to student teacher’s final portfolio presentation and help him/her consolidate learning, conduct a final check on the practicum files at the end of TP to ensure that student teacher has kept up with his/her lesson planning and preparation work right to the end [for ALL final-practicum only],
- For Professional Practice and Inquiry (PPI), assess the student teacher’s ability to reflect and inquire into his/her practice through his/her sharing during pre-practicum conference and Focused Conversations [for ALL final-practicum only],
- Prepare student teacher’s PPI assessment report [for ALL final-practicum only].

d) As a liaison between NIE and the schools, the NIES should:
- share experiences which will help the student teacher in his/her professional preparation prior to the teaching attachment,
- seek ways to bring about cooperative and collaborative relationships between NIE and the schools,
- acquaint the cooperating school personnel with the objectives and policies of the student teaching phase of the teacher preparation programme (i.e., TP1 and TP2),
- provide material that will help the CT become acquainted with his/her assigned student teacher and with his/her responsibility for the student teacher,
- assist the SCM, CT and student teacher interpret the current practicum materials (e.g., Practicum Handbook, suggested guidelines and etc.) and the policies currently at NIE,
- consult with the SCMs and CTs of the school concerning the student teacher’s performance,
- inform the Practicum Office of student teachers’ serious problems and/or questionable progress,
- make his/her services available to SCMs and CTs for whatever assistance may be required,
- provide a NIE moderator to observe potential DISTINCTION / FAIL [for ALL final practicum only] and FAIL [for BA/BSc(Ed), Dip Ed and PGDE (PE) – TP1 only] student teachers,
- inform the student teacher of moderation for DISTINCTION / FAIL [for ALL final practicum only] and FAIL [for BA/BSc(Ed), Dip Ed and PGDE (PE) – TP1 only].

In summary, NIES would be involved in the following cycle of practicum activities:
a) Pre-Practicum Conference
- Highlight student teacher’s role during practicum, i.e., as learner and co-teacher,
- Emphasise the Code of Professional Conduct,
- Check that student teacher is aware of NIE requirements, e.g., timetable, reflection, APT form, lesson plan, practicum file, etc.,
- Help student teacher set some personal learning goals for the practicum,
- Check that NIES is able to view student teachers’ portfolios to facilitate PPI assessment [for all final practicum only].
- Give feedback on student teacher’s portfolio presentation [for final-practicum only].

b) School Courtesy Call (see Appendix 8 for Checklist for the First Meeting with the SCM)
c) Read and give feedback on student teachers’ reflections during TA/TP1 [for non-final practicum only]
d) Lesson Observation [for ALL practicum, except for BA/BSc(Ed) – TA and PGDE – TA]
e) Final Assessment Meeting
f) Submission of practicum summative reports

g) Submission of PPI summative reports [for final-practicum only]

h) Post-Practicum Conference

- Listen to student teacher’s ‘sharing of learning during practicum’ and help him/her consolidate learning,
- Encourage student teacher to identify areas of strength and areas of weakness,
- Prompt student teacher to take stock of what he/she has set out to achieve at the beginning of practicum,
- Collect practicum file for perusal, and return it to the student teacher a week later.
### Checklist for First Meeting with the School Coordinating Mentor (SCM)

#### Public relations

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make an appointment to see the SCM</td>
<td></td>
</tr>
<tr>
<td>Discuss with the SCM</td>
<td></td>
</tr>
<tr>
<td>Discuss with the P and VP</td>
<td></td>
</tr>
<tr>
<td>Discuss with the CTs</td>
<td></td>
</tr>
<tr>
<td>Thank all of the above for their help with the practicum</td>
<td></td>
</tr>
</tbody>
</table>

#### Discussion with the SCM - Administration

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate to the SCM that the student teachers are on practicum</td>
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</tr>
<tr>
<td>Ensure that the SCM is aware of the structure of practicum and what it entails</td>
<td></td>
</tr>
<tr>
<td>Check that the student teachers are assigned the appropriate subjects and number of periods <em>(please refer to the suggested guidelines)</em>, and to make up any shortfall by more observations of classes</td>
<td></td>
</tr>
<tr>
<td>Check that the student teachers have a proper place to work and have received the Schemes of Work, syllabi, textbooks, stationery, internet access, etc.</td>
<td></td>
</tr>
<tr>
<td>Inform the SCM that you will be informing him/her when you will be observing the student teachers (state date)</td>
<td></td>
</tr>
<tr>
<td>Collect student teachers’ timetables</td>
<td></td>
</tr>
<tr>
<td>Schedule a tentative date for the final assessment meeting (state date*)</td>
<td></td>
</tr>
</tbody>
</table>

#### Discussion with the SCM – Professional

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate to the SCM that the school has a major role in guiding the student teachers in developing their pedagogical content knowledge, classroom management skills, professional development and other school responsibilities</td>
<td></td>
</tr>
<tr>
<td>Arrange for student teachers to observe (not take charge of) CCAs</td>
<td></td>
</tr>
<tr>
<td>Inform SCM that student teachers may be asked to relieve no more than 2 periods per day or no more than 1 period per day (for the PGDE JC programme) [1 period = 30 – 45 minutes]</td>
<td></td>
</tr>
<tr>
<td>Encourage the SCM and CTs to have pre- and post-observation discussions</td>
<td></td>
</tr>
<tr>
<td>Inform the SCM on the role of the NIES</td>
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</tr>
<tr>
<td>Review the APT form</td>
<td></td>
</tr>
<tr>
<td>- no need to fill every category during formative observations</td>
<td></td>
</tr>
<tr>
<td>- “grades” on formative APT forms should be reflected by the grades on summative APT form, which in turn should be reflected by the final overall grade</td>
<td></td>
</tr>
<tr>
<td>Remind SCM to inform the NIES early if a student teacher is an ‘at-risk’/failure/distinction case.</td>
<td></td>
</tr>
<tr>
<td>- failure by ___________ (state date*)</td>
<td></td>
</tr>
<tr>
<td>- distinction by ___________ (state date*)</td>
<td></td>
</tr>
<tr>
<td>Remind SCM on the need to maintain records for failure/distinction cases, especially on student teacher’s attitude and performance on non-academic situations</td>
<td></td>
</tr>
</tbody>
</table>

* based on schedule provided by Practicum Office

(Adapted from checklist designed by Dr Daniel Tan, NSSE AG, NIE)
TEACHING ASSISTANTSHIP SUMMATIVE REPORT (Part I)
[To be completed by the Main CT, SCM and the Principal]

Name of Student Teacher: _______________________________ CS1: ____________
Programme & Intake: ________________________________ CS2: ____________
School: ________________________________ CS3: ____________
Classes Attached To: ________________________________

A. To be completed by main Cooperating Teacher

I) Student teacher’s attendance (Tick relevant box)

☐ 100% attendance
☐ absent for ____ day(s)

Date(s): __________________________________________________________
Reason(s) for absence: _____________________________________________

II) Comments on student teacher’s professional attributes and attitudes (e.g.s. shows care and concern for pupils; demonstrates warmth and enthusiasm; shows evidence of being reflective; is punctual; dresses professionally, etc.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

III) Overall Performance (to be decided in consultation with SCM and School Principal) [Put a tick (✓) in the appropriate box]:

<table>
<thead>
<tr>
<th>Student teacher is generally positive in work attitude and shows sufficient commitment to the profession. S/he has the potential to become a good teacher, given the experience.</th>
<th>PASS ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student teacher is lacking in interest, work attitude and commitment to the profession.</td>
<td>FAIL ☐</td>
</tr>
</tbody>
</table>

(Please turn over ...)
IV) Areas of concern to be highlighted, if any.

________________________________________________________________________
                                                                                   
________________________________________________________________________
                                                                                   

Name of main Cooperating Teacher : ________________________________
Signature / Date : __________________________________________

B. School Coordinating Mentor's comments

________________________________________________________________________
                                                                                   
________________________________________________________________________
                                                                                   
________________________________________________________________________
                                                                                   
________________________________________________________________________
                                                                                   
________________________________________________________________________

Name of School Coordinating Mentor : ________________________________
Signature / Date : __________________________________________

C. Principal's comments

________________________________________________________________________
                                                                                   
________________________________________________________________________
                                                                                   
________________________________________________________________________
                                                                                   
________________________________________________________________________
                                                                                   
________________________________________________________________________

Name of Principal : ________________________________________________
Signature / Date : __________________________________________
### TEACHING ASSISTANTSHIP SUMMATIVE REPORT (Part II)

[To be completed by the NIE Supervisor]

<table>
<thead>
<tr>
<th>Name of Student Teacher</th>
<th>: ________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme &amp; Intake</td>
<td>: ________________________________</td>
</tr>
<tr>
<td>School/JC/Institute</td>
<td>: ________________________________</td>
</tr>
<tr>
<td>Date of Assessment Meeting</td>
<td>: ________________________________</td>
</tr>
</tbody>
</table>

**Final overall grading (with input from school)** [Put a tick (✔) in the appropriate box]:

<table>
<thead>
<tr>
<th>Student teacher is generally positive in work attitude and shows sufficient commitment to the profession. S/he has the potential to become a good teacher, given the experience.</th>
<th>PASS [ ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student teacher is lacking in interest, work attitude and commitment to the profession.</td>
<td>FAIL [ ]</td>
</tr>
</tbody>
</table>

**ENDORSEMENTS**

<table>
<thead>
<tr>
<th>Name of School Principal</th>
<th>: ________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature / Date</td>
<td>: ________________________________</td>
</tr>
<tr>
<td>Name of School Coordinating Mentor</td>
<td>: ________________________________</td>
</tr>
<tr>
<td>Signature / Date</td>
<td>: ________________________________</td>
</tr>
<tr>
<td>Name of NIE Supervisor</td>
<td>: ________________________________</td>
</tr>
<tr>
<td>Signature / Date</td>
<td>: ________________________________</td>
</tr>
</tbody>
</table>

(Please turn over ...)

© 2020, NIE, Office of Teacher Education (OTE), Practicum
TO BE COMPLETED BY THE NIE SUPERVISOR

I) The student teacher completed the Weekly Reflections for all 5 weeks [Put a tick (✓) in the appropriate box].

YES ☐ NO ☐

II) Comments on the coverage and quality of work based on review of weekly reflections.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

III) I have noted the report submitted by the school (Summative Report Part I). My comments, if any, are as follows:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

FOR AG USE

Name of AG Practicum Leader : _____________________________________________

Signature / Date : _______________________________________________________

Reports enclosed [Please tick (✓)] : ☐ Summative Report Part I

Name of Head/AG : _______________________________________________________

Signature / Date : _______________________________________________________
ADMINISTRATIVE PROCEDURES

The Practicum Office

The Practicum Office is manned by three full-time administrative staff. If you have any queries pertaining to the Practicum, you can call the staff at 6790 3308 or email them at pract@nie.edu.sg. You may also fax materials to the Practicum Office at fax number 6896 9110.

To find out more about the Practicum for the programme, you can visit the Practicum website at http://www.nie.edu.sg/teacher-education/practicum/.

Submission of TA Reports

At the beginning of the TA, every Cooperating Teacher will be given a copy of the TA Checklist on Teaching Competencies by his/her student teacher. The completed checklist need not be submitted to NIE, but a copy should be given to the student teacher for inclusion in his/her Practicum File.

At the end of TA, the NIES is required to complete a Summative Report (Part II). In addition, the Main CT, SCM and principal are requested to jointly complete a Summative Report (Part I). The school's Summative Report Part I should be submitted to the NIES at the End-of-TA Meeting chaired by the Principal. The NIES needs the school's input to write his/her final report. The NIES will submit the documents to his/her Head/AG through his/her AG Practicum Leader.

If the school's SCM misses handing his/her report to the NIES at the assessment meeting, then the SCM must submit it by the deadline* stated in the cover letter from the Practicum Office to:

Practicum Office
National Institute of Education
1 Nanyang Walk
Singapore 637616

* If the originals cannot reach Practicum Office by the deadline, then fax them to Fax No. 68969110 by the deadline and send the originals in by mail soon after.
REFLECTION JOURNAL FOR TP1

The purpose of your reflection journal is to record thoughts and feelings about your growth and development during your practicum. As a whole, your journal should focus on your professional development during your practicum.

Use the following as guidelines when writing your reflections:

- In your observations for your weekly reflections, frame your reflections using the questions “how” and “what”. Therefore, focus your attention on making sense of what you observe rather than simply noting what has occurred. Link what you observe in practice to what you have learnt at NIE. Think of new ideas or ways of teaching that can be generated based on what you have observed.
- Your journal is not meant to simply report or critique the events that you observe, and definitely not an avenue for you to “assess” your CTs’ teaching! For example, if the lesson you observed is mainly teacher directed, reflect on the purpose of teacher directed approaches, and when it is useful to use such an approach. So, you could be writing something like this: “I observed how teacher-centred approaches could be used to provide the pupils with the background required for a new topic….” You should not be writing this: “The teacher used teacher-centred approaches throughout the lesson and failed to use pupil-centred approaches.”
- Exercise professionalism in writing about the practices, the teachers, and the pupils whom you observe or teach.

Possible topics for consideration as you reflect on the various teaching processes:

- Teaching / Instructional Practices
  - Reflections on the concepts and activities that you see with what you learnt at NIE;
  - Thoughts about the design of the curriculum, e.g., how come topics are sequenced in a certain manner?
  - Thoughts on how learning is facilitated.
  - Thoughts and perceptions of how learning theories are brought out in the classroom, e.g., how do the approaches adopted match the pupils’ developmental stage?
  - Ideas gained through the class interactions between teacher and pupils, and among pupils.

- Pupil Learning
  - Responses to pupils’ participation in the activities
  - What engages and motivates the pupils and why

- Professional roles and responsibilities
  - Reflections on your roles and participation in your practicum, e.g., assisting your CTs in teaching and in managing pupils in class, working with small groups, etc.
  - Reflections on your professional relationship with other CTs/administrators and staff members of the school, e.g., what it means to be a team player.
  - Awareness of yourself in relation to being a teacher within a school community, e.g., how what you do and say could affect others.

- Reflections on your emerging philosophy of what teaching and learning is about

Hope these TIPS will help you in your journal writing.
© Wishing you a successful practicum ©
### Assessment Rubric for Assessing Reflection Journal Entries

The Reflection Journal comprises the reflection forms. The journal is NOT a log of what you did during the day, but rather a documentation of your thoughts about teaching and learning.

Use this rubric as a guide to assess how well you are reflecting on your observations and practices. Your NIE Supervisor will also refer to this rubric to assess the content of your journal entries and point out areas of strengths in your reflection writing and thinking.

<table>
<thead>
<tr>
<th>Assessment Descriptor</th>
<th>Content of Journal Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approaching Expectations</strong></td>
<td>Disorganised</td>
</tr>
<tr>
<td></td>
<td>Brief</td>
</tr>
<tr>
<td></td>
<td>Ideas are not developed</td>
</tr>
<tr>
<td></td>
<td>Ideas are not supported by sufficient examples</td>
</tr>
<tr>
<td><strong>Meeting Expectations</strong></td>
<td>Fairly well organised</td>
</tr>
<tr>
<td></td>
<td>Fairly detailed</td>
</tr>
<tr>
<td></td>
<td>Ideas are partially developed, but the whole is underdeveloped and incomplete</td>
</tr>
<tr>
<td></td>
<td>Ideas are supported with some examples</td>
</tr>
<tr>
<td><strong>Exceeding Expectations</strong></td>
<td>Well organised</td>
</tr>
<tr>
<td></td>
<td>Very detailed</td>
</tr>
<tr>
<td></td>
<td>Ideas are well developed throughout</td>
</tr>
<tr>
<td></td>
<td>Ideas are supported with many concrete examples</td>
</tr>
</tbody>
</table>
My Weekly Reflections for Week 1

Name of student teacher: ____________________________

School: __________________________________________

Period of reflection: From ______________________ to ________________

Process 1: Lesson Preparation

Talk to your cooperating teachers about how they
• decide on the lesson objectives,
• select the teaching strategies, learning activities and resources to be used,
• update their content knowledge.

