

**College of Education & Leadership  
Teacher Education Department (TED)**



**NORTHERN CARIBBEAN  
UNIVERSITY**

*A Seventh-day Adventist Institution*

**TEACHING PRACTICUM MANUAL**

**2020 – 2024**

Bachelor of Arts in Early Childhood Teacher Education  
Bachelor of Arts in Primary Teacher Education  
Bachelor of Arts/ Science in Secondary Teacher Education

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## Messages

### Message from the Dean

Greetings to All!

Welcome to the Teaching Practicum. This experience is a key essential feature of any teacher education programme. This is one of the culminating activities for all aspiring teachers before they are recommended to graduate. The program will give student teachers real-life classroom experiences under the guidance and supervision of professional teachers. At this time, a student teacher will discover his or her own weaknesses and will be given an opportunity to overcome them and also to enhance his or her strengths. Lastly, teaching practicum will develop in the student teacher positive attitudes towards the teaching profession, professional skills, competencies in teaching and personal characteristics that will make him or her a successful professional teacher.

I am very much confident that the training you have received in the Department of Teacher Education has prepared you well for this Teaching Practicum experience. I believe that the classes you attended which are related to instructional planning and technology, educational measurement and evaluation, professionalism and school administration, microteaching mentoring and others have made you become competent to meet all the challenges of the Teaching Practicum. During the last few years at the University you are merely students in these classes but now you will be applying all the principles you learned as a teacher in your assigned classroom.

It is my hope and prayer that as you go out in the field, you will lift the high and noble standards of your University as you perform your duties and responsibilities. Be mindful of the fact that you are our representatives to the schools you are assigned. You are being observed how you dress, how you talk to people, how you teach in the classroom, how you relate to administrators, faculty, staff, students and the community people. Be a role model to your students and to everyone in all your ways. We are expecting that you will be given a very good recommendation from the leaders there when you are done with your Teaching Practicum.

As the Dean of the College of Education and Leadership, I am praying for God's blessings upon you. May His Holy Spirit imbue you with wisdom and understanding so that you will not falter in all decisions you make as you do your duties and responsibilities. May I remind you that in case you will meet difficulties and challenges along the way, we are always at your side to assist you. Remember that your success in the field is the success of the Department of Teacher Education. God bless you all!

Daniel R. Allida, PhD  
Dean, College of Education and Leadership

## *The Star or Thorn in the Classroom*

*“I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.”*

*Haim Ginott*

## **Message from the Chair**

You have heard it said, “Practice, makes perfect.” This is in essence the real purpose of the Teaching Practicum Exercise. Our programme design at the TED affords you a number of Classroom Observations, and several Micro Teaching opportunities during your teacher training preparation; and now, you are offered two major real-life Teaching Practicum experiences; teaching practicum one and two. These structures are deliberately planned for you to put into practice and work towards perfecting what you have been taught theoretically in your teacher training preparation.

As a teacher-trainee, you are not left to chance. You are surrounded by the same teacher-educators who taught you the theories that you must now apply in your practice. Teacher preparation is the essential key to successful teaching and learning. A teacher, who fails to plan, plans to fail. You, yourself must also be open to learn and be willing to accommodate corrections. In fact, you should be eager to seek feedback from your supervisors, as much as you should be willing to be reflective in your practice. The attitude you bring to your practice, will determine to a large extent, your altitude and the overall outcome of your practicum experience. Be teachable, be humble and be gracious at all times; these attributes will prove beneficial to you.

It is important that you observe very closely, all the students in your care, so that you will be able to facilitate the various learning styles within your classroom. No student should be left behind, if the student fails, you did not teach effectively! All students can learn. Everything must be done to reach each student in your charge. It is your responsibility to make them learn!

Always remember that teachers teach by doing. You should not just tell students what to do, but show them how to do it; and do it with them; be a demonstrative teacher. Never ever ask a student to do anything that you cannot do. Model for your students how you want them to behave. This should not be limited to academic subject content but in self-presentation, speech, and your general decorum. Teaching is serious business, students will model you, and therefore, you must behave uprightly at all times. Never cease to be professional and always remember that it is your responsibility to create a positive climate in your classroom.

Allow the Christian values you received in your teacher training courses to guide you in all that you do; take them along with you as you go to teach. For God shall bring every work into judgment, with every secret thing, whether it be good, or whether it be evil. Ecclesiastes 12:14  
God be with you all.

Jacqueline H. HoShing-Clarke, PhD  
Chairperson, Teacher Education Department (TED)

## **Section 1: Introduction**

Welcome to the process of teaching practicum. We thank you for your willingness to collaborate with Teacher Education Department (TED) in our effort to build a better nation by providing