

Tonga Institute of Education

Certificate in Teaching



A GUIDE TO ADVISORS

To be used alongside EDT24 Practicum Students' Guide

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ADVISORY VISITS
School Experience
Certificate in Teaching

General

While student-teachers in the *Certificate in Teaching* programme are in their host schools for *School experience*, they are expected to engage in and complete the following tasks:

1. Whole class teaching (at least 3 lessons per week; maximum of 5 lessons per week)
2. Profiling learning (of individual students as well as whole class)
3. Involved in managing and administration of extracurricular activities (at least two kinds)

Responsibilities of IOE Staff

During School experience, the staff of the IOE will be involved, in an advisory capacity, in the supervision and guidance of student-teachers. Although the IOE advisory members do not expect to observe perfect practice from students, they will always be looking for areas in which guidance and support are needed.

During each advisory visit, the following are the main tasks that each IOE advisor will carry out:

1. *Teaching observation*: Observe one (1) whole lesson being taught by the student-teacher. Other important aspects of this lesson, such as planning and classroom management, will be also observed. The *Teaching Observation Form* (attached) will be used to provide feedback on the student-teacher's effectiveness and professionalism.

In subsequent observations, advisors will also check on how well student–teachers have improved on previous feedback and comments.

2. *Provide advice on students' Profiling of learning.* The IOE advisors will use the *Learning Profile Progress Form* (attached) to comment on each student–teacher's progress on profiling learning styles/needs/strengths of their students and classes.
3. Provide advice on students' engagement in extracurricular activities of their own interest.

The following pages provide more detailed information on and instructions for completing the above three tasks.

TASK 1

TEACHING OBSERVATION

While on *School experience*, student-teachers (in the *Certificate in Teaching* programme) are expected to carry out whole-class teaching of a maximum of 5 (and a minimum of 3 lessons) per week. It is important to note that student-teachers are NOT expected to teach more than 5 lessons per week.

A minimum of 5 observations of each student-teacher's teaching are to be made:

- A least 3 observations by the Associate teacher (or Principal), and
- At least 2 observations by IOE advisors.

All feedback and comments on student-teachers' teaching are to be made on the *Teaching Observation Form* (attached).



SPECIFIC INSTRUCTIONS ON OBSERVATION OF TEACHING

Observe one (1) whole lesson being taught by the student-teacher. Other important aspects of this lesson, such as planning and classroom management, are to be also observed.

The *Teaching Observation Form* (attached) is to be used to provide feedback on the student-teacher's effectiveness and professionalism. It will be useful to study this form carefully before observations are made.

TEACHING OBSERVATION FORM

Certificate in Teaching (Secondary)

Observation #:

Student-teacher's name: _____

Name of school: _____

Level taught: _____ Subject: _____

Name of Associate Teacher: _____

Date: _____ Time of class: _____

Duration: _____

LESSON PLANNING		GRADE					COMMENTS <i>Please be brief but specific</i>
		1	2	3	4	5	
Objectives/Outcomes appropriate)		(Tick / where appropriate)					
1.	Precisely written						
2.	Relevant to target level						
3.	Linked to activities and assessment						
Teaching/Learning strategies							
1.	Engage students (student-centred)						
2.	Effectively addressing the lesson objectives						
3.	Variety						
Resources							
1.	Ready prior to lesson						
2.	Creative and effective use of materials						
3.	Relevant to lesson objectives						

LESSON IMPLEMENTATION		GRADE				
Lesson opening		1	2	3	4	5
1.	Gains student's attention					
2.	Establishes lesson's relevance					
3.	Provides a clear outline of lesson					
Presentation						
1.	There is flow, and momentum					
2.	Maximum student involvement					
3.	Clear, well-paced instructions					
Questioning		1	2	3	4	5
1.	Clear and concise					
2.	Encourages higher-order thinking					
3.	Well distributed					
Reinforcement and feedback		1	2	3	4	5
1.	Monitors and gives assistance					

2.	Appropriate use of praise						
3.	Constructive use of students' responses						
Classroom management		1	2	3	4	5	
1.	Students were effectively kept on task						
2.	Routines were established and observed						
3.	Effective use of voice, gestures, space						
Assessment		1	2	3	4	5	
1.	Assessment is well-designed (relevant to objectives, appropriate for level)						
2.	There is variety to address learner diversity (more than one type of assessment)						
Conclusion and closure		1	2	3	4	5	
1.	Timely and organised						
2.	Thoroughly checks students' attainment of learning objectives						
3.	Lesson objectives are attained						

OTHER COMMENTS:

*If this is NOT the first observation, how well has the student improved on previous comments and feedback?
Please be brief but specific.*

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OVERALL EVALUATION:

Please circle one

5 =	Student EXCEEDS expectations
4 =	Student REACHES expectations
3 =	Student APPROACHES expectations
2 =	Student DEVELOPS expectations
1 =	Students LACKS significant aspects of good teaching

Name of observer:_____

Signature:_____

Date of observation:_____

TASK 2

CLASS LEARNING PROFILE

The *Learning Profile* activity comprises 4 main steps:

- I. Identification of a class.
- II. Analyzing students: at least two (2) students to be selected during each lesson. These students are to be observed in terms of their strengths, weaknesses, and talents. Information is to be recorded in the *Student Profile Form*.
- III. Class learning profile: student learning profiles (from Step II above) are then used to form a Class Learning Profile (using the *Class Learning Profile Form*).
- IV. Reflective evaluation of Class Learning Profile: students are to write a 1000–1500 word reflection using 3 guiding questions.