How would I apply what I have learnt in these areas in my teaching? What theories have I learnt at NIE that underpin these teaching/learning practices?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Process 2: Lesson Enactment

Observe
• how lessons are introduced and concluded,
• how pupils’ interests are sustained,
• how pupil participation in learning is encouraged
• how clear instructions and explanations are given,
• how questioning and responding techniques are carried out.

How would I apply what I have learnt in these areas in my teaching? What theories have I learnt at NIE that underpin these teaching/learning practices?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Process 3: Assessment and Feedback

Observe
- how feedback is given to pupils in a timely manner,
- how pupil understanding is addressed and monitored.

How would I apply what I have learnt in these areas in my teaching? What theories have I learnt at NIE that underpin these teaching/learning practices?

Process 4: Positive Classroom Culture

Observe
- pupil-pupil and teacher-pupil interactions,
- how rules and routines are established and maintained,
- how good behaviour is encouraged.

How would I apply what I have learnt in these areas in my teaching? What theories have I learnt at NIE that underpin these teaching/learning practices?
My Weekly Reflections for Week 2

Name of student teacher: ____________________________________________

School: ____________________________________________

Period of reflection: From __________________ to __________________

Process 1: Lesson Preparation

Talk to your cooperating teachers about how they
• apportion the different lesson components within the time frame given,
• ensure that pupil diversity is taken care of.

How would I apply what I have learnt in these areas in my teaching? What theories have I learnt at NIE that underpin these teaching/learning practices?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Process 2: Lesson Enactment

Observe
• how pupils’ higher order thinking is stimulated,
• use of language and voice in the classroom,
• how individual/group learning is organised
• how a variety of ICT/resources are used,
• the pacing of lesson components.

How would I apply what I have learnt in these areas in my teaching? What theories have I learnt at NIE that underpin these teaching/learning practices?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Process 3: Assessment and Feedback

Discuss with your cooperating teachers
- how written work, tests and exams are designed,
- how they manage their marking workload.

How would I apply what I have learnt in these areas in my teaching? What theories have I learnt at NIE that underpin these teaching/learning practices?

Process 4: Positive Classroom Culture

Observe
- how safe and stimulating learning environments are established and maintained,
- how an environment that empowers pupils is created.

How would I apply what I have learnt in these areas in my teaching? What theories have I learnt at NIE that underpin these teaching/learning practices?

Making Links …

What links can I see between the competencies I learnt in the 2 weeks? What new ideas or ways of teaching can be generated based on what I have observed in these 2 weeks?
## ASSESSMENT OF PERFORMANCE IN TEACHING (FORMATIVE)

**Name of Student Teacher:**

**Subject:**

**Programme / Intake:**

**School:**

**Class/Time/Date:**

**Lesson Observation:**

<table>
<thead>
<tr>
<th>PART A: TEACHING PROCESSES</th>
<th>Competency Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROCESSES</td>
<td>Not Yet</td>
<td>Emerging</td>
<td>Satisfactory</td>
<td>Proficient</td>
<td>Excellent</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>1. LESSON PREPARATION</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td></td>
<td>* Determines appropriate lesson objectives ( )</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>* Selects appropriate sequence and content ( )</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Decides on appropriate instructional strategies ( )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Decides on teaching aids and learning resources ( )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Plans key questions to ask ( )</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>* Considers learners’ profiles ( )</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>* Develops a workable/appropriate time schedule ( )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Selects appropriate venue and set up <em>[PE only]</em> ( )</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. LESSON ENACTMENT</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td></td>
<td>* Introduces the lesson appropriately ( )</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>* Arouses and sustains learner interest ( )</td>
<td></td>
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<tr>
<td></td>
<td>* Encourages learner engagement ( )</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>* Provides clear explanations/demonstrations ( )</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>* Uses questions to deepen learning ( )</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>* Exercises flexibility to meet learners’ needs ( )</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>* Uses voice and language appropriately ( )</td>
<td></td>
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<tr>
<td></td>
<td>* Facilitates collaborative and individual learning effectively ( )</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>* Integrates ICT/resources effectively ( )</td>
<td></td>
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<tr>
<td></td>
<td>* Paces lesson appropriately ( )</td>
<td></td>
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<tr>
<td></td>
<td>* Concludes the lesson appropriately ( )</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>3. ASSESSMENT AND FEEDBACK</strong></td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td></td>
<td>* Checks for understanding and provides feedback ( )</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>* Monitors and addresses understanding ( )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Sets meaningful tasks ( )</td>
<td></td>
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</tr>
<tr>
<td><strong>4. POSITIVE CLASSROOM CULTURE</strong></td>
<td>☐</td>
<td>☐</td>
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<tr>
<td></td>
<td>* Establishes interaction and rapport ( )</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>* Sets expectations and routines ( )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Enforces expectations and routines effectively ( )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Maintains positive discipline ( )</td>
<td></td>
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<tr>
<td></td>
<td>* Creates a secure environment which encourages trust and respect ( )</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>* Empowers learners ( )</td>
<td></td>
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</tr>
</tbody>
</table>

# PE only - where environment is safe and space is maximised for effective teaching and learning.
PART B: PROFESSIONAL ATTRIBUTES AND ATTITUDES

Please note that feedback for Part B need not be based on lesson observations. Evidence can be obtained from the student teacher’s reflections, feedback conferences and observations of his/her interactions with pupils and colleagues.

<table>
<thead>
<tr>
<th>ATTRIBUTES / ATTITUDES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the brackets provided,
- insert ‘+’ when the attribute/attitude is a strength;
- insert ‘-’ when the attribute/attitude is a weakness;
- leave blank when the attribute/attitude is neither a strength nor a weakness;
- insert ‘NA’ when there is no opportunity for the student teacher to demonstrate the attributes/attitudes.

<table>
<thead>
<tr>
<th>LEARNER-CENTRED VALUES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER IDENTITY</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SERVICE to SCHOOL</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Please tick one)

- Unacceptable
- Acceptable
- Good
- Excellent

Name of Cooperating Teacher / NIE Supervisor ___________________________ Signature ___________________________ Date ___________________________
The Practicum at NIE is based on focused supervision, and the provision of both formative and summative assessment to provide student teachers with a clear idea of their strengths and weaknesses over the course of their teaching practice. This idea of developmental supervision is at the centre of practicum. ‘Clinically’, the aim is to provide student teachers with a clear and accurate account of the lesson under observation, so as to provide a basis for discussion with them, and sometimes the cooperating teacher as well, in post-lesson conferences. In the second and subsequent lesson observations, this feedback is directed particularly at the focus or foci for a particular lesson observation agreed with the student teacher beforehand. Clinically, then, the purpose of lesson observations is to provide formative feedback to the student teachers. Practicum is graded at NIE, and as a consequence the second aim of lesson observation is to build up a record of performance that will be used to provide a final summative grade.

b) Who Observes the Student Teachers' Lessons

Student teachers will be observed by the NIES and the school-based cooperating teacher. Sometimes, the head of department, VP or Principal might also wish to observe the student teacher as well. It is always useful, therefore, at the beginning of the practicum to discuss with the student teacher and cooperating teacher(s) how observations might best be scheduled.

c) Observational Records

Much is written in the literature on the need to keep detailed records so as to minimise the possibility of disagreements and arguments in post-lesson conferences over what actually took place. The justification for keeping records ought to concentrate on the different kinds of data and instruments that the supervisor feels are necessary to use for the purposes of formative feedback. However, for summative assessments it will be necessary to provide an assessment of each lesson, and this is done using an observation instrument called the ‘Assessment of Performance in Teaching’ (APT) instrument, which is described later.

d) Length of Lesson Observations and Procedures to Adopt

As lessons in Singapore classrooms are typically only 30 minutes (primary), 35/40 minutes (secondary) or 45 minutes (junior college) in length, a useful guide would be to plan to see double period lessons where possible.

e) The Lesson Observation-Feedback Cycle

The process comprises a three-stage cycle:

i. Pre-Observation Conference
ii. Lesson Observation
iii. Feedback Conference

i. Pre-Observation Conference

Its main purpose is to help the student teacher prepare and plan the lesson that is to be taught. Detailed lesson plans must be written for every lesson. The CT/NIES will discuss with the student teacher his/her lesson plan and, if necessary, suggest modifications and/or supplementary materials that can be included. This discussion is best held a day or two before the lesson observation so that there will be time for the student teacher to make the changes suggested. The confirmed lesson plans must be given to the CTs one working day in advance.
What to do during the Pre-observation Conference?

a) Check to see that the lesson plan
   - has definite, meaningful goals/objectives,
   - is relevant to the topic/subject,
   - is appropriate for the class/level,
   - is workable in terms of methods/time given.

b) Suggest modifications, only if it is really necessary (e.g., it is against the school rules), and advise the student teacher on problems that might be encountered and how these could be handled. Otherwise, it is better for the student teacher to have ownership of his/her plan.

c) Discuss with the student teacher to agree on points of focus for the lesson to be observed. These could be the student teacher’s classroom management, explaining, or questioning skills, etc. It is good to agree on some teaching aspects to focus on for observation so that the student teacher will pay special attention to them and the CT/NIES, in turn, will be able to provide specific feedback on these particular aspects.

d) Agree with the student teacher on the time for the Feedback Conference.

ii. 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 the student teacher’s classroom behaviour. The NIES and the student teacher are partners in a shared inquiry, examining together three related questions: What is going on in this classroom? What changes might be made to improve learning? What type of observation seems most useful at this point?

The CT/NIES’ role during lesson observation sessions is primarily that of an unobtrusive data-gatherer while the student teacher teaches. He/She should refrain from intervening or participating in the student teacher’s teaching. Data collected during lesson observations, when analysed, will show the student teacher’s strengths as well as the areas that need improvement. Repeated observations provide a sound, cumulative description of the student teacher’s teaching development over time.

What can observations focus on?

The APT observation form diagnoses the strengths and weaknesses of the student teacher’s teaching competencies in two main areas – Teaching Processes and Professional Attributes and Attitudes. They are:

Part A: Teaching Processes

- Lesson Preparation
- Lesson Enactment
- Assessment and Feedback
- Positive Classroom Culture

Part B: Professional Attributes and Attitudes

- Learner-Centred Values
- Teacher Identity
- Service to School
A sample of the APT form is given in Appendix 13 respectively. If you identify weaknesses early, you can focus on these for subsequent observations and pre- and post-observation discussions.

If this is not done, then both the student teacher and NIES will experience frustration because each will be doing and expecting different things.

The APT form need only be filled up for the formal lesson observations. For the informal observation of the student teacher's lessons, the APT form need not be filled up but it could be used to guide the observation process.

Do take some time to:
- read the explanatory notes of the APT forms on page 89, the glossary of terms in Appendix 15 and the “grade” descriptors in Appendix 16,
- discuss these terms with the student teacher in order to establish basic terms of reference as well as to clarify the objectives of practicum.

iii. Feedback Conference

During the feedback conference, the CT/NIES provides information to the student teacher about his/her performance and progress in teaching. The data (on events, student teacher and student behaviour, and interactions etc.) systematically collected during the lesson observation will now be analysed and used to indicate strengths and diagnose weaknesses.

The focus of your analysis should be on student learning – and the ways in which the teaching facilitated or impeded that learning.

When to hold the feedback conference?

It should be held within the same day, as soon as possible after the observation, being sure to allot enough time for the analysis. The discussion should probably last about 30 minutes. Shorter discussions will seem rushed, and longer ones tend to produce fatigue and anxiety.

What to remember during feedback conferencing?
- The feedback conference should examine those aspects of teaching that has been jointly agreed upon as observational focus during the pre-observation conference.
- Any feedback session calls for counselling skills. It is only in the context of a supportive CT/student teacher and NIES/student teacher relationship that feedback can be given and accepted positively.
- The CT/NIES may take the lead in analysis and interpretation, and the CT/NIES may also play the more direct role of instructor, providing specific suggestions. It is also important that the student teacher be provided ample opportunities to explain and reflect upon his/her actions. Most student teachers tend to be defensive or overly self-critical about their teaching. They should be encouraged to see both their strengths and weaknesses.
- The CTs/NIEs can adopt the Reflective Practice Framework (see Appendix 17) during the feedback conference with the student teachers.
f) The Assessment of Performance in Teaching (APT) Instrument

Introduction

As mentioned earlier, the APT instrument provides a way of diagnosing strengths and weaknesses in classroom teaching, as well as monitoring progress and providing a summative assessment of student teachers. It has been designed to be used by NIES and school-based cooperating teachers, and can also be used by the student teachers themselves to provide feedback to peers.

It has to be admitted that the instrument looks more complex than it really is. Though it takes some time to master, fairly high levels of inter-rater reliability can be achieved. Please spend some time familiarising yourself with the instrument so that you can use it with ease.

When using the instrument for the first few times, you may wish to make notes on a separate sheet of paper during the lesson observation itself and then complete the APT form at a later point.

Teaching Processes, Competencies and Professional Attributes/Attitudes

The APT instrument is premised on the view that practical teaching comprises a number of generic teaching processes. These in turn draw on a range of competencies, such as knowledge of subject matter and skill in record keeping. Finally, it is maintained that the teacher draws on certain professional characteristics such as enthusiasm and warmth. Practical teaching, then, is conceptualised as a definite set of teaching processes and competencies which can be taught to student teachers and which are modified to form particular personal teaching styles by the characteristics of the individual student teacher.

The APT instrument as a Formative and Summative Instrument

As discussed above, the APT is intended to be used primarily as a formative instrument to help ascertain where student teachers might usefully concentrate their efforts so that help can be given and improvements made. Accordingly, it plays a major part in lesson conferences and in the supervision cycle generally. A few APT forms that documents a series of lesson observations can serve to provide a summative assessment of the student teacher's classroom teaching performance.

A Guide to Using the APT

The following information is a guide to using the APT form:

- Complete one form for each lesson observed.
- Give verbal feedback on the student teacher's strengths and weaknesses for the lesson observed within the same day.
- Make a photocopy of the completed form and give it to the student teacher for his/her reference and filing within one week of the lesson observation.
- When completing the form, pay special attention to the Teaching Processes and Professional Attributes and Attitudes listed. For each Process, you may want to tick the box against the quality that best summarises the student teacher's performance for that particular lesson observed. The purpose is to construct a profile of the student teacher's strengths and weaknesses in terms of his/her content knowledge, teaching skills and professional qualities. It is important to substantiate the quality indicated with descriptive comments.
- Indicate strengths and weaknesses of the **competencies** listed for Teaching Processes and Professional Attributes and Attitudes by entering the ‘+’ and ‘-’ signs in the brackets provided. If a particular competency is neither a strength nor a weakness, then leave it blank. Enter ‘NA’ if there was no opportunity for the student teacher to demonstrate the competency.

- The **Comments** section is for writing down the student teacher’s strengths and areas for improvement, and suggestions for doing so. This section is divided into 2 blocks. The first block is for comments on the Teaching Processes. The second block is devoted to comments on the student teacher’s Professional Attributes and Attitudes that were displayed during that particular lesson observed.

