Briefing for Cooperating Teachers

Briefing Overview

1. Introduction
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   - What’s New
   - What? Why? Who?
   - Generic Roles and Responsibilities of NIES, SCM & CT
   - Practicums in 2015

2. Lesson Observation-Feedback Cycle
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   - Grading Guidelines for Assessors

3. Supervision
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5. Documents for CTs from their student teachers

6. Practicum Briefing for Student Teachers

7. PGDE Practicums

8. Practicum Website

9. Practicum Office

1.1 Tenets of Practicum

**Practicum – The Spine of the Programmes**

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

1.2 What’s New

1. **Practicum Book Prizes**
   - With effect from 2015, two additional book prizes valued at $500 each will be awarded by cohort to the best student teacher in Practicum in the Degree and Diploma programmes. (Practicum Book Prizes for the PGDE (Pri) and PGDE (Sec/JC) programmes started in 2013)

2. **New School Experience Tasks [BA/BSc (Ed) Programmes]**
   - SE will start on 13 – 24 July 2015 to allow student teachers to go for Building University Interns for Leadership Development (BUILD) internship

3. **New Professional Practice and Inquiry (PPI)**

4. **APT form** with a DATE of the lesson included
   - at present there is date at the end of the APT for signature and date
1.3 What? Why? Who?

- Practicum, or field experience, is linked to the student teachers’ courses and is critical to their growth and development as teachers.
- It provides the opportunity to make critical connections between theory and practice.
- It is possible only through the strong three-way partnerships between NIE, MOE and schools, as well as between supervisor, student and cooperating teacher.

1.4 Roles of SCM, CT and NIES

School Principal

School Coordinating Mentor (SCM) → NIE Supervisor (NIES)

Cooperating Teachers (CTs) and
Student Teachers

NIE Moderator / External Examiner

1.4.1 Role of SCM

- Overall in charge of the practicum
- Main liaison person with the NIES
- Conduct briefing for induction of student teachers
- Conduct briefing for induction of CTs
- Oversee work of CTs & student teachers
- Facilitate observation of other teachers’ lessons
- Facilitate Focused Conversations (All PGDE)
- Evaluate student teachers’ practicum performance
- ‘Verify and confirm with NIES the potential DISTINCTION and FAIL cases before the moderation deadline
- Provides support for STs who call in sick without MC

Types of Support

- Instructional support
  - includes assisting the novice with the knowledge, skills, and strategies necessary to be successful in the classroom and school
- Psychological support
  - to build the protégé’s sense of self through confidence building, developing feelings of effectiveness, encourage positive self-esteem, enhancing self-reliance, and learning to handle stress that is a large part of transition

(Gold, 1996)
1.4.2 Role of CT

- Helps settle student teacher*
- Acquaints the student teacher with school set-up*
- Assists the student teacher in preparing for classroom teaching
- Mentor the student teacher in his/her professional development
- Guides the student teacher in classroom teaching & management
- Observes lessons conducted by student teacher#
- Evaluates student teacher's teaching performance
- Meet with NIES and SCM towards the end of Practicum to discuss summative grades

* Probably done by the SCM who is overall in charge of the practicum in the school. But CTs need to reinforce messages.
# Goes through the whole lesson observation-feedback cycle

1.4.3 Role of NIES

- Official representative of NIE
- Conduct pre- and post-practicum conferences
- Give feedback to student teacher on portfolio presentation during pre-practicum conference (All PGDE)
- Oversees work of student teacher
- Take care of all the student teachers in schools under his/her charge
- Conduct lesson observations (for relevant practicum)
- Liaise with school via SCM (and CTs if necessary)
- Moderate student teachers’ performance across schools under his/her charge
- Provide an NIE moderator for ALL potential DISTINCTION and FAIL cases
- Inform student teacher of moderation for potential DISTINCTION / FAIL
- Collaborate and decide with school on final grade to be awarded to student teacher
- Listen to student teacher's final portfolio presentation and help him/her consolidate learning during post-practicum conference (All PGDE)
- NEW 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
- NEW Prepare student teacher’s PPI assessment report