For more information on the above steps, please refer to pages 4 – 7 of the *Student Guide (Practicum and School Experience)*.

Name of student-teacher

OBSERVATION

Number #

PROGRESS REPORT CLASS LEARNING PROFILE

Please comment on the student's progress in each of the 4 stages of the Learning profile exercise.

Step		Feedback <i>Please comment on the student's progress. Indicate how far the student has progressed, what to be done in order to succeed.</i>	Your signature (and date). <i>Please enter the date and sign</i>
1.	Identification of a class		
2.	Analysis of students		
3.	Class profile		
4.	Reflective evaluation		

PLEASE LEAVE THE COMPLETED PROGRESS REPORT WITH THE STUDENT-TEACHER

TASK 3

EXTRACURRICULAR INVOLVEMENT

An important part of the student–teachers’ School experience is their involvement in their host school’s extracurricular activities. During such involvement, they become aware of the key roles these activities play in providing quality experiences to students.

This exercise has two purposes:

- I. For student–teachers to become aware of the different kinds of extracurricular activities that schools in Tonga use
- II. For student–teachers to appreciate the important roles that extracurricular activities play in schools and education in Tonga.



To achieve the above two purposes, student–teachers are required to:

1. be involved in the organization, management, and administration of at least two (2) kinds of extracurricular activity.
2. submit a reflective report (of not more than 1 500 words or 5 pages) of their experiences using guiding questions (7 guiding questions).

Name of student-teacher

OBSERVATION Number # -----

PROGRESS REPORT
EXTRACURRICULAR INVOLVEMENT

Extracurricular activity <i>Please include name of activity</i>	Evidence <i>What are the evidence to indicate that the student teacher appreciates the importance of the extracurricular activity to students/the school/Tonga as a whole?</i>	Feedback <i>Please comment on the student's progress. Indicate how far the student has progressed, what to be done in order to succeed.</i>	Your signature (and date). <i>Please enter the date and sign</i>
1) -----			
2) -----			

PLEASE LEAVE THE COMPLETED PROGRESS REPORT WITH THE STUDENT-TEACHER

MARKING RUBRIC

EXTRACURRICULAR INVOLVEMENT

Questions	Mark	Comments
<p>1. What was the activity in which you were involved in? Write a paragraph (or two) that completely describes the nature of the activity. Provide necessary details such as date, duration, frequency (e.g. how often does it occur?), who was involved, etc. (Marks: 0 1 2 3 4 5)</p>		
<p>2. From your involvement in this extracurricular activity, what were two important learning experiences for you? (Marks: 0 1 2 3 4 5)</p>		
<p>3. What are the benefits of this extracurricular activity? (to the school, students, parents, Tongan society) (Marks: 0 1 2 3 4 5)</p>		
<p>4. What would you change in the activity so that the students benefit more from it? (Marks: 0 1 2 3 4 5)</p>		
<p>5. What concerns do you have about your host school using this extracurricular activity? (Marks: 0 1 2 3 4 5)</p>		

6. What did you learn about your students by doing the extracurricular activity? (Marks: 0 1 2 3 4 5)		
7. From your involvement in the extracurricular activity, what did you learn about yourself as a: i) teacher? ii) person? (Marks: 0 1 2 3 4 5)		
MARK	0	

MARKING RUBRIC FOR PRACTICUM FOLDER

CRITERIA and MARKS	Total mark
1. Whole-class teaching (5 marks) <ul style="list-style-type: none"> • has undertaken whole-class teaching 5 or more lessons • five (or more) whole-class teachings have been observed and evaluated • two more assessors had observed and provided feedback on teaching. • average rating of whole-class teaching by assessors is between 4-5. 	5 4 3 2 1 0
2. Reflection on whole-class teaching and evaluation (5 marks) <ul style="list-style-type: none"> • demonstrate a willingness to grow in the profession • demonstrates awareness of specific areas to improve • demonstrates of how to further improve practice 	5 4 3 2 1 0
3. Involvement in extracurricular activities (5 marks) <ul style="list-style-type: none"> • student was involved in the administration of extracurricular activities • two or more kinds has been clearly described • demonstrates thorough knowledge of and experience with the curricular activities 	5 4 3 2 1 0
4. Reflection on extracurricular involvement (5 marks) <ul style="list-style-type: none"> • a thorough understanding of the extracurricular activity and how it is administered in the school. • demonstrates a critical understanding of the roles of extracurricular activity in the school • has understanding about how extracurricular activities could be improved 	5 4 3 2 1 0
5. Class profiling activity (5 marks) <ul style="list-style-type: none"> • Individual students have been neatly profiled • a effective system used to analyse individual students' profiles • Class profile clearly show different students learning styles 	5 4 3 2 1 0
6. Reflection on Class profiling activity (5 marks) <ul style="list-style-type: none"> • Demonstrates a high sensitivity to learner diversity. • Recognizes the need to nurture the diversity of abilities that different students have • Demonstrates a clear understanding of how to diversify instruction to cater for diversity of learning styles, personalities, and needs. 	5 4 3 2 1 0

<p>7. Presentation and Documentation (5 marks)</p> <ul style="list-style-type: none"> • Detailed table of content (with section/subsection titles, page numbers) • Pages are numbered • Timely, accurate documentation of activities using required forms and documents. 	<p>5 4 3 2 1 0</p>