- The “Rubrics for Assessing Student Teachers’ Teaching Competencies, and Professional Attributes and Attitudes: Guidelines for School Mentors and NIE Supervisors” can be found in Appendix 18.
GLOSSARY OF TERMS USED IN THE APT FORM

The definitions given are intended to help observers make informed assessments of the student teacher's lessons. They are, however, not exhaustive, and should be expanded by the observer's own professional insights wherever appropriate.

PART A: TEACHING PROCESSES

1. LESSON PREPARATION

Student teacher provides evidence of having thought through various key aspects of the lesson and prepared the relevant learning materials. Student teacher is able to articulate a rationale for each decision or planned teaching move.

a) Determines appropriate lesson objectives
   • Selects relevant and attainable lesson objectives
   • States lesson objectives in operational terms
   • Links lesson objectives to teaching units

b) Selects appropriate sequence and content
   • Selects appropriate examples – relevant, interesting, conceptually or procedurally correct
   • Sequences content coherently
   • Addresses challenging aspects of topic
   • Links lesson objectives to broader context of subject
   • Anticipates pupils’ questions
   • Selects appropriate sequencing of content to the teaching of dance, gym or games, e.g. GCA lesson structure for teaching of games (PE only)

c) Decides on appropriate instructional strategies
   • Outlines the strategies chosen
   • Describes briefly the learning activities
   • Determines ways of monitoring pupil learning, e.g., questioning, seatwork, homework.
   • Sequences activities in a coherent and developmentally progressive way

d) Decides on teaching aids and learning resources
   • Selects and uses appropriate teaching and learning resources
   • Indicates how the learning materials are to be used and the rationale for selecting them

e) Plans key questions to ask
   • Lists 2-3 key questions to ask to assess pupils’ understanding

f) Considers learners’ profiles
   • Understands the unique strengths and learning styles of pupils
   • Considers pupils’ needs, interests, preferences, prior knowledge and readiness to engage in learning

g) Develops a workable/appropriate time schedule
   • Allocates sufficient time for each part of the lesson
   • Shows clearly the development of lesson
   • Allows for unanticipated events, e.g., managing behaviours
   • Prepares lesson-related filler activities if necessary

h) Selects appropriate venue and set up (PE only)
   • Selects a safe environment and maximises space for effective teaching and learning
2. LESSON ENACTMENT

The student teacher demonstrates his/her ability to introduce, develop and close a lesson in an engaging and meaningful manner. The student teacher is able to motivate pupils through appropriate resources/activities/tasks to achieve the stated learning objectives. The lesson flows smoothly and, at the same time, allowing and adjusting for pupils' understanding of concept/skills.

a) Introduces the lesson appropriately
   • Gains pupils' attention before starting the lesson
   • Activates pupils' prior knowledge
   • Informs pupils of the lesson objective/s and provides a framework for the lesson

b) Arouses and sustains learner interest
   • Uses appropriate strategies to capture and maintain pupil interest
   • Includes questions that allow a variety of responses

c) Encourages learner engagement
   • Provides a variety of activities that promotes pupil participation
   • Allows time for pupil participation
   • Maximises time on task through good transitions, organisation and grouping (PE only)

d) Provides clear explanations/demonstrations
   • Provides adequate, accurate and clear explanations/demonstrations
   • Cites examples where necessary
   • Uses appropriate terms and concepts correctly

e) Uses questions to deepen learning
   • Phrases questions clearly, and relevant to the topic and class level
   • Includes questions of higher order thinking
   • Gives adequate wait time
   • Is open to a variety of answers
   • Uses prompts and probes to elicit appropriate response/answer
   • Uses pupils' ideas to generate discussion

f) Exercises flexibility to meet learners' needs
   • Responds flexibly to pupils' learning needs throughout the lesson

g) Uses voice and language appropriately
   • Projects voice at an appropriate volume, without shouting
   • Uses standard form of the language
   • Uses appropriate language/terminology as required by subject matter
   • Speaks at an appropriate pace, matching speed and level of language to ability of pupils

h) Facilitates collaborative and individual learning effectively
   • Establishes a well-organised working environment
   • Provides clear instructions for all activities, and checks for understanding
   • Monitors pupils' progress, provides help and keeps pupils on-task
   • Keeps class informed of progress made by different groups to ensure that all will finish on time

i) Integrates ICT/resources effectively
   • Selects and uses ICT/resources that match lesson objectives
   • Improvises teaching aids, where appropriate, and uses resources effectively
j) Paces lesson appropriately
   • Ensures that pacing matches pupils’ pace of learning
   • Ensures smooth transitions with no "dead" time

k) Concludes the lesson appropriately
   • Closes each segment/lesson and draws link to the next
   • Summarises by highlighting the main lesson objectives, key concepts and important points
   • Helps pupils consolidate their learning

3. ASSESSMENT AND FEEDBACK

Just because teaching has taken place does not necessarily mean that the pupils have learnt. Therefore, it is vital that assessment processes and procedures are put in place to assess if learning has taken place. These can be in the form of in-class questioning and application of the knowledge learnt through activities/group work, as well as quizzes, tests, examinations, assignments, and project work.

Feedback (sometimes called knowledge of results) is intended to inform pupils about the quality and accuracy of their performance and help them learn how to monitor and improve their own learning. In any teaching situation, it is therefore very important for the student teacher to provide their pupils with specific and prompt feedback on their performance.

a) Checks for understanding and provides feedback
   • Provides immediate oral feedback in a variety of ways - during Q and A and group presentations, and after a class discussion

b) Monitors and addresses understanding
   • Asks appropriate questions that will check whether pupils have understood what is being taught
   • Gets pupils to apply what they have learnt via in-class activities
   • Re-teaches or remediates where necessary

c) Sets meaningful tasks
   • Sets tasks that are able to check pupils’ understanding of the concept as well as those that can help to reinforce the concept(s) taught
   • Such tasks should contain questions at different levels of difficulty and challenge pupils to think critically and creatively

4. POSITIVE CLASSROOM CULTURE

The student teacher creates a positive classroom culture by interacting with pupils in a friendly manner, calling on them by name to motivate and maintain a supportive learning environment. The student teacher also establishes rules and routines and uses preventive and intervention strategies to encourage good behaviour. The student teacher is also mindful of managing time effectively during teaching and can keep pupils meaningfully engaged in learning activities with minimum distractions in the class.

a) Establishes interaction and rapport
   • Identifies and calls pupils by name
   • Builds positive relationships with pupils
   • Is friendly and approachable to all
b) Sets expectations and routines
   - Sets rules for the physical layout of materials and apparatus in the classroom
   - Sets rules in and out of classroom

c) Enforces expectations and routines effectively
   - Maintains rules for the physical layout of materials and apparatus in the classroom
   - Enforces expectations and routines in and out of classroom
   - Manages routines for transitions between activities

d) Maintains positive discipline
   - Maintains control without being rigid or authoritarian
   - Applies disciplinary strategies in a consistent, fair and sensitive manner
   - Praises and reinforces good behaviour
   - Uses a range of strategies for preventing/responding to misbehaviours as and when they occur

e) Creates a secure environment which encourages trust and respect
   - Sets up and maintains a safe physical environment
   - Interacts positively with pupils in class
   - Manages peer interaction effectively
   - Motivates pupils to contribute to their learning

f) Empowers learners
   - Encourages pupils to take responsibility for their own learning
   - Allows pupils to be involved in decision making
   - Encourages pupils to view mistakes as learning opportunities
   - Encourages pupils to take risks (e.g. by questioning others’ ideas)

PART B: PROFESSIONAL ATTRIBUTES AND ATTITUDES

During pre-service preparation, student teachers master a complex set of theoretical pedagogical knowledge as well as acquire practical skills. From this knowledge and skills, there is a need to develop professional attributes and attitudes, such as empathy, valuing diversity, adaptability, integrity, perseverance, etc.

In order to focus on the professional attributes and attitudes of student teachers, the NIES and the CTs are required to complete Part B of the APT form to reflect the student teacher’s growth as a teacher.

LEARNER-CENTRED VALUES

a) Shows care and concern for pupils
   - Is committed to the welfare of pupils and aware of pupils’ cognitive and socio-emotional development, e.g., asks after their well being
   - Monitors pupils’ academic progress and socio-emotional development
   - Encourages and affirms pupils’ academic and co-curricular achievements
   - Provides a culture of care, trust and friendliness in the classroom
   - Handles discipline cases with tact and consistency

b) Encourages pupils’ interest in the subject
   - Creates pupil-centred lessons that enthuse pupils in the subject
   - Is a role model of an enthusiastic learner in and for the subject
   - Encourages pupils to learn beyond the text and curriculum
c) Has high expectations of pupils
   • Sets high but realistic expectations for pupils
   • Believes in pupils’ potentials and abilities
   • Provides opportunities for pupils to extend their capabilities

d) Respects diversity of pupils’ backgrounds
   • Empathises with pupils
   • Takes into account pupils’ physical, social and emotional needs

TEACHER IDENTITY

a) Has professional integrity
   • Maintains sound moral standards/behaviour in the discharge of his/her duties and responsibilities
   • Takes responsibility for his/her own continual professional and personal development

b) Able to adapt to different situations when necessary
   •Thinks on his/her feet
   • Makes use of teachable moments to extend lessons

c) Shows perseverance
   • Able to persevere in times of challenge and keeping a positive disposition
   • Stays on course even though there may be obstacles to surmount

d) Is receptive to feedback
   • Thinks about, and when appropriate, acts on suggestions given
   • Willing to revise plans and implement suggestions
   • Is an effective team member

e) Is reflective
   • Is aware of the main principles underlying pedagogical approaches
   • Is able to assess the success or failure of the lessons and to adapt accordingly
   • Is able to monitor own emotional and professional well being

f) Reports punctually for lessons and school events
   • Starts and ends lessons punctually
   • Is on time for school meetings and events
   • Checks that all materials and equipment needed for lessons are ready in advance

g) Completes and submits assigned tasks on time
   • Submits lesson plans on time
   • Adheres to timelines/deadlines for all teaching/administrative tasks

h) Marks pupils’ work promptly and accurately
   • Marks and returns pupils’ work accurately and promptly, with appropriate written feedback given

i) Is sensitive to socio-cultural diversity
   • Understands and appreciates different ethnic and cultural backgrounds of staff and pupils
   • Is sensitive to the culture of the organisation

j) Projects a professional image
   • Is mindful of MOE/school’s dress code guidelines
   • Looks neat and tidy
   • Carries themselves well
SERVICE TO SCHOOL

a) Shows initiative
   • Takes initiative to add value to school programmes
   • Contributes enthusiastically to school events

b) Works well with peers and colleagues
   • Seeks advice from Allied Educators (Learning and Behavioural Support) and Full-time School Counsellors on how to work with special needs pupils
   • Seeks relevant support from and shows due respect to both teaching and non-teaching staff

c) Supports school’s events and programmes
   • Participates actively in school events and programmes
   • Makes meaningful contributions to the school
EXPLANATION OF DESCRIPTORS USED IN THE APT FORM

Part A: Teaching Processes

- Lesson Preparation
- Lesson Enactment
- Assessment and Feedback
- Positive Classroom Culture

<table>
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<th>Level 2</th>
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<td>Excellent</td>
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<tr>
<td>Unable 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>
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Part B: Professional Attributes and Attitudes

- Learner-Centred Values
- Teacher Identity
- Service to School

<table>
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<tr>
<th>Unacceptable</th>
<th>Fails to behave in a professional manner despite reminders</th>
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<tbody>
<tr>
<td>Acceptable</td>
<td>Exhibits professional qualities in some relevant situations</td>
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<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>
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</table>
THE REFLECTIVE PRACTICE FRAMEWORK

Reflective Practice (RP) is “a deliberate pause to assume an open perspective, to allow for higher-level thinking processes. Practitioners use these processes for examining beliefs, goals, and practices, to gain new or deeper understandings that lead to actions that improve learning for students” (York-Barr, Sommers, Ghere, & Montie, 2001, p. 6).


THE 4-STEP REFLECTION PROCESS

Adapted from York-Barr, Sommers, Ghere & Montie (2006)

The York-Barr et al’s process will prove to be of practical and easy use for educators, ranging from student teachers to practicum mentors because of the “Wh” questions. The “What happened?”, “Why”, “So what?” and “Now what?” questions are easy to remember, and are the type of questions which teachers often train students to ask. In addition, the stages of reflecting on a situation are clearly spelt out by York-Barr et al. This 4-step process can be translated into a cycle because one stage leads to the next. According to York-Barr et al (2006), the last stage helps practitioners to think of “future ways of thinking or behaving that are likely to produce desirable results” (p. 87). The practitioner, in this case the teachers, will then be prepared for a similar situation should it occur in future. In this sense, this cycle has a spiral effect – it leads the teacher to a higher level of action and reflection.
Under the Ministry of Education’s ‘Beginning Teacher Development Programme’, the beginning teachers were taught Reflective Practice (RP), and in that RP course these teachers would have been taught the above 4-step reflection process. Hence, using the same framework will help provide a meta-language for all teachers.

REFERENCES


### Rubrics for Assessing Student Teachers’ Teaching Competencies, and Professional Attributes and Attitudes: Guidelines for School Mentors and NIE Supervisors

<table>
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<th>Satisfactory</th>
<th>Emerging</th>
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<td><strong>Lesson Preparation</strong></td>
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<td>• Determines very appropriate lesson objectives</td>
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<td>• Determines quite appropriate lesson objectives</td>
<td>• Determines not so appropriate lesson objectives</td>
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<td>• Selects very appropriate sequence and content</td>
<td>• Selects appropriate sequence and content</td>
<td>• Selects quite appropriate sequence and content</td>
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<td>• Selects inappropriate sequence and content</td>
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<td>• Decides on innovative and appropriate instructional strategies</td>
<td>• Decides on good and appropriate instructional strategies</td>
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<td>• Decides on creative and appropriate teaching aids and learning resources</td>
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<td>• Plans very good key questions to ask</td>
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<td>• Plans fairly good key questions to ask</td>
<td>• Plans weak key questions to ask</td>
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<td></td>
<td>• Shows very good effort to consider profiles of learners</td>
<td>• Shows good effort to consider profiles of learners</td>
<td>• Shows fairly good effort to consider profiles of learners</td>
<td>• Attempts to consider profiles of learners</td>
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<td>• Develops a workable time schedule consistently</td>
<td>• Develops a workable time schedule often</td>
<td>• Develops a workable time schedule occasionally</td>
<td>• Rarely develops a workable time schedule</td>
<td>• Hardly develops a workable time schedule</td>
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<td></td>
<td>• Selects very appropriate venue and set up (PE only)</td>
<td>• Selects appropriate venue and set up (PE only)</td>
<td>• Selects quite appropriate venue and set up (PE only)</td>
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<td>• Introduces lesson very appropriately</td>
<td>• Introduces lesson appropriately</td>
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<td>• Introduces lesson inappropriately</td>
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<td></td>
<td>• Aroused and sustains learners’ interest very well</td>
<td>• Aroused and sustains learners’ interest well</td>
<td>• Aroused and sustains learners’ interest quite well</td>
<td>• Attempts to arouse and sustain learners’ interest</td>
<td>• Makes no attempt to arouse and sustain learners’ interest</td>
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<td>• Encourages learner engagement all the time</td>
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<td>• Hardly encourages learner management</td>
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### Rubrics for Assessing Student Teachers’ Teaching Competencies, and Professional Attributes and Attitudes: Guidelines for School Mentors and NIE Supervisors