1.5 Practicums in 2015

**PRIMARY SCHOOLS**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Intake</th>
<th>School Holidays</th>
</tr>
</thead>
<tbody>
<tr>
<td>DipEd (CL) (1-Yr)</td>
<td>Jul 14</td>
<td>TP: 25 Feb - 08 May</td>
</tr>
<tr>
<td>DipEd Yr1</td>
<td>Jul 14</td>
<td>TP1: 29 Jun - 31 Jul</td>
</tr>
<tr>
<td>DipEd Yr2</td>
<td>Jul 13</td>
<td>TP2: 25 Feb - 08 May</td>
</tr>
<tr>
<td>BA/BSc(Ed) Yr1</td>
<td>Jul 14</td>
<td>TA: 29 Jun - 31 Jul</td>
</tr>
<tr>
<td>BA/BSc(Ed) Yr2</td>
<td>Jul 13</td>
<td>TP1: 29 Jun - 31 Jul</td>
</tr>
<tr>
<td>BA/BSc(Ed) Yr3</td>
<td>Jul 12</td>
<td>TP1: 29 Jun - 31 Jul</td>
</tr>
<tr>
<td>BA/BSc(Ed) Yr4</td>
<td>Jul 11</td>
<td>TP2: 25 Feb - 08 May</td>
</tr>
<tr>
<td>PGDE(PE) Yr2</td>
<td>Jan 14</td>
<td>TP2: 29 Jun - 04 Sep</td>
</tr>
<tr>
<td>PGDE(P)</td>
<td>Jul 14</td>
<td>TP: 25 Feb - 08 May</td>
</tr>
</tbody>
</table>

**SECONDARY SCHOOLS, IP SCHOOLS, JC & MI**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Intake</th>
<th>School Holidays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dip AR/MU/HE Ed (1-Yr)</td>
<td>Jul 14</td>
<td>TP: 25 Feb - 08 May</td>
</tr>
<tr>
<td>DipEd Yr1</td>
<td>Jul 14</td>
<td>TP1: 29 Jun - 31 Jul</td>
</tr>
<tr>
<td>DipEd Yr2</td>
<td>Jul 13</td>
<td>TP2: 25 Feb - 08 May</td>
</tr>
<tr>
<td>BA/BSc(Ed) Yr1</td>
<td>Jul 14</td>
<td>TA: 29 Jun - 31 Jul</td>
</tr>
<tr>
<td>BA/BSc(Ed) Yr2</td>
<td>Jul 13</td>
<td>TP1: 29 Jun - 31 Jul</td>
</tr>
<tr>
<td>BA/BSc(Ed) Yr3</td>
<td>Jul 12</td>
<td>TP1: 29 Jun - 31 Jul</td>
</tr>
<tr>
<td>BA/BSc(Ed) Yr4</td>
<td>Jul 11</td>
<td>TP2: 25 Feb - 08 May</td>
</tr>
<tr>
<td>PGDE(S)</td>
<td>Jul 14</td>
<td>TP: 25 Feb - 08 May</td>
</tr>
<tr>
<td>PGDE(JC)*</td>
<td>Jul 14</td>
<td>TP: 25 Feb - 08 May</td>
</tr>
</tbody>
</table>

* Pure JCs and MI will only get PGDE(JC) student teachers for practicum.

2. Lesson Observation-Feedback Cycle

- APT Form
- Grading Guidelines for Assessors

NEW 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

NEW Prepare student teacher’s PPI assessment report
2. Lesson Observation-Feedback Cycle

The process comprises a 3-stage cycle:

1. Pre-Observation Conference
2. Lesson Observation
   - APT form
3. Feedback Conference

2. Lesson Observation-Feedback Cycle

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

2. Lesson Observation-Feedback Cycle

2. Lesson Observation – APT Form

Part A: Teaching Processes
   - 1. Lesson preparation
   - 2. Lesson implementation
   - 3. Feedback & evaluation
   - 4. Classroom management

Part B: Professional Attributes & Attitudes
   - Learner-centered Values
   - Teacher Identity
   - Service to School

2.1 APT Form

APT Form Part A: Teaching Process 1

<table>
<thead>
<tr>
<th>PROCESSES</th>
<th>COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LESSON PREPARATION</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Defines appropriate learning objectives</td>
</tr>
<tr>
<td></td>
<td>Selects appropriate sequence and content</td>
</tr>
<tr>
<td></td>
<td>Selects appropriate teaching strategies, learning activities and resources/equipment</td>
</tr>
<tr>
<td></td>
<td>Caters to pupils’ diverse needs and abilities</td>
</tr>
<tr>
<td></td>
<td>Develops a workable/appropriate time schedule</td>
</tr>
<tr>
<td></td>
<td>Selects appropriate venue and set up (*)</td>
</tr>
</tbody>
</table>