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<th>Satisfactory</th>
<th>Emerging</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Enactment</td>
<td></td>
<td>• Provides very clear explanations/demonstrations</td>
<td>• Provides clear explanations/demonstrations</td>
<td>• Provides fairly clear explanations/demonstrations</td>
<td>• Attempts to provide clear explanations/demonstrations</td>
<td>• Provides unclear explanations/demonstrations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses questions to deepen learning all the time</td>
<td>• Uses questions to deepen learning most of the time</td>
<td>• Uses questions to deepen learning some of the time</td>
<td>• Rarely uses questions to deepen learning</td>
<td>• Hardly uses questions to deepen learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exercises flexibility to meet learners’ needs all the time</td>
<td>• Exercises flexibility to meet learners’ needs most of the time</td>
<td>• Exercises flexibility to meet learners’ needs some of the time</td>
<td>• Rarely exercises flexibility to meet learners’ needs</td>
<td>• Hardly exercises flexibility to meet learners’ needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Uses voice and language very appropriately</td>
<td>• Uses voice and language appropriately</td>
<td>• Uses voice and language quite appropriately</td>
<td>• Attempts to use voice and language appropriately</td>
<td>• Uses voice and language inappropriately</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Facilitates collaborative and individual learning very competently and effectively</td>
<td>• Facilitates collaborative and individual learning competently and effectively</td>
<td>• Facilitates collaborative and individual learning quite competently</td>
<td>• Facilitates collaborative and individual learning with little competence</td>
<td>• Facilitates collaborative and individual learning with no competence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Integrates ICT/resources very effectively</td>
<td>• Integrates ICT/resources effectively</td>
<td>• Integrates ICT/resources quite effectively</td>
<td>• Integrates ICT/resources not so effectively</td>
<td>• Makes no attempt to integrate ICT/resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Paces lesson very well</td>
<td>• Paces lesson well</td>
<td>• Paces lesson quite well</td>
<td>• Paces lesson not so well</td>
<td>• Makes no attempt to pace lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Concludes lesson very appropriately</td>
<td>• Concludes lesson appropriately</td>
<td>• Concludes lesson quite appropriately</td>
<td>• Attempts to conclude lesson appropriately</td>
<td>• Concludes lesson inappropriately</td>
</tr>
<tr>
<td>Assessment &amp; Feedback</td>
<td></td>
<td>• Checks for understanding and provides feedback all the time</td>
<td>• Checks for understanding and provides feedback most of the time</td>
<td>• Checks for understanding and provides feedback some of the time</td>
<td>• Rarely checks for understanding and provides feedback</td>
<td>• Hardly checks for understanding and provides feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Monitors and addresses learner understanding all the time</td>
<td>• Monitors and addresses learner understanding most of the time</td>
<td>• Monitors and addresses learner understanding some of the time</td>
<td>• Rarely monitors and addresses learner understanding</td>
<td>• Hardly monitors and addresses learner understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sets meaningful tasks all the time</td>
<td>• Sets meaningful tasks most of the time</td>
<td>• Sets meaningful tasks some of the time</td>
<td>• Rarely sets meaningful tasks</td>
<td>• Hardly sets meaningful tasks</td>
</tr>
</tbody>
</table>
Rubrics for Assessing Student Teachers’ Teaching Competencies, and Professional Attributes and Attitudes: Guidelines for School Mentors and NIE Supervisors

<table>
<thead>
<tr>
<th>Competency Level</th>
<th>Process</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Emerging</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Classroom Culture</td>
<td>• Establishes very good interaction and rapport with learners</td>
<td>• Establishes good interaction and rapport with learners</td>
<td>• Establishes adequate interaction and rapport with learners</td>
<td>• Establishes inadequate interaction and rapport with learners</td>
<td>• Establishes no interaction and rapport with learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sets expectations and routines all the time</td>
<td>• Sets expectations and routines most of the time</td>
<td>• Sets expectations and routines some of the time</td>
<td>• Rarely sets expectations and routines</td>
<td>• Hardly sets expectations and routines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Enforces expectations and routines all the time</td>
<td>• Enforces expectations and routines most of the time</td>
<td>• Enforces expectations and routines some of the time</td>
<td>• Rarely enforces expectations and routines</td>
<td>• Hardly enforces expectations and routines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Maintains very positive discipline</td>
<td>• Maintains positive discipline</td>
<td>• Maintains good positive discipline</td>
<td>• Attempts to maintain positive discipline</td>
<td>• Makes no attempt to maintain positive discipline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Creates a very secure environment which encourages trust and respect</td>
<td>• Creates a secure environment which encourages trust and respect</td>
<td>• Creates a fairly secure environment which encourages trust and respect</td>
<td>• Attempts to create a secure environment which encourages trust and respect</td>
<td>• Makes no attempt to create a secure environment which encourages trust and respect</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Empowers learners all the time to take responsibility for their own learning</td>
<td>• Empowers learners most of the time to take responsibility for their own learning</td>
<td>• Empowers learners some of the time to take responsibility for their own learning</td>
<td>• Rarely empowers learners to take responsibility for their own learning</td>
<td>• Hardly empowers learners to take responsibility for their own learning</td>
<td></td>
</tr>
</tbody>
</table>
MODERATION PROCEDURES FOR TEACHING PRACTICE 1

Moderation of all potential FAIL cases is a NIE examination procedure to maintain quality control, and must be adhered to. A potential 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.

One or two weeks before the moderation deadline set by the Practicum Office, the NIES would have
a) observed at least one lesson per student teacher under his/her charge,
b) checked with the SCM and CTs whether they are any student teacher(s) who are a potential FAIL case,
c) observed another lesson to verify the assessment is accurate for such cases.

A potential FAIL student teacher is one who is generally below average in most of the following areas:
a) teaching performance/classroom management in most of his/her CS subjects,
b) 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.

After verification via the second or third lesson observation and discussions with the school (CTs, SCM), AND by the deadline set by Practicum Office, the NIES
a) confirms all possible FAIL cases with the SCM (who should have checked again with all the relevant CTs),
b) ensures that the student teacher will still be teaching according to the timetable during the period that the moderator will be visiting,
c) informs his/her AG Practicum Leader to appoint a moderator to observe a lesson taught by each of the confirmed potential FAIL cases. Provide AG Practicum Leader a copy of the student teacher’s timetable to pass on to the moderator,
d) informs his/her student teacher about the moderation for potential FAIL.

The moderator must be an experienced NIE staff. He/She can be appointed from within the AG. However, for JC and secondary student teachers, the moderator should be a specialist in one of the CS subjects offered by the student teacher. Hence, if the CS subject to be moderated is not a specialisation of the AG, then the AG Practicum Leader will need to request for a moderator from the appropriate AG concerned, via the AG Practicum Leader of that AG. AG Practicum Leaders will help facilitate this cross-AG appointment of moderators.

The moderator’s roles are as follows:
a) Moderation for FAIL IN TEACHING PROCESSES cases
   • lets SCM know when moderator is going for the moderation,
   • observes a lesson unannounced to the student teacher,
   • provides feedback to student teacher without revealing the grade,
   • looks through the student teacher’s practicum file, if feasible,
   • meets with school personnel (Principal/VP/SCM) with regard to the student teacher’s performance in school,
   • submits a completed APT form and additional report (if any) to the Academic Group Practicum Leader soon after the moderation process is completed. Moderator should state explicitly whether a Pass or Fail is given for that observed lesson.
b) Moderation for POOR PROFESSIONAL ATTRIBUTES AND/OR ATTITUDES cases

- lets SCM know when moderator is going for the moderation,
- finds out from SCM/AG PL the school’s concerns about student teacher’s professional attributes and attitudes,
- observes a lesson unannounced to the student teacher,
- provides feedback to student teacher without revealing the grade,
- looks through the student teacher’s practicum file, if feasible,
- encourages student teachers to share his/her side of the story regarding school’s concerns about his/her professional attributes and attitudes,
- discusses with school personnel (Principal/ VP/SCM) student teacher’s professional attributes and attitudes,
- submits a completed APT form, and an additional report on the student teacher’s professional attributes and attitudes based on what moderator has gathered from the student teacher and school, to the AG Practicum Leader soon after the moderation process is completed. Moderator should state explicitly whether a Pass or Fail is recommended (based on holistic assessment).
FINAL EVALUATION AND CLOSURE

This stage of the final evaluation and closure takes place outside the supervision cycle i.e. it occurs at the end of the whole Teaching Practice 1 (TP1) period.

To a large extent, the success of this final stage of the cycle depends very much on how the earlier stages were carried out. Continuous monitoring and feedback should have been carried out throughout the practicum as these help make the process of summative evaluation easier. These will also contribute to a more thorough (and possibly, fairer) report on overall performance.

The NIES will make a final evaluation of the student teacher’s overall performance and arrive at a final grade together with SCM/Principal (i.e., Pass / Fail for TP1). The Assessment Panel (chaired by school principal) will discuss progress and final grades for the student teachers in that school – all disputes should have been settled by now.

There are three important objectives at this stage:

a) to make a final decision about the student teacher’s performance and arrive at the award of a Pass or Fail for overall performance at TP1,
b) to submit a written report on the student teacher’s overall performance during the TP1, and
c) to give feedback to the student teacher on competencies acquired and what other competencies that are found lacking.

Making the final judgement involves the following steps:

A. How to Write the Final Report

The final report should be completed using the summative forms provided by NIE. The emphasis, at this stage is on an evaluation of the student teacher’s overall performance in the TP1 and the student teacher’s potential for development in the profession.

The Part I (Appendix 21) of the summative form will be completed by the main CT and the SCM and Principal will complete Part II (Appendix 22). Part III (Appendix 23) of the form will be completed by the NIES.

Writing the summative report involves the following steps:

- Gathering together and reviewing all the information collected over the period of the TP1 in:
  - 2 weekly reflections completed by the student teacher (Appendix 12)
  - records (with dates) of all discussions between the student teacher, CTs and NIES
  - the student teacher’s lesson plans, teaching materials and resources (i.e., the student teacher’s Practicum File)
  - formative APT forms for the formal lesson observations carried out by the CTs and NIES (Appendix 13)

- Weekly discussions and feedback about the weekly reflections is important in helping the student teacher acquire the competencies required for this period and it also makes the process of summative evaluation easier. Consequently, these will also contribute to a more thorough (and possibly, fairer) report on overall performance.
• Discussing the student teacher’s progress with the School Coordinating Mentor (SCM). This is useful for all of you and will assist in giving more constructive feedback to the student teacher. (Close and frequent discussions among the NIES, SCM, CTs and student teacher throughout the TP1 will make the final evaluation easier.)

• Having a discussion with the student teacher before writing your report. This is not merely a courteous gesture. It will help the student teacher understand the final evaluation better and you can use this opportunity to give feedback on performance and to get the student teacher’s opinions on your observations about him/her. This will prevent misunderstanding or conflict of opinion that may arise later. (However, do not reveal the final grade as it is confidential and is not confirmed until it is approved by the NIE Board of Examinations.)

• Considering the student teacher’s general progress from the initial stages to this final stage and making notes on major developments made on the part of the student teacher.

• Looking ahead and considering your student teacher’s potential for the teaching profession in the future.

• It is important to realise what constitutes the criteria for the award of an overall Fail grade for TP1:
  - Failure to correct unacceptable professional behaviour and conduct despite repeated reminders by the Principal and/or Vice-Principal, SCM and CTs.
  - Grossly lacking in confidence and interpersonal skills in interacting with pupils and colleagues.
  - Inability to teach adequately.

B. Communicating Feedback on Overall Performance to the Student Teacher

This final evaluation and closure is the most difficult of this stage but it is also the most important to the student teacher. All student teachers appreciate some form of feedback on their performance. In addition, giving detailed feedback helps the student teacher improve as it encourages self-reflection. Your relationship with the student teacher throughout the period of supervision is very important in setting the mood now. An atmosphere of mutual respect and trust based on a record of frank discussions will achieve this. Please deal with this feedback task with utmost sensitivity.

Points to remember when discussing the student teacher’s performance:

• Choose a suitable time and place to give your feedback. Avoid a busy day and seek a quiet place away from the public eye with few distractions.

• Listen to the student teacher’s views. Always start by complimenting achievements before going to the shortcomings.

• Try to be objective in your comments.

• Similarly, concentrate on the teaching competencies / professional qualities yet to be acquired per se, not on the student teacher’s personality.

• Give feedback on your evaluation item by item on the checklist / APT form and also comment on the student teacher’s overall performance.

• Give your views particularly on standards of accomplishments and areas of improvement.
• Invite suggestions for alternative courses of action where competencies / professional qualities have yet to be acquired.

• Do not reveal the final grade as it is confidential and is not confirmed until it is approved by the NIE Board of Examinations.
TEACHING PRACTICE SUMMATIVE REPORT (PART I)

[To be completed by the Main Cooperating Teacher]

Name of Student Teacher: ___________________________ CS1: ___________________________
Programme / Intake: ___________________________ CS2: ___________________________
School: ___________________________ CS3: ___________________________
Classes attached to: ___________________________

<table>
<thead>
<tr>
<th>Date of lesson observed</th>
<th>CS of lesson observed</th>
</tr>
</thead>
</table>

Part A: Teaching Processes

<table>
<thead>
<tr>
<th>Competency Level</th>
<th>1: Not Yet; 2: Emerging; 3: Satisfactory; 4: Proficient; 5: Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lesson Preparation</td>
<td></td>
</tr>
<tr>
<td>2. Lesson Enactment</td>
<td></td>
</tr>
<tr>
<td>3. Assessment and Feedback</td>
<td></td>
</tr>
<tr>
<td>4. Positive Classroom Culture</td>
<td></td>
</tr>
</tbody>
</table>

Part B: Professional Attributes and Attitudes

<table>
<thead>
<tr>
<th>Attributes and Attitudes</th>
<th>U: Unacceptable; A: Acceptable; G: Good; E: Excellent</th>
</tr>
</thead>
</table>

The following section is to be completed with reference to ALL the formative APT forms.

### PART A: TEACHING PROCESSES

#### PROCESSES

<table>
<thead>
<tr>
<th>Competency Level</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Yet</td>
<td>Emerging</td>
</tr>
</tbody>
</table>

(Please tick one)

<table>
<thead>
<tr>
<th>1. LESSON PREPARATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Determines appropriate lesson objectives</td>
<td>( )</td>
</tr>
<tr>
<td>Selects appropriate sequence and content</td>
<td>( )</td>
</tr>
<tr>
<td>Decides on appropriate instructional strategies</td>
<td>( )</td>
</tr>
<tr>
<td>Decides on teaching aids and learning resources</td>
<td>( )</td>
</tr>
<tr>
<td>Plans key questions to ask</td>
<td>( )</td>
</tr>
<tr>
<td>Considers learners’ profiles</td>
<td>( )</td>
</tr>
<tr>
<td>Develops a workable/appropriate time schedule</td>
<td>( )</td>
</tr>
<tr>
<td>Selects appropriate venue and set up</td>
<td>( )</td>
</tr>
</tbody>
</table>

*PE only – where environment is safe and space is maximised for effective teaching and learning.*

<table>
<thead>
<tr>
<th>2. LESSON ENACTMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduces the lesson appropriately</td>
<td>( )</td>
</tr>
<tr>
<td>Aroused and sustains learner interest</td>
<td>( )</td>
</tr>
<tr>
<td>Encourages learner engagement</td>
<td>( )</td>
</tr>
<tr>
<td>Provides clear explanations/demonstrations</td>
<td>( )</td>
</tr>
<tr>
<td>Uses questions to deepen learning</td>
<td>( )</td>
</tr>
<tr>
<td>Exercises flexibility to meet learners’ needs</td>
<td>( )</td>
</tr>
<tr>
<td>Uses voice and language appropriately</td>
<td>( )</td>
</tr>
<tr>
<td>Facilitates collaborative and individual learning effectively</td>
<td>( )</td>
</tr>
<tr>
<td>Integrates ICT/resources effectively</td>
<td>( )</td>
</tr>
<tr>
<td>Paces lesson appropriately</td>
<td>( )</td>
</tr>
<tr>
<td>Concludes the lesson appropriately</td>
<td>( )</td>
</tr>
</tbody>
</table>
### PART A: TEACHING PROCESSES

<table>
<thead>
<tr>
<th>PROCESSES</th>
<th>Competency Level</th>
<th>COMPETENCIES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>(strengths, areas for improvement and suggestions)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In the brackets provided,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- insert ‘+’ when the competency is a strength;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- insert ‘−’ when the competency is a weakness;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- leave blank when the competency is neither a strength nor a weakness;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- insert ‘NA’ when there is no opportunity for the student teacher to demonstrate the competency.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Yet</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emerging</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Satisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3. ASSESSMENT and FEEDBACK

- Checks for understanding and provides feedback
- Monitors and addresses understanding
- Sets meaningful tasks

#### 4. POSITIVE CLASSROOM CULTURE

- Establishes interaction and rapport
- Sets expectations and routines
- Enforces expectations and routines effectively
- Maintains positive discipline
- Creates a secure environment which encourages trust and respect
- Empowers learners

### PART B: PROFESSIONAL ATTRIBUTES AND ATTITUDES

Please note that feedback for Part B need not be based on lesson observations. Evidence can be obtained from the student teacher’s reflections, feedback conferences and observations of his/her interactions with pupils and colleagues.

<table>
<thead>
<tr>
<th>ATTRIBUTES / ATTITUDES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(strengths, areas for improvement and suggestions)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In the brackets provided,</td>
</tr>
<tr>
<td></td>
<td>- insert ‘+’ when the attribute/attitude is a strength;</td>
</tr>
<tr>
<td></td>
<td>- insert ‘−’ when the attribute/attitude is a weakness;</td>
</tr>
<tr>
<td></td>
<td>- leave blank when the attribute/attitude is neither a strength nor a weakness;</td>
</tr>
<tr>
<td></td>
<td>- insert ‘NA’ when there is no opportunity for the student teacher to demonstrate the attributes/attitudes.</td>
</tr>
</tbody>
</table>

#### LEARNER-CENTRED VALUES

- Shows care and concern for pupils
- Encourages pupils’ interest in the subject
- Has high expectations of pupils
- Respects diversity of pupils’ backgrounds

#### TEACHER IDENTITY

- Has professional integrity
- Able to adapt to different situations when necessary
- Shows perseverance
- Is receptive to feedback
- Is reflective
- Reports punctually for lessons and school events
- Completes and submits assigned tasks on time
- Marks pupils’ work promptly and accurately
- Is sensitive to socio-cultural diversity
- Projects a professional image

#### SERVICE to SCHOOL

- Shows initiative
- Works well with peers and colleagues
- Supports school’s events and programmes

---

Name of Main Cooperating Teacher

Signature

Date
### TEACHING PRACTICE 1 SUMMATIVE REPORT (Part II)

[To be completed by the School Coordinating Mentor and the Principal]

| Name of Student Teacher                      | :____________________________________________ |
| Programme & Intake                           | :____________________________________________ |
| School/JC/Institute                          | :____________________________________________ |
| Name of NIE Supervisor                       | :____________________________________________ |

**School's overall grading grading [based on the Teaching Practice Summative Report (Part I)]**

of student teacher's teaching competency and personal qualities [Put a tick (✔) in the appropriate box]:

- Student teacher is rated minimally “Satisfactory” for all the processes in Part A, and no lower than “Acceptable” for attributes/attitudes in Part B in the *Final Teaching Practice Summative Report Part I* (the summative APT).
  - S/he is generally positive in work attitude and shows sufficient commitment to the profession. S/he has the potential to become a good teacher, given the experience.

- Student teacher is rated a “Not yet/Emerging” competence for any of the processes in Part A, or “Unacceptable” for the attributes/attitudes in Part B in the *Final Teaching Practice Summative Report Part I* (the summative APT).
  - S/he is lacking in interest, work attitude and commitment to the profession.

(Please turn over ...)

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SCHOOL COORDINATING MENTOR’S COMMENTS

Comments (highlight areas of strengths and areas requiring further guidance in planning, delivering and managing a variety of lessons including IT-based ones, willingness to participate in school activities, professional conduct, work attitude, etc.)

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Name of School Coordinating Mentor : _________________________________
Signature / Date : ________________________________________________

PRINCIPAL’S COMMENTS

I have noted the report submitted by the Main Cooperating Teacher (Summative Report Part I) and comments by the School Coordinating Mentor. My comments are as follows:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Name of School Principal : ___________________________________________
Signature / Date : _________________________________________________
TEACHING PRACTICE 1 SUMMATIVE REPORT (Part III)
[To be completed jointly by school representatives and the NIE Supervisor]

Name of Student Teacher : ________________________________
Programme & Intake : ________________________________
School/JC/Institute : ________________________________
Date of Final Assessment Meeting : ________________________________

I) The student teacher completed the Weekly Reflections for all 2 weeks [Put a tick (✓) in the appropriate box]:
YES ☐ NO ☐

II) Final overall grading (with input from school) of student teacher’s teaching competency and personal qualities [Put a tick (✓) in the appropriate box]:

Student teacher is rated minimally “Satisfactory” for all the processes in Part A, and no lower than “Acceptable” for attributes/attitudes in Part B in the Final Teaching Practice Summative Report Part I (the summative APT). S/he is generally positive in work attitude and shows sufficient commitment to the profession. S/he has the potential to become a good teacher, given the experience. 

PASS ☐

Student teacher is rated a “Not yet/Emerging” competence for any of the processes in Part A, or “Unacceptable” for the attributes/attitudes in Part B in the Final Teaching Practice Summative Report Part I (the summative APT). S/he is lacking in interest, work attitude and commitment to the profession.

FAIL ☐

ENDORSEMENTS

Name of School Principal : ________________________________
Signature / Date : ________________________________

Name of School Coordinating Mentor : ________________________________
Signature / Date : ________________________________

Name of NIE Supervisor : ________________________________
Signature / Date : ________________________________

Name of Moderator (where applicable) : ________________________________
Signature / Date : ________________________________

(Please turn over ...)
NIE SUPERVISOR’S COMMENTS

I have noted the report submitted by the school (Summative Report Parts I & II). My comments are as follows:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

FOR AG USE

Name of AG Practicum Leader :_____________________________________________

Signature / Date :________________________________________________________

Reports enclosed [Please tick (✓)] :

☐ Summative Report Part I  ☐ Summative Report Part II

☐ NIES APT(s)            ☐ Moderator’s Report (where applicable)

Name of Head/AG :_____________________________________________________

Signature / Date :_______________________________________________________

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ADMINISTRATIVE PROCEDURES

The Practicum Office

The Practicum Office is manned by three full-time administrative staff. If you have any queries pertaining to the Practicum, you can call the staff at 6790 3308 or email them at pract@nie.edu.sg. You may also fax materials to the Practicum Office at fax number 6896 9110.

To find out more about the Practicum for the programme, you can visit the Practicum website at http://www.nie.edu.sg/practicum.

Submission of TP1 Reports

At the beginning of TP1, every NIES is given a copy of the formative APT form by Practicum Office for use during the lesson observations. NIES can then photocopy as many as is needed. The originals of the completed forms must be submitted to Practicum Office, and a photocopy of each should be given to the student teacher for inclusion in his/her practicum file.

At the end of TP1, the main CT will complete a summative APT form (Part I) and the SCM and Principal will jointly complete a Summative Report (Part II). In addition, the NIES is required to complete a Summative Report (Part III). The school’s Summative Report Parts I and II should be submitted to the NIES at the Final Assessment Meeting chaired by the Principal. The NIES needs the school’s input to write his/her final report. The NIES will submit the documents to his/her Head/AG through his/her AG Practicum Leader.

If the school’s SCM misses handing his/her report to the NIES at the assessment meeting, then the SCM must submit it by the deadline* stated in the cover letter from the Practicum Office to:

Practicum Office
National Institute of Education
1 Nanyang Walk
Singapore 637616

* If the originals cannot reach Practicum Office by the deadline, then fax them to Fax No. 68969110 by the deadline and send the originals in by mail soon after.
TEACHING ASSISTANTSHIP CHECKLIST ON TEACHING COMPETENCIES:
FEEDBACK FOR STUDENT TEACHER

Name of Student Teacher: ____________________________ CS1: ______________________
Programme & Intake: ______________________________ CS2: ______________________
School: ______________________________
Classes Attached To: ______________________________

<table>
<thead>
<tr>
<th>A. TEACHING PROCESSES</th>
<th>Please tick ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LESSON PREPARATION</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates understanding of lesson objectives</td>
<td></td>
</tr>
<tr>
<td>• Explores teaching strategies, learning activities and resources</td>
<td></td>
</tr>
<tr>
<td>• Displays adequate subject knowledge</td>
<td></td>
</tr>
<tr>
<td>• Is aware of the importance of a workable time schedule</td>
<td></td>
</tr>
<tr>
<td>• Is aware of pupils’ profiles</td>
<td></td>
</tr>
<tr>
<td>2. LESSON ENACTMENT</td>
<td></td>
</tr>
<tr>
<td>• Understands appropriate lesson introduction and closure</td>
<td></td>
</tr>
<tr>
<td>• Understands lesson flow and pacing</td>
<td></td>
</tr>
<tr>
<td>• Knows the importance of arousing and sustaining pupil interest</td>
<td></td>
</tr>
<tr>
<td>• Understands the importance of pupil participation in learning</td>
<td></td>
</tr>
<tr>
<td>• Understands what giving clear instructions and explanations/demonstrations means</td>
<td></td>
</tr>
<tr>
<td>• Understands good questioning and responding techniques</td>
<td></td>
</tr>
<tr>
<td>• Understands the appropriate use of the voice</td>
<td></td>
</tr>
<tr>
<td>• Uses language appropriately</td>
<td></td>
</tr>
<tr>
<td>• Understands the use of ICT/resources</td>
<td></td>
</tr>
<tr>
<td>3. ASSESSMENT AND FEEDBACK</td>
<td></td>
</tr>
<tr>
<td>• Understands the importance of providing appropriate feedback to pupils</td>
<td></td>
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<tr>
<td>• Understands the importance of checking pupil understanding</td>
<td></td>
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<tr>
<td>• Understands the purpose of setting meaningful tasks</td>
<td></td>
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<tr>
<td>• Understands good assessment practices</td>
<td></td>
</tr>
<tr>
<td>4. POSITIVE CLASSROOM CULTURE</td>
<td></td>
</tr>
<tr>
<td>• Understands the importance of getting to know pupils</td>
<td></td>
</tr>
<tr>
<td>• Recognises elements of a supportive learning environment</td>
<td></td>
</tr>
<tr>
<td>• Understands the need to support good behaviour</td>
<td></td>
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<tr>
<td>• Understands the use of class rules and routines</td>
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</tr>
<tr>
<td>• Understands the importance of preventive and intervention strategies</td>
<td></td>
</tr>
</tbody>
</table>
### B. PROFESSIONAL ATTRIBUTES AND ATTITUDES

<table>
<thead>
<tr>
<th>1. LEARNER-CENTRED VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Shows care and concern for pupils</td>
</tr>
<tr>
<td>• Demonstrates warmth and enthusiasm</td>
</tr>
<tr>
<td>• Is sensitive to socio-cultural diversity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. TEACHER IDENTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is receptive to feedback</td>
</tr>
<tr>
<td>• Is reflective</td>
</tr>
<tr>
<td>• Is punctual</td>
</tr>
<tr>
<td>• Projects a professional image</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Cooperating Teacher</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Guidelines for completing the checklist - See below for details

**GUIDELINES FOR COMPLETING THE TA CHECKLIST**

The purpose of Teaching Assistantship (TA) is to provide student teachers opportunities to observe their Cooperating Teachers (CTs) and other experienced teachers teach as well as to assist their CTs in aspects of teaching. This is an important step towards eventual independent teaching in subsequent practicum stints.

Practical teaching entails a number of generic teaching processes, which in turn involves a range of competencies. To guide student teachers, 4 Processes have been identified and each relates to several competencies. These highlight the key areas student teachers can focus on when observing others teach or when developing their own teaching competencies. At the same time, they are also made aware of the importance of proper professional attributes and attitudes.

When observing the student teachers for their TA, not every key skill can be displayed. The checklist above should therefore be used accordingly to provide a form of feedback to the student teachers. Where no opportunity is available to observe particular competencies, the particular box may be left blank.

At the end of the 4-week TA, please give a photocopy of this completed checklist to the student teacher for his/her information and filing.
GLOSSARY OF TERMS USED IN TA CHECKLIST ON TEACHING COMPETENCIES

The definitions given are intended to help observers make informed assessments of student teachers’ competencies. These are, however, not exhaustive, and should be expanded by the observer’s own professional insights wherever appropriate.

For Teaching Assistantship (TA), student teachers are expected to have a general understanding of these teaching considerations and be able to demonstrate some of the competencies under the guidance of the cooperating teachers (CTs) in assisted-teaching situations.