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

2.1 APT Form

APT Form Part A: Teaching Process 2

<table>
<thead>
<tr>
<th>PROCESSES</th>
<th>COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. LESSON IMPLEMENTATION</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduces and concludes lesson appropriately</td>
</tr>
<tr>
<td></td>
<td>Aroused and sustains pupil interest</td>
</tr>
<tr>
<td></td>
<td>Encourages pupil participation</td>
</tr>
<tr>
<td></td>
<td>Gives clear explanations/demonstrations</td>
</tr>
<tr>
<td></td>
<td>Questions and responds appropriately</td>
</tr>
<tr>
<td></td>
<td>Stimulates higher-order thinking</td>
</tr>
<tr>
<td></td>
<td>Uses voice and language appropriately</td>
</tr>
<tr>
<td></td>
<td>Organises and facilitates individual/group learning effectively</td>
</tr>
<tr>
<td></td>
<td>Integrates IT/media/resources effectively and/or creatively</td>
</tr>
<tr>
<td></td>
<td>Paces lesson appropriately</td>
</tr>
</tbody>
</table>

2.1 APT Form
2.1 APT Form

APT Form Part A: Teaching Process 3

PART A: TEACHING PROCESSES

<table>
<thead>
<tr>
<th>PROCESSES</th>
<th>COMPETENCIES</th>
</tr>
</thead>
</table>
| 3. FEEDBACK and ASSESSMENT | • Gives appropriate and timely feedback to pupils  
• Monitors and addresses pupil understanding  
• Gives meaningful tasks/homework |
2.1 APT Form

APT Form Part B: Grading for Professional Attributes & Attitudes

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Fails to behave in a professional manner despite reminders</td>
</tr>
<tr>
<td>Acceptable</td>
<td>Exhibits professional qualities in some relevant situations</td>
</tr>
<tr>
<td>Good</td>
<td>Exhibits professional qualities in most relevant situations</td>
</tr>
<tr>
<td>Excellent</td>
<td>Exhibits professional qualities in an exemplary and consistent manner</td>
</tr>
</tbody>
</table>

2.2 Grading Guidelines for Assessors

Grading for Teaching Processes 1 - 4

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Yet</td>
<td>Emerging</td>
<td>Satisfactory</td>
<td>Proficient</td>
<td>Excellent</td>
</tr>
<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 skillfully</td>
</tr>
</tbody>
</table>

3. Supervisions
(a) Final Practicums
- mainly Terms 1 & 2

**BA/BSc (Ed) Programmes** – TP2
**Diploma Programmes** – TP2
**PGDE (Pri, Sec and JC) (Jul intake)** – TP
**PGDE PE (Jan intake)** – TP (Term 3)

**MODE OF ASSESSMENT**

Cooperating Teachers:
- Formative assessments via lesson observations and reported on APT forms (refer to guidelines for details)
- Summative APT report by Main CT
- Ensure formative and summative grades align

School Coordinating Mentor and Principal:
- Summative assessment, highlighting professional attitude and conduct, in consultation with CTs

NIE Supervisor:
- 2 Formative assessments via lesson observations and reported on APT forms
- Summative assessment based on APT reports and input from school personnel (CTs, P/V, SCM)

**Note:**
- NIE – 2 school visits and 2 lesson observations for all TP/TP2
- Must be moderated
- Student teachers will go through Focused Conversations
(a) Final Practicums

MODE OF ASSESSMENT

Overall grade for final practicums:
DISTINCTION / CREDIT / PASS / FAIL

- Both school and NIES must come to a consensus during the final assessment meeting chaired by the Principal
- Moderation is compulsory for DISTINCTION and FAIL cases: Decided collaboratively by school and NIES by deadline set by Practicum Office, NIE – check exact date from TP schedule.
- Moderation deadline MUST be adhered to.

ALL FAIL cases must repeat practicum before they are allowed to graduate.