A. TEACHING PROCESSES

1. LESSON PREPARATION

Lesson preparation is an important part of teaching. CTs can assess the student teacher’s understanding and competencies in this area when involving him/her in lesson preparation as early as in week 1 of TA.

a) Demonstrates understanding of lesson objectives
   • Recognises the need to select lesson objectives that are relevant
   • Knows the importance of establishing links to previous and subsequent lessons

b) Explores teaching strategies, learning activities and resources
   • Acquaints oneself with the different teaching strategies and learning approaches

c) Displays adequate subject knowledge
   • Understands the importance of selecting teaching materials appropriately—relevant, conceptually correct ones

d) Is aware of the importance of a workable time schedule
   • Understands the need to allocate appropriate amount of time for each part of the lesson segment

e) Is aware of pupils’ profiles
   • Understands the unique strengths and learning styles of pupils
   • Considers pupils’ needs, interests, preferences, prior knowledge and readiness to engage in learning

2. LESSON ENACTMENT

Since student teachers will only be involved in assisted teaching, there may be limited opportunities for them to demonstrate competencies in this area. The CT may additionally assess them from daily discussions or other interactions with them.

a) Understands appropriate lesson introduction and closure
   • Recognises the importance of gaining pupils’ attention before starting the lesson
   • Recognises the need to activate pupils’ prior knowledge
   • Understands the need for proper lesson closure, e.g. by summarising/highlighting the main concepts

b) Understands lesson flow and pacing
   • Understands the importance of delivering a lesson in a well-structured and well-paced manner
   • Understands what it means to structure a lesson well
c) Knows the importance of arousing and sustaining pupil interest
   • Understands the need to arouse and sustain pupil interest through choice of materials
     and a variety of engaging teaching/learning activities

d) Understands the importance of pupil participation in learning
   • Recognises that pupil participation can come in various forms, including during teacher-
     fronted activities

e) Understands what giving clear instructions and explanations/demonstrations means
   • Knows that giving clear instructions entails proper thinking through as much as the
     actual delivery
   • Knows that clear explanation is dependent on subject understanding as well as the
     ability to put it in terms that can be understood by pupils

f) Understands good questioning and responding techniques
   • Knows a variety of questioning and responding techniques for different purposes,
     including promoting higher-order thinking
   • Understands the need to take into consideration pupils’ profiles and particular teaching
     situation
   • Appreciates the importance of wait time
   • Aware of the need to be opened-minded and constructive when responding to pupils

g) Understands the appropriate use of the voice
   • Recognises the importance of clear voice projection
   • Knows when and how to vary the voice in terms of projection, tone and pacing for
     effective teaching

h) Uses language appropriately
   • Uses standard form of the language in both written and verbal contexts
   • Uses appropriate subject-based terminology
   • Able to pitch at the level of the pupils’ ability

i) Understands the use of ICT/resources
   • Recognises the importance of the use of ICT/resources in engaging pupils

3. ASSESSMENT AND FEEDBACK

Assessment—whether in the form of in-class questioning, group work, quizzes, written
assignments, tests, or examination—is an important means to ascertain if learning has taken
place. Feedback (sometimes called “knowledge of results”) is intended to inform pupils about
how well they are doing in their learning, thereby to enable them monitor their own learning
and make improvements. Student teachers should at least have a basic understanding of these two
related areas.

a) Understands the importance of giving appropriate feedback to pupils
   • Understands that oral feedback can be given in a variety of ways: during Q & A, after
     class discussions, after group presentations, etc.
   • Understands that feedback should be given in a timely fashion, depending on the
     situation

b) Understands the importance of checking pupil understanding
   • Understands what monitoring pupil understanding means
   • Knows some of the ways of monitoring learning

c) Understands the purpose of setting meaningful tasks
   • Understands how the written assignment relates to and serves the lesson objectives
d) Understands good assessment practices
   • Knows that assessment is an integral part of teaching
   • Understands the importance of the proper use of assessment tools
   • Understands that marking must be accurate and feedback constructive

4. POSITIVE CLASSROOM CULTURE

Having a positive classroom culture is important for teaching and learning to take place. Student teachers should understand what creating a conducive and supportive learning environment means and entails.

a) Understands the importance of getting to know pupils
   • Understands how knowing the pupils by name and as individuals can help in classroom management

b) Recognises elements of a supportive learning environment
   • Knows about setting a positive and safe learning environment
   • Knows about managing noise levels for conducive learning

c) Understands the need to support good behaviour
   • Understands the need to reinforce good behaviour

d) Understands the use of class rules and routines
   • Knows how class rules and routines can be established to help with classroom management

e) Understands the importance of preventive and intervention strategies
   • Is aware of ways to prevent pupil misbehaviours
   • Is aware of ways to respond when pupils misbehave

B. PROFESSIONAL ATTRIBUTES AND ATTITUDES

During the TA, there is a need for student teachers to be aware of and eventually to develop professional qualities. The following are some professional qualities they should demonstrate:

1. LEARNER-CENTRED VALUES

a) Shows care and concern for pupils
   • Is committed to the welfare of pupils and aware of pupils' cognitive and socio-emotional development e.g., asking after their well being

b) Demonstrates warmth and enthusiasm
   • Is committed to providing a culture of care, trust and friendliness in the classroom
   • Teaches enthusiastically or seeks to enthuse pupils in learning the subject

c) Is sensitive to socio-cultural diversity
   • Understands and appreciates different ethnic and cultural backgrounds of staff and pupils

2. TEACHER IDENTITY

a) Is receptive to feedback
   • Able to accept comments and suggestions from CTs
   • Acts on feedback that is given
b) Is reflective
   • Seeks to learn from observations and experiences
   • Attempts to draw upon the theories learnt

c) Is punctual
   • Knows the need to start and end lessons punctually
   • Is punctual for school, lessons and school activities

d) Projects a professional image
   • Is neat and proper in appearance
   • Adheres to the Singapore Ministry of Education’s dress-code guidelines
WEEK 1 – TEACHING ASSISTANTSHIP TASKS
Focus: Knowing Your Learners & Lesson Preparation

Name of student teacher: _______________________________________

School : _______________________________________________________

Period of reflection : From __________________________ to _____________

Task 1A – Observation and Preparation of a Class Profile

A Class Profile is a report about a specific class. Writing a Class Profile allows one to easily see the different types of pupils who make up the individual class. It can help in studies involving the class, and provides an easy way to check for diversity in the classroom or school setting.

In preparation for your role as a classroom teacher, select a class of your choice and write a Class Profile. The profile should include the following points:

i. Class level and class size;

ii. Gender ratio (proportion of male/female), racial make-up (proportion of Chinese, Malay, Indian and others), and nationalities in the class;

iii. General ability level of the class you are describing -- for instance, state if the class is known to be good at or weak in certain subjects;

iv. Pupil family background and socio-economic status -- get a general sense of the make-up of the class;

v. Characteristics of the class -- is the class generally well-behaved, noisy, engaged, motivated, and/or lacking enthusiasm? You may make your own observations or speak to the teacher about it; and

vi. Are there any pupils with special needs, for example, dyslexia, autism, oppositional defiance disorder, etc.? If there are pupils with special needs, find out the challenges these pupils face daily in the class and how the teacher manages these pupils.

Task 1B – Conversation with Cooperating Teacher (CT)

How will knowledge of “Knowing Your Learners” and the Class Profile be useful for lesson preparation in terms of

i. planning lesson objectives,

ii. selecting teaching strategies, learning activities and resources,

iii. time management, and

iv. catering to pupils’ diverse needs?

Date held : _____________________________________________________

Name of Cooperating Teacher & Signature : _______________________________________

Task 1C – My Reflection for Week 1 after conversation with CT
(Submission deadline: Monday of Week 2)

1 Relevant courses: QED 50A/52A “Educational Psychology” (Jan semester), QED 50B/52B “Pedagogical Practices” (Jan semester), QED50K/52K “Teaching and Managing Learners” (Jan semester); QED50C/52C “Teacher-Student Relationship” (Aug semester); QED50T/52T “The Social Context of Education in Singapore” (Jan semester)
WEEK 2 – TEACHING ASSISTANTSHIP TASKS

Focus: Motivation & Lesson Enactment

Name of student teacher: _________________________________

School : _________________________________

Period of reflection : From _______________ to _______________

Task 2A – Observation and Note Taking²

Observe and make notes on how one of your CTs:

i. introduced and wrapped up lessons;

ii. aroused and sustained pupils' interest; and

iii. encouraged pupils' participation in class.

Note the use of technologies in any of the above.

Task 2B – Observation and Reflection of Pupil Learning and Teaching Approaches³

<table>
<thead>
<tr>
<th>Highlight observations with regard to:</th>
<th>Reflect on your observations and link them to what you have learnt in QED 50B/52B “Pedagogical Practices” as well as your CS courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pupils' learning profile and/or difficulties</td>
<td></td>
</tr>
<tr>
<td>2. Teacher's teaching approaches and strategies</td>
<td></td>
</tr>
</tbody>
</table>


³ Relevant courses: QED 50B/52B “Pedagogical Practices” (Jan semester) as well as CS courses (Jan and Aug semesters).
Task 2C – Conversation with Cooperating Teacher
Discuss with your CT why some of the motivational and instructional strategies as observed in Tasks 2A and 2B were used.

Date held : ________________________________
Name of Cooperating Teacher & Signature : ________________________________

Task 2D – My Reflection for Week 2 after conversation with CT
(Submission deadline: Monday of Week 3)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
WEEK 3 – TEACHING ASSISTANTSHIP TASKS

Focus: Positive Classroom Culture

Name of student teacher: ________________________________

School : ____________________________________________

Period of reflection : From ___________________________ to ___________________________

Task 3A – Observation and Reflection of Pupil Behaviour and Teacher Classroom Management

<table>
<thead>
<tr>
<th>Highlight observations with regard to:</th>
<th>Reflect on your observations and link them to what you have learnt in QED 50B/52B “Pedagogical Practices” and QED50K/52K “Teaching and Managing Learners”.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pupils’ behaviours (both verbal &amp; non-verbal)</td>
<td></td>
</tr>
<tr>
<td>2. Teacher’s classroom management style and approaches</td>
<td></td>
</tr>
</tbody>
</table>

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4 Relevant courses: QED 50A/52A “Educational Psychology” (Jan semester), QED50K/52K “Teaching and Managing Learners” (Jan semester)
Task 3B – Conversation with Cooperating Teacher

Discuss your observations and reflections (Task 3A) with your CT.

Date held: ____________________________
Name of Cooperating Teacher & Signature: ____________________________

Task 3C – My Reflection for Week 3 after conversation with CT
(Submission deadline: Monday of Week 4)
WEEK 4 – TEACHING ASSISTANTSHIP TASKS

Focus: Assessment & Feedback

Name of student teacher: ____________________________________________

School : __________________________________________________________

Period of reflection : From ____________________ to ____________________

Task 4A – Observation and Note Taking
Observe and make notes on how the teacher(s) monitored and assessed pupils’ understanding, including the use of questioning techniques in class. Note also the way feedback was given.

Task 4B – Conversation with Cooperating Teacher
Focusing on one or more of the lessons that you have observed, discuss some of the following questions with your CT:

i. how assessment tasks are crafted and/or selected;
ii. what strategies are used to enhance reliability of marking/scoring;
iii. any form of performance assessment conducted; and
iv. how teachers interpret assessment outcomes and use these to improve teaching and learning.

Date held : _________________________________

Name of Cooperating Teacher & Signature : ____________________________________

Task 4C – My Reflection for Week 4 after conversation with CT
(Submission deadline: Friday of Week 4)

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

5 Relevant course: QED 50N "Assessing Learning and Performance" (Aug semester)
REFLECTIONS FOR TEACHING ASSISTANTSHIP:
GUIDE FOR STUDENT TEACHERS

The purpose of your reflections is to enhance your learning experiences by systematically guiding you through specific theory-practice links. Through a series of weekly TA tasks, you will be prompted to either relate the education-related theories learnt in the first six weeks of your study to your observations, or make observations in preparation for your future courses. These observation-reflection notes will then serve as the basis for your weekly conversations with your CTs. After each conversation, you will then consolidate your learning into a reflection write-up for submission to your NIES the following Monday, except for week 4 where you will submit on Friday of that week.

Use the following as guidelines when writing your reflections:

- Briefly summarise what you have observed, in accordance to each week’s TA task, and what you have learnt after discussing with your CT. Link what you have observed in practice and your reflections to what you have learnt at NIE.

- Your reflections are not meant to report or critique the events that you have observed, and definitely not an avenue for you to “assess” your CTs’ teaching. For example, if the lesson you observed is mainly teacher-directed, reflect on the purpose of teacher-directed approaches, and when it is useful to use such an approach. So, you could be writing something like this: “I observed how teacher-centred approaches could be used to provide the pupils with the background required for a new topic….” You should not be writing this: “The teacher used teacher-centred approaches throughout the lesson and failed to use student-centred approaches.”

- Exercise professionalism in writing about the practices, the teachers, and the pupils whom you observe or teach.
RUBRIC FOR ASSESSING REFLECTIONS

The 4 weekly reflections are NOT a log of what you did each day, but a consolidated reflection after each weekly conversation with your CT.

Use this rubric as a guide to assess how well you are reflecting on your observations and practices, enhanced through your conversation with your CT. Your NIES will also be using this assessment rubric.

<table>
<thead>
<tr>
<th>Assessment Descriptor</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Any of these:</td>
</tr>
<tr>
<td></td>
<td>• 4 reflections not submitted</td>
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<tr>
<td></td>
<td>• Incomplete or brief reflections</td>
</tr>
<tr>
<td></td>
<td>• Very slipshod reflections, showing little or no effort put in</td>
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<tr>
<td>Acceptable</td>
<td>The reflections are:</td>
</tr>
<tr>
<td></td>
<td>• Very thoughtful or insightful, linking theory with practice</td>
</tr>
<tr>
<td></td>
<td>• Well-articulated</td>
</tr>
<tr>
<td></td>
<td>• Well-organised and supported with examples</td>
</tr>
</tbody>
</table>
TEACHING ASSISTANTSHIP SUMMATIVE REPORT (Part I)
[To be completed by the main CT, SCM and the Principal]

Name of Student Teacher: ____________________________ CS1: ____________
Programme & Intake : ____________________________ CS2: ____________
School : ____________________________
Classes Attached To : ____________________________

A. To be completed by main Cooperating Teacher
I) Student teacher's attendance [Put a tick (✓) in the appropriate box].

☐ 100% attendance
☐ absent for ____ day(s)

Date(s) : ____________________________
Reason(s) for absence : ____________________________

II) Comments on student teacher's professional attributes and attitudes (e.g.s. shows care and concern for pupils; demonstrates warmth and enthusiasm; shows evidence of being reflective; is punctual; dresses professionally, etc.)

______________________________
______________________________
______________________________

III) Overall Performance (to be decided in consultation with SCM and School Principal) [Put a tick (✓) in the appropriate box]:

| Student teacher is generally positive in work attitude and shows sufficient commitment to the profession. S/he has the potential to become a good teacher, given the experience. | PASS ☐ |
| Student teacher is lacking in interest, work attitude and commitment to the profession. | FAIL ☐ |

(Please turn over ...)
IV) Areas of concern to be highlighted, if any.


Name of main Cooperating Teacher : __________________________
Signature / Date : __________________________

B. School Coordinating Mentor’s comments


Name of School Coordinating Mentor : __________________________
Signature / Date : __________________________

C. Principal’s comments


Name of Principal : __________________________
Signature / Date : __________________________
TEACHING ASSISTANTSHIP SUMMATIVE REPORT (Part II)
[To be completed by the NIE Supervisor]

Name of Student Teacher : ________________________________
Programme & Intake : ________________________________
School/JC/Institute : ________________________________
Date of Assessment Meeting : ________________________________

Final overall grading (with input from school) [Put a tick (✓) in the appropriate box]:

| Student teacher is generally positive in work attitude and shows sufficient commitment to the profession. S/he has the potential to become a good teacher, given the experience. | PASS  
 ticks |
| Student teacher is lacking in interest, work attitude and commitment to the profession. | FAIL  
 ticks |

ENDORSEMENTS

Name of School Principal : ________________________________
Signature / Date : ________________________________

Name of School Coordinating Mentor : ________________________________
Signature / Date : ________________________________

Name of NIE Supervisor : ________________________________
Signature / Date : ________________________________

(Please turn over ...)

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TO BE COMPLETED BY THE NIE SUPERVISOR

I) The student teacher completed the Weekly Reflections for all 4 weeks [Put a tick (✓) in the appropriate box].

YES ☐ NO ☐

II) Comments on the coverage and quality of work based on review of weekly reflections.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

III) I have noted the report submitted by the school (Summative Report Part I). My comments, if any, are as follows:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

FOR AG USE

Name of AG Practicum Leader : ________________________________

Signature / Date : ________________________________

Reports enclosed [Please tick (✓)] : ☐ Summative Report Part I

Name of Head/AG : ________________________________

Signature / Date : ________________________________
WEEK 1 – TEACHING PRACTICE 1 TASKS

Focus:
- Knowing Your Learners & Lesson Preparation
- Motivation & Lesson Enactment

Name of student teacher: ________________________________

School: ________________________________

Period of reflection: From __________ to __________

Task 1A – Observation and Preparation of a Class Profile

A Class Profile is a report about a specific class. Writing a Class Profile allows one to easily see the different types of pupils who make up the individual class. It can help in studies involving the class, and provides an easy way to check for diversity in the classroom or school setting.

In preparation for your role as a classroom teacher, select a class of your choice and write a Class Profile. The profile should include the following points:

i. Class level and class size;

ii. Gender ratio (proportion of male/female), racial make-up (proportion of Chinese, Malay, Indian and others), and nationalities in the class;

iii. General ability level of the class you are describing -- for instance, state if the class is known to be good at or weak in certain skills/game techniques;

iv. Pupil family background and socio-economic status – get a general sense of the make-up of the class;

v. Characteristics of the class – is the class generally well-behaved, noisy, engaged, motivated, and/or lacking enthusiasm? You may make your own observations or speak to the teacher about it; and

vi. Are there any pupils with special needs, for example, dyslexia, autism, oppositional defiance disorder, etc.? If there are pupils with special needs, find out the challenges these pupils face daily in the class and how the teacher manages these pupils.

Task 1B – Observation and Note Taking

Observe and make notes on how one of your CTs:

i. introduced and wrapped up lessons;

ii. aroused and sustained pupils' interest; and

iii. encouraged pupils' participation in class.

Note the use of technologies in any of the above.

1 Relevant courses: QED 50A/52A “Educational Psychology” (Jan semester), QED 50B/52B “Pedagogical Practices”, QED50K/52K “Teaching and Managing Learners” (Jan semester); QED50C/52C “Teacher-Student Relationship” (Aug semester); QED 50L “The Social Context of Teaching and Learning” (Aug semester) and QPC50B/QPC52B “Instructional Methods in Physical Education” (Jan semester).

2 Relevant courses: QED 50A/52A “Educational Psychology” (Jan semester), QED 50B/52B “Pedagogical Practices”, QED50K/52K “Teaching and Managing Learners” (Jan semester) and QED 50G/52G “Technologies for Meaningful Learning” (Aug semester).
### Task 1C – Observation and Reflection of Pupil Learning and Teaching Approaches

<table>
<thead>
<tr>
<th>Highlight observations with regard to:</th>
<th>Reflect on your observations and link them to what you have learnt in QED 50B/52B “Pedagogical Practices” as well as QPC50B/ QPC52B “Instructional Methods in Physical Education”.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pupils’ learning styles and/or difficulties</td>
<td></td>
</tr>
<tr>
<td>2. Teacher’s teaching approaches and strategies</td>
<td></td>
</tr>
</tbody>
</table>

### Task 1D – Conversation with Cooperating Teacher (CT)

Discuss with your CT:

i. how will knowledge of “Knowing Your Learners” and the Class Profile be useful for lesson preparation in terms of
   a. planning lesson objectives,
   b. selecting teaching strategies, learning activities and resources,
   c. time management, and
   d. catering to pupils’ diverse needs?

ii. why some of the motivational and instructional strategies as observed in Tasks 1B and 1C were used.

Date held

Name of Cooperating Teacher & Signature

---

3 Relevant courses: QED 50B/52B “Pedagogical Practices” (Jan semester), QPC50B QPC52B “Instructional Methods in Physical Education” (Jan semester) as well as CS courses (Jan and Aug semesters).
Task 1E – My Reflection for Week 1 after conversation with CT
(Submission deadline: Monday of Week 2)
## WEEK 2 – TEACHING PRACTICE 1 TASKS

**Focus:**
- Positive Classroom Culture
- Assessment & Feedback

**Name of student teacher:**

**School:**

**Period of reflection:** From ___________ to ___________

### Task 2A – Observation and Reflection of Pupil Behaviour and Teacher Classroom Management

<table>
<thead>
<tr>
<th>Highlight observations with regard to:</th>
<th>Reflect on your observations and link them to what you have learnt in QED 50B/52B “Pedagogical Practices”, QED50K/52K “Teaching and Managing Learners” and QPC50B/ QPC52B “Instructional Methods in Physical Education”.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pupils’ behaviours (both verbal &amp; non-verbal)</td>
<td></td>
</tr>
<tr>
<td>2. Teacher’s classroom management style and approaches</td>
<td></td>
</tr>
</tbody>
</table>

---

4 Relevant courses: QED 50A/52A “Educational Psychology” (Jan semester), QED50K/52K “Teaching and Managing Learners” (Jan semester) and QED 50B/52B “Pedagogical Practices”, QPC50B/QPC52B “Instructional Methods in Physical Education” (Jan semester)
Task 2B – Observation and Note Taking
Observe and make notes on how the teacher(s) monitored and assessed pupils’ understanding, including the use of questioning techniques in class. Note also the way feedback was given.

Task 2C– Conversation with Cooperating Teacher

  i. Discuss your observations and reflections (Task 2A) with your CT.
  ii. Focusing on one or more of the lessons that you have observed, discuss some of the following questions with your CT:
      a. how assessment tasks are crafted and/or selected;
      b. what strategies are used to enhance good feedback practice;
      c. any form of performance assessment conducted; and
      d. how teachers bridge the gap between a student’s actual understanding and the desired level of understanding.

Date held: ________________________________

Name of Cooperating Teacher & Signature: ________________________________

Task 2D – My Reflection for Week 2 after conversation with CT
(Submission deadline: Monday of Week 3)

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
REFLECTIONS FOR TEACHING PRACTICE 1:  
GUIDE FOR STUDENT TEACHERS

The purpose of your reflections is to enhance your learning experiences by systematically guiding you through specific theory-practice links. Through a series of weekly TP1 tasks, you will be prompted to either relate the education-related theories learnt to your observations, or make observations in preparation for your future courses. These observation-reflection notes will then serve as the basis for your weekly conversations with your CTs. After each conversation, you will then consolidate your learning into a reflection write-up for submission to your NIES the following Monday.

Use the following as guidelines when writing your reflections:

- Briefly summarise what you have observed, in accordance to each week’s TP1 tasks, and what you have learnt after discussing with your CT. Link what you have observed in practice and your reflections to what you have learnt at NIE.

- Your reflections are not meant to report or critique the events that you have observed, and definitely not an avenue for you to “assess” your CTs’ teaching. For example, if the lesson you observed is mainly teacher-directed, reflect on the purpose of teacher-directed approaches, and when it is useful to use such an approach. So, you could be writing something like this: “I observed how teacher-centred approaches could be used to provide the pupils with the background required for a new topic….” You should not be writing this: “The teacher used teacher-centred approaches throughout the lesson and failed to use student-centred approaches.”

- Exercise professionalism in writing about the practices, the teachers, and the pupils whom you observe or teach.
# PROFESSIONAL PRACTICE AND INQUIRY (PPI) ASSESSMENT REPORT

(To be completed by NIES)

Name of Student Teacher: ________________________________

Programme & Intake: ________________________________

School/JC/Institute: ________________________________

Observation of student teacher’s evidence of learning by NIES

**TABLE A: EVIDENCE OF LEARNING**

<table>
<thead>
<tr>
<th>Stage of Assessment</th>
<th>Observation</th>
<th>Evidence of learning (Please tick one in each row)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1:</strong></td>
<td>The student teacher is able to</td>
<td></td>
</tr>
<tr>
<td>(Pre-Practicum Conference, before FC1)</td>
<td>• share his/her learning experience in NIE</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td></td>
<td>• articulate his/her teaching philosophy</td>
<td></td>
</tr>
<tr>
<td><strong>Stage 2:</strong></td>
<td>From FC2 form, the student teacher is able to</td>
<td></td>
</tr>
<tr>
<td>(FC2)</td>
<td>• reflect on his/her practice</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td></td>
<td>• propose the type of data that he/she will collect to improve on his/her Teaching Practice</td>
<td></td>
</tr>
<tr>
<td><strong>Stage 3:</strong></td>
<td>From FC3 form, the student teacher is able to</td>
<td></td>
</tr>
<tr>
<td>(FC3)</td>
<td>• how he/she used data to inquire into his/her Teaching Practice</td>
<td>Yes [ ] No [ ]</td>
</tr>
<tr>
<td></td>
<td>• how he/she used inquiry to develop one or more Graduand Teacher Competency / Competencies (GTC)</td>
<td></td>
</tr>
</tbody>
</table>

Final overall grading for PPI course by NIES based on Evidence of Learning (Table A) [Put a tick (✓) in the appropriate box]

**TABLE B: FINAL OVERALL GRADING FOR PPI**

- **Evidence of learning at all three stages was observed** in Table A. (All evidence in the 3 stages are ticked ‘Yes’): PASS [ ]
- **No evidence of learning** was observed in one or more of the stages in Table A. (One or more pieces of evidence in the 3 stages is/are ticked ‘No’): FAIL [ ]

Name of NIES / AG : ___________________________________________

Signature / Date : ___________________________________________
A Guide to completing the PPI Assessment Report

- Prepare one PPI assessment report for each student teacher.
- To pass the PPI course, the student teacher must be able to show evidence of their ability to:
  - integrate learning across the courses;
  - reflect critically using the Reflective Practice Model;
  - collect relevant data (observation, interview, marks, etc.) to inquire into practice during practicum; and
  - use inquiry to develop one or more GTC(s).

These pieces of evidence will be observed at three stages during final Teaching Practice corresponding to Table A in the PPI assessment report.

- The assessment report will be completed at three stages during practicum; during the Pre-Practicum Conference presentation, at the end of the Focused Conversation 2 (FC2), and at the end of the Focused Conversation 3 (FC3).
- **Stage 1:** During the pre-practicum conference, NIES will listen to the student teacher’s sharing on his/her teaching beliefs as well as his/her learning in NIE. A tick will be given in the ‘Yes’ box in Stage 1 of Table A if the student teacher is able to articulate his/her learning experience in NIE and teaching philosophy. The NIES will keep the PPI assessment report.
- **Stage 2:** Immediately after FC2, the student teacher will upload his/her completed FC2 form to his/her PPI e-Portfolio and the NIES will retrieve and read his/her FC2 form. A tick is given in the ‘Yes’ box in stage 2 of Table A if the student teacher is able to reflect on his/her practice and propose what data he/she will collect to help improve on his/her Teaching Practice. It is important to note here that the student teacher is assessed on his/her intention and thought processes, and not on the quality of the reflection. Also, there is no need for the NIES to verify whether all the data are collected as planned.
- **Stage 3:** This final stage of the PPI assessment can be completed in two ways:
  - **Option A: Complete assessment in NIES’ office**
    Immediately after FC3, the student teacher will upload his/her completed FC3 form to his/her PPI e-Portfolio and the NIES will retrieve and read the student teacher’s FC3 form. A tick is given in the ‘Yes’ box in Stage 3 of Table A if the student teacher is able to reflect how he/she used data to inquire into his/her final Teaching Practice, and how he/she used inquiry to develop one or more GTC(s).
  - **Option B: Complete assessment in student teacher’s school**
    NIES is strongly encouraged to sit in to FC3 to celebrate the end of his/her student teacher’s practicum journey. While participating in FC3, the NIES will read his/her student teacher’s FC3 form. A tick is given in the ‘Yes’ box in Stage 3 of Table A if the student teacher is able to reflect how he/she used data to inquire into his/her final Teaching Practice, and how he/she used inquiry to develop one or more GTC(s). Attending the FC3 is optional, and is dependent on the school and NIES’s schedule.

For the Stage 3 assessment, the student teacher is assessed on his/her intention and thought processes, and not on the quality of the reflection. Also, there is no need for the NIES to verify whether all the data are used as planned by the student teacher to inquire into his/her practice.

- **Final overall grading:** After all the three pieces of evidence in Table A are ticked, NIES will complete Table B of the PPI assessment report. To award a ‘Pass’ grade, the student teacher must have all three ‘Yes’ boxes ticked in Table A. This signifies that evidence of learning was observed in all three stages of the assessment.
- NIES will submit the PPI assessment report together with the practicum reports to his/her AG Practicum Leader.
- Do not reveal the final grade as it is confidential and is not confirmed until it is approved by the NIE Board of Exams.
IMPLEMENTATION OF PROFESSIONAL PRACTICE AND INQUIRY

Background

Arising from the main recommendations of NIE’s TE21 report, the e-Portfolio initiative was piloted in 2010 to strengthen the Theory-Practice Nexus and to help student teachers aggregate and integrate their learning. From July 2014, the e-Portfolio course is renamed ‘Professional Practice and Inquiry (PPI)’ to better reflect the course objectives, especially in terms of strengthening the linkages between the courses and practicum. Concurrently, one Academic Unit (AU) is awarded to emphasise the importance of structured time set aside for student teachers to acquire the knowledge, skills and attitudes needed to chart their development and learning experiences in NIE, and to develop them into autonomous thinking teachers.

Why PPI?

The PPI initiative provides the foundation for student teachers to understand the process of integrating and aggregating their learning, be reflective, inquire into their teaching and establish theory-practice connection to their practice. In particular, this initiative will provide avenues for student teachers to explore and reflect on their beliefs as teachers, the nature of teaching and learning and to articulate their growing understanding of what constitutes good teaching in relation to NIE’s Graduand Teacher Competencies (GTC).

There are two components to this PPI initiative.

1. PPI Course

PPI course weaves student teachers’ learning across all courses and practicum of the initial teacher preparation programme in NIE.

The PPI course aims to:
   i. develop a set of understanding about learners, teaching, and learning, and
   ii. provide knowledge, skills and attitudes to develop student teachers to be thinkers and researchers with a strong teacher identity.

The course content for PPI includes
   i. understanding the ‘why’, ‘what’ and ‘how’ of PPI,
   ii. formulating one’s teaching philosophy,
   iii. applying the Reflective Practice Model to scaffold one’s reflection of his/her teaching,
   iv. inquiring into one’s practice using the Inquiry Model,
   v. using data to inform and substantiate inquiry,
   vi. using theories and research to educate one’s perspectives, beliefs and assumptions,
   vii. understanding the characteristics and components of good teaching and
   viii. recognising the importance of co-inquiring and co-constructing knowledge within a community of learners in the educational fraternity.

2. PPI e-Portfolio

With the structure provided by the e-Portfolio, student teachers will be able to construct their conceptual framework of teaching and learning and demonstrate what they know and are able to do as teachers (e.g., Mansvelder-Longayroux, Bijjadi, & Verloop, 2007). The e-Portfolio serves as a cognitive framework that allows the student teachers to form connections between the various courses undertaken at NIE. This process of forming connections will serve to synthesise and aggregate their learning, and strengthen the theory-practice connection. In particular, the e-Portfolio is designed to instigate reflection on their personal teaching beliefs, learning beliefs, and their relationship to NIE’s GTC. The e-Portfolio allows student teachers to upload any artefacts that demonstrate the range of expected teaching competencies.
NANYANG TECHNOLOGICAL UNIVERSITY
NATIONAL INSTITUTE OF EDUCATION

PPI course and PPI e-Portfolio are seamlessly weaved into the student teachers’ practicum experience. Student teachers are tasked to articulate their teaching philosophies, share their conceptions of teaching and learning, and inquire into their own practices during their practicum experience through the use of e-Portfolio with their SCM and NIES during the Focused Conversations and Pre- and Post-practicum conferences. This inevitably facilitates a culture of learning among the student teachers where they start to co-inquire, co-construct and grow their knowledge.

Assessment

This is a one AU course. The PPI Assessment Report and guidelines can be found in Appendix 32.

References

What is Professional Inquiry?

Professional Inquiry is a process whereby educators seek out change by reflecting and posing questions about their practice. This is followed by data collection to gain insights into their questions, analysing the data along with reading relevant literature, making changes in practice based on new understandings developed during inquiry, and sharing findings with others (Dana & Yendol-Hoppey, 2008).