(a) Final Practicums

THE SUMMATIVE REPORT

- Part I (peach): Main CT’s summative APT report
- Part II (peach): SCM’s and Principal’s comments
- Part III (lilac): NIES’ summative report (includes endorsement of final grade agreed upon with Principal and SCM)

Note:
- Final grade entered in Parts II & III must be the same.

(b) Non-Final Practicums

<table>
<thead>
<tr>
<th>Programme Type/ Duration</th>
<th>Grading</th>
<th>Observation CTA’s &amp; Other Teachers</th>
<th>Assistant Teaching</th>
<th>CT Lesson Observations</th>
<th>NIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA/BSc (Ed) Year 1</td>
<td>SE</td>
<td>Satisfactory / Unsatisfactory</td>
<td>2 weeks (1 week Pri, 1 week Sec)</td>
<td>NIL</td>
<td>NIL</td>
</tr>
<tr>
<td>Diploma Programmes – TP1</td>
<td>TA</td>
<td>Pass / Fail</td>
<td>2 weeks &amp; throughout Weekly Reflections</td>
<td>NIL</td>
<td>NIL</td>
</tr>
<tr>
<td>PGDE (PE) – TP1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Assisted Teaching: Degree Year 2 student teachers doing TA have to do assisted teaching (1 class for CS1) during Weeks 3-5. They are not meant to be assessed. They are ONLY assisting their CTs.
(b) Non-Final Practicums

ASSESSMENT FOR BA/BSc SE

- SE Tasks
- SE Summative Report
  - Satisfactory/Unsatisfactory

ASSESSMENT FOR BA/BSc TA

- Reflection Journal (5 weekly reflections)
  - NIES and CT will receive journals at the end of each week and provide feedback
- Checklist
  - CT to use the checklist to check off what student teacher has reflected weekly but NO need to mark them
- TA Summative Report
  - Pass / Fail

4. Submission of Reports

- Do NOT submit the APT forms used for individual lesson observations (EXCEPT in DISCREPANCY CASES).
- Submit the Summative Report (peach and lilac, NOT yellow and green) after CTs, SCM and Principal have discussed and completed it in consultation with the NIES, to the NIES at the Final Assessment Meeting, or to Practicum Office (Fax No. 68969110) by the DEADLINE.

5. Documents for CTs from Student Teachers

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

2. Suggested guidelines for schools (a copy also sent to P) stating
   - Time-table arrangements
     - No. of teaching periods per week
5. Documents for CTs from Student Teachers

2. Suggested guidelines for schools stating
   - Arrangements for opportunities to observe CT(s) and other experienced teachers during Week 1 and at other times during practicum.
   - Student teachers may be asked to help relieve classes **NOT** more than 2 periods per day, when staff is on medical leave.
   - CCA responsibilities – ONLY observing.

6. Practicum Briefing for Student Teachers

- **Professional conduct**
  - be a member of staff of the school
  - write lesson plans for ALL lessons taught
  - work closely with CTs
  - extend copies of lesson plans to CTs in advance
- **Absenteeism**
  - **original MCs for NIE, photocopy for school.**
    - Personal letters are not accepted
  - AWOL cases: SCM to fax notification form to NIE asap for warning letter to be sent out
- **Dress code guide**
- **Submit CV and Subject List to Principal**

7. PGDE Practicums

- **Use of APT form and Summative report**
- **Reduce number of teaching periods**
- **Reduce number of formative assessments by CT**
- Introduce **Focused Conversations (FORMATIVE)**
  - formalise sharing sessions conducted by SCMs
  - facilitated by SCM or other senior teachers
  - sharing of portfolio during FC1 and FC3 (15 mins per student teacher)
  - use of Reflective Practice for FC2 (about 1.5 - 2 h)
- Formalise pre- and post-practicum conferences with supervisors (half an hour per student for each conference)
- Student teachers to keep an e-portfolio

7.1 PGDE JC ONLY

- **Details**
  - a total of **6-7.5 hours** (=8-10 periods, based on 45 minutes per period) per week
  - a maximum of **2 lecture periods** (Each lecture period is equivalent to 2 tutorial periods)
  - observation of **1 Project Work (PW) lesson per week**
  - lesson observation (week 1)
  - independent teaching (with reflection)(week 2 – 10)
  - opportunities to teach only non-graduating classes
  - opportunities to participate in collaborative, multi-disciplinary work (example: GP, KI, or other enrichment activities)

7.1 PGDE JC ONLY

- **Details**
  - a **maximum of 2 CTs**, of which one is the main CT
  - **4 formative assessments** by CT(s)
  - If a student teacher is allocated lecture periods, 1 of the 4 formative assessments can be allocated to lecture but the other 3 should be for tutorials.
  - The APT form will be used for both lectures and tutorials. Depending on the nature of the lesson, section(s) of the APT form can be left blank if the process(es) cannot be assessed during the lesson.
  - **2 formative assessments** by NIES
  - **3 Focused Conversations**
7.2 PGDE Sec + PE(Sec) ONLY

- Details
  - a total of 9-10 hours (=14-16 periods) per week
  - lesson observation (week 1)
  - independent teaching (with reflection)(week 2 – 10)
  - 6 formative assessments by CT(s)
  - 2 formative assessments by NIES
  - 3 Focused Conversations

7.3 PGDE Pri + PE(Pri) ONLY

- Details
  - teaching periods
    - PGDE Pri + PE(Pri): 9-10 hours (=18-20 periods) per week
    - PGDE Pri – 1 CS Art/Music: 7.5-8.5 hours (=15-17 periods) per week
  - lesson observation (week 1)
  - independent teaching (with reflection)(week 2 – 10)
  - 6 formative assessments by CT(s)
  - 2 formative assessments by NIES
  - 3 Focused Conversations

7.4 All PGDE Practicums

<table>
<thead>
<tr>
<th>Session</th>
<th>Week</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>FC 1</td>
<td>1</td>
<td>Portfolio Sharing – Student teacher's learning in NIE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student teacher to share what he/she has learnt from the courses at NIE that have influenced his/her conception of teaching and learning. (15 mins)</td>
</tr>
<tr>
<td>FC2</td>
<td>3-4</td>
<td>Managing Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student teacher to bring up to the discussion issues on either classroom management or pedagogical and instructional strategies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NEW PPI assessment – Student teacher’s reflection using the Reflective Practice Model; and how to collect relevant data to improve on his/her teaching practice. (Assessment is done by NIES for PGDE Pri / Sec / JC ONLY)*</td>
</tr>
<tr>
<td>FC3</td>
<td>9-10</td>
<td>Portfolio Sharing – Student teacher's learning in school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>With reference to the GTCs, student teacher to share how his/her practicum experience has helped to develop his/her teaching competencies. (15 mins)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NEW PPI assessment – Student teacher’s reflection on the use of inquiry to develop one or more graduated teacher competencies. (Assessment is done by NIES for PGDE Pri / Sec / JC ONLY)*</td>
</tr>
</tbody>
</table>

Presentations for FC1 + FC3 should preferably be supported by artefacts extracted from e-Portfolio. Record of FC (with comments from SCM) must be filed in student teacher’s practicum file.

7.4.1 Focused Conversations (e-Portfolio)

- NIE e-portfolio is referred to as the Learning and Teaching Portfolio.
- Both “Learning” and “Teaching” to highlight the continuum in its purpose to chart the development of a student teacher at NIE, his/her induction as a beginning teacher and his/her eventual professional development as a skillful teacher.
- The e-portfolio encourages student teacher to integrate and aggregate their learning.

8. Practicum Website

http://www.nie.edu.sg/practicum

Content:
- PPT slides for induction of CTs
- Practicum Handbooks (hard copy will be disseminated at the SCM Briefing)
- Other practicum-related documents for schools, NIE Supervisors (NIES) and student teachers

9. Practicum Office

Location : NIE2-03-03
Fax Number : 6896 9110
Telephone Number : 6790 3308

- A/P Ivy Tan  Associate Dean, Practicum & School Partnerships
- A/P Eddy Chong  Sub-Dean, Practicum
- Ms Thiree Joo  Manager, Practicum
- Ms Afida Jappar  Executive Officer, Practicum
- Ms Janice Yeo  Executive Officer, Practicum
- Dr Jessie Png  Sub-Dean, School Partnerships
- Mr Sunny Sitoe  Manager, School Partnerships
- Dr Chua Bee Leng  Sub-Dean, e-Portfolio
- Mr Chris Chua  Manager, e-Portfolio
- Ms Berinda Khu  Asst Educational Technologist
THANK YOU