In NIE, an additional step of sharing findings (see grey box) takes place after the analysis of data and literature. This allows student teachers to review and elicit feedback even before actual implementation of proposed changes.
TEACHING PRACTICE STUDENT RECORD OF FOCUSED CONVERSATIONS

Student Teacher : ____________________________
School : ____________________________
School Coordinating Mentor : ____________________________

Focused Conversation 1: Start-of-TP Presentation to SCM

Key focus: What have you learnt from the courses at NIE that have influenced your conception of teaching and learning?
(Your presentation should be supported by artefacts extracted from your e-Portfolio.)

Date held : ____________________________

SCM’s Comments :
1. Student teacher was able to (please tick accordingly):
   - ☐ Share his/her learning experience in NIE
   - ☐ Articulate his/her teaching philosophy
   - ☐ Organise and showcase a number of his/her artefacts during the presentation

2. ☐ The Focused Conversation was useful and meaningful

Additional Comments :
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature of SCM : ____________________________

Student Teacher’s Comments :

i. My reflections for Focused Conversation 1
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature of Student Teacher : ____________________________

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Focused Conversation 2: Weeks 3-6 sharing with SCM and fellow student teachers

You may choose one of the 2 options below for your Focused Conversation.

Option 1: Key focus: Classroom Management
You are encouraged to bring up for discussion issues on classroom management which you have encountered in your lessons / with your students. For example, what seems to be going well / not going well in the management of learning experiences, management of students’ behaviours, and management of time.

Option 2: Key focus: Motivation and Instructional Strategies
You are encouraged to bring up issues related to motivating students and instructional strategies which you have encountered / practised in your lessons. For example, what you did to establish a positive learning environment where students felt supported in their learning, how you motivated your students, how you ensured clarity when explaining concepts, giving instructions, dealing with student confusions, and making connections during instruction.

SCM will ask some guided questions based on the “Reflective Practice Model” provided by NIE.

Reflective Practice is “a deliberate pause to assume an open perspective, to allow for higher-level thinking processes. Practitioners use these processes for examining beliefs, goals, and practices, to gain new or deeper understandings that lead to actions that improve learning for students” (York-Barr, Sommers, Ghere, & Montie, 2001, p.6).

Guided Questions (adapted from York-Barr, Sommers, Ghere, & Montie, 2001; Richardson, 2002):
1. What happened? (What did I do? What did others do?)
2. Why? (Why did I think things happened this way? Why did I choose to act the way I did?)
3. So what? (What have I learned from this? How might this change my future thinking, behaviour and interactions?)
4. Now what? (What do I want to remember to think about in a similar situation? How do I want to act?)

Additional Input
SCM may provide his/her input after student teachers have shared the above points.

Date held: ______________________

SCM’s Comments:
1. What? Issue(s) raised: _____________________________________________________________
2. Now what? Student teacher was able to propose follow-up action(s) based on (please tick accordingly):
   - ☐ Theories learnt
   - ☐ Good practices shared
   - ☐ Others: ________________________________________________________________
3. ☐ The Focused Conversation was fruitful

Additional Comments: ________________________________________________________________

Signature of SCM: ______________________

1 Please refer to Annexes A and B for some of the educational theories covered in NIE.
Student Teacher’s Comments:

i. My reflections for Focused Conversation 2

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

ii. What data (observation, interview, test marks, etc.) will I collect to help me improve on my teaching practice?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Signature of Student Teacher : ____________________________
Focused conversation 3: End-of-TP presentation to SCM

Key focus: What Graduand Teacher Competencies have you developed by the end of your practicum in this school?  
(Your presentation should be supported by artefacts extracted from your e-Portfolio)

Date held : ____________________

SCM’s Comments :
1. Student teacher was able to (please tick accordingly):
   □ Share his/her learning experience during practicum
   □ Make clear reference to the Graduand Teaching Competencies framework
   □ Organise and showcase a number of his/her artefacts during practicum

2. □ The Focused Conversation was useful and meaningful

Additional Comments :
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Signature of SCM : ________________________________

Student Teacher’s Comments :

i. How have I used my data (observation, interview, test marks, etc.) to inquire into my teaching practice?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

ii. How have I used inquiry to develop one or more GTC(s)?
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Signature of Student Teacher : ________________________________
Annex A: Examples of Theories for Classroom Management

1. Kounin’s Instructional Management

Kounin’s instructional management is an ecological model which focuses on the dynamics in the classroom. He identified key teacher behaviours which can contribute to the effective management of whole-class and small-group activities:

<table>
<thead>
<tr>
<th>Withitness</th>
<th>Preventing misbehaviour or off-task activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays an awareness of students’ behaviours in the classroom</td>
<td></td>
</tr>
<tr>
<td>Communicates to students this knowledge</td>
<td></td>
</tr>
<tr>
<td>Operates with desists – prompt efforts taken to stop any misbehaviours; minimises disruptions</td>
<td></td>
</tr>
<tr>
<td>Overlapping</td>
<td></td>
</tr>
<tr>
<td>Attends to two or more matters which may arise at the same time</td>
<td></td>
</tr>
<tr>
<td>Facilitates withitness</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Momentum and Smoothness</th>
<th>Managing lesson pacing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeps lessons moving briskly, stays on track and minimises digression</td>
<td></td>
</tr>
<tr>
<td>Avoids jerkiness, satiation, slowdowns, over-dwelling and fragmentation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Alerting</th>
<th>Managing group focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages whole-class attention while eliciting individuals’ responses</td>
<td></td>
</tr>
<tr>
<td>Utilises strategies such as random calling of students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Encouraging Accountability</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Holds students accountable for their own learning and behaviours</td>
<td></td>
</tr>
<tr>
<td>Alerts students to how their performances will be observed or assessed</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High Participation Format</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Involves whole-class to work on some tasks concurrently when individuals are responding to teacher’s questions</td>
<td></td>
</tr>
</tbody>
</table>

2. Dreikurs’s Discipline Model

Dreikurs's discipline model leverages on the motives of children’s behaviours and the concept of logical consequences for effective management of misbehaviours.

Identifying mistaken goals
- In dealing with problem behaviours. Dreikurs emphasised the importance of understanding the root problems.
- He proposed that misbehaviours are outcomes of four mistaken goals pursued by the students: gaining attention, seeking power, exacting revenge and displaying inadequacy.
- Identifying a student’s mistaken goal will be the first crucial step in helping the teachers to design suitable interventions to change their mistaken goals and arrest the problems.

Using logical consequences
- Teachers need to establish clear rules and procedures (routines) delineating students’ appropriate behaviours, and the consequences for any rule or procedural infractions. Students are encouraged to participate in the setting of rules, procedures and consequences. When
students are imbued with a sense of ownership of the type of classroom conditions they desire, they will be more conscientious to uphold them.

• Logical consequences should be used to deal with infringements of rules and other misbehaviours. By designing consequences which relate specifically to the misbehaviours, instead of arbitrary punishments, students will be better able to grasp the consequences of their acts, accept the penalties and learn responsible behaviours. Punishments on the other hand are often inflicted with anger and create resentment within the students. They do not promote a positive and emotionally safe classroom environment.

References


Annex B: Examples of Motivational Theories & Strategies for Engagement in the Classroom

1. Goal-Orientation Theory

Goal orientations are the purposes or reasons for engaging in achievement behaviours (Pintrich, 2003). Goal orientation theory is highly relevant to the motivation to learn in the classroom. It explains human achievement behaviour and how different goal orientations can lead to either adaptive or maladaptive motivational, cognitive, affective, and behavioural outcomes. Research has shown that mastery goal orientations are related to better motivational and cognitive outcomes. It is essential for teachers to emphasise the mastery goal orientations in the classroom.

### Academic Goal Orientations

#### Mastery goal oriented
- Belief in effort as key to success
- Aims at task proficiency
- Directed towards skills acquisition
- Satisfied with personal improvement
  
  e.g. I work hard to learn.
  Making mistakes is part of learning.

#### Performance goal oriented
- Belief in ability as key to success
- Aims at external indicators e.g. grades
- Directed towards demonstration of ability relative to others
- Satisfied with superior performance and self-worth enhancement
  
  e.g. I work hard to get a high grades.
  I really don’t like to make mistakes.

### Strategies to facilitate the adoption of mastery goal orientation in the classroom:

- Focus on meaningful aspects of learning activities; highlight the relevance of the academic tasks to the real world.
- Design tasks for novelty, variety, diversity, and interest.
- Design tasks that are challenging but reasonable in terms of students’ capacities
- Provide opportunities for students to have some choice and control over activities in the classroom.
- Focus on individual improvement, effort, learning progress, and mastery.
- Make evaluation private, not public.
- Help students see mistakes as opportunities for learning.
- Use heterogeneous cooperative groups to foster peer interaction.

Adapted from Schunk (2010)
2. Self Determination Theory

According to Self-determination theory, basic psychological need satisfaction is assumed to represent the underlying motivational mechanism that energises and directs people’s behaviour (Deci & Ryan, 2000). The satisfaction of the basic psychological needs for autonomy, competence, and relatedness can help students to progress from lower levels of motivation to higher levels of motivation.

Strategies to facilitate the satisfaction of the three basic psychological needs in the classroom:

i. Relatedness – individuals’ inherent desire for a sense of belonging to a social group and connectedness with others
   - Create learning environment with positive feeling tones.
   - Promote the development of social relationships in class.

ii. Competence – individuals’ inherent desire to feel effective in interacting with the environment
   - Believe that every child can learn.
   - Provide positive feedback.
   - Promote moderately difficult goals.

iii. Autonomy – individuals’ inherent desire to feel volitional and to experience a sense of choice and psychological freedom when carrying out an activity
   - Provide a rationale for activities.
   - Provide choice of activities.
   - Promote mastery goals.
   - Use rewards carefully - use extrinsic rewards only when there is no intrinsic motivation to undermine.

References


FINAL TEACHING PRACTICE SUMMATIVE REPORT (PART II)

[To be completed by the School Coordinating Mentor and the Principal]

Name of Student Teacher : ____________________________
Programme & Intake : ________________________________
School/JC/Institute : _________________________________
Name of NIE Supervisor : ____________________________

School’s overall grading [based on the Teaching Practice Summative Report (Part I)] of student teacher’s teaching competency and personal qualities [Put a tick (✓) in the appropriate box]:

<table>
<thead>
<tr>
<th>Description</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student teacher is rated mostly “Excellent” and some “Proficient” for the processes in Part A, and no lower than “Good” for the attributes/attitudes in Part B in the Final Teaching Practice Summative Report (Part I) (the summative APT).</td>
<td>*DISTINCTION</td>
</tr>
<tr>
<td>S/he makes positive contributions in areas beyond her/his immediate responsibility, and exhibits an outstanding sense of commitment to the profession. S/he demonstrates a creative flair in teaching and has the potential to become an excellent teacher.</td>
<td></td>
</tr>
<tr>
<td>Student teacher is 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 in the Final Teaching Practice Summative Report (Part I) (the summative APT).</td>
<td>CREDIT</td>
</tr>
<tr>
<td>S/he exhibits a positive work attitude and a strong sense of commitment to the profession. S/he has the potential to become a very good teacher.</td>
<td></td>
</tr>
<tr>
<td>Student teacher is rated minimally “Satisfactory” for all the processes in Part A, and no lower than “Acceptable” for attributes/attitudes in Part B in the Final Teaching Practice Summative Report Part I (the summative APT).</td>
<td>PASS</td>
</tr>
<tr>
<td>S/he is generally positive in work attitude and shows sufficient commitment to the profession. S/he has the potential to become a good teacher, given the experience.</td>
<td></td>
</tr>
<tr>
<td>Student teacher is rated a “Not yet/Emerging” competence for any of the processes in Part A, or “Unacceptable” for the attributes/attitudes in Part B in the Final Teaching Practice Summative Report Part I (the summative APT).</td>
<td>*FAIL</td>
</tr>
<tr>
<td>S/he is lacking in interest, work attitude and commitment to the profession.</td>
<td></td>
</tr>
</tbody>
</table>

* Moderation is compulsory for student teachers awarded the ‘DIST’ and ‘FAIL’ grades.

**NOTE:** If a student teacher exhibits ‘distinction’ quality in his/her teaching competency, but is lacking in work attitude/values, his/her overall grade should not be a ‘Distinction’.

(Please turn over ...)

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SCHOOL COORDINATING MENTOR'S COMMENTS

Comments (e.g., areas of strengths, areas requiring further guidance, willingness to participate in school activities, professional conduct, work attitude, etc.)

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Name of School Coordinating Mentor: ____________________________________________________
Signature / Date: _____________________________________________________________________

PRINCIPAL’S COMMENTS

I have noted the report submitted by the Main Cooperating Teacher (Summative Report Part I) and comments by the School Coordinating Mentor. My comments are as follows:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Name of School Principal: _____________________________________________________________
Signature / Date: ___________________________________________________________________
# FINAL TEACHING PRACTICE SUMMATIVE REPORT (PART III)

[To be completed jointly by school representatives and the NIE Supervisor]

Name of Student Teacher : ____________________________

Programme & Intake : ____________________________

School/JC/Institute : ____________________________

Date of Teaching Practice Assessment Meeting : ____________________________

**Final overall grading (with input from school) of student teacher's teaching competency and personal qualities [Put a tick (√) in the appropriate box]:**

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DISTINCTION</strong></td>
<td>Student teacher is rated mostly “Excellent” and some “Proficient” for the processes in Part A, and no lower than “Good” for the attributes/attitudes in Part B in the <em>Final Teaching Practice Summative Report (Part I)</em> (the summative APT). S/he makes positive contributions in areas beyond her/his immediate responsibility, and exhibits an outstanding sense of commitment to the profession. S/he demonstrates a creative flair in teaching and has the potential to become an excellent teacher.</td>
</tr>
<tr>
<td><strong>CREDIT</strong></td>
<td>Student teacher is 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 in the <em>Final Teaching Practice Summative Report (Part I)</em> (the summative APT). S/he exhibits a positive work attitude and a strong sense of commitment to the profession. S/he has the potential to become a very good teacher.</td>
</tr>
<tr>
<td><strong>PASS</strong></td>
<td>Student teacher is rated minimally “Satisfactory” for all the processes in Part A, and no lower than “Acceptable” for attributes/attitudes in Part B in the <em>Final Teaching Practice Summative Report Part I</em> (the summative APT). S/he is generally positive in work attitude and shows sufficient commitment to the profession. S/he has the potential to become a good teacher, given the experience.</td>
</tr>
<tr>
<td><strong>FAIL</strong></td>
<td>Student teacher is rated a “Not yet/Emerging” competence for any of the processes in Part A, or “Unacceptable” for the attributes/attitudes in Part B in the <em>Final Teaching Practice Summative Report Part I</em> (the summative APT). S/he is lacking in interest, work attitude and commitment to the profession.</td>
</tr>
</tbody>
</table>

* Moderation is compulsory for student teachers awarded the ‘DIST’ and ‘FAIL’ grades.

NOTE: If a student teacher exhibits ‘distinction’ quality in his/her teaching competency, but is lacking in work attitude/values, his/her overall grade should not be a ‘Distinction’.

(Please turn over ...)

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## ENDORSEMENTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature / Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School Principal</td>
<td></td>
</tr>
<tr>
<td>Name of School Coordinating Mentor</td>
<td></td>
</tr>
<tr>
<td>Name of NIE Supervisor</td>
<td></td>
</tr>
<tr>
<td>Name of Moderator (where applicable)</td>
<td></td>
</tr>
</tbody>
</table>

## NIE SUPERVISOR’S COMMENTS

I have noted the report submitted by the school (Summative Report Parts I & II). My comments are as follows:

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Nanyang Technological University, Singapore

1 Nanyang Walk, Singapore 637616

NTU Reg No: 200604383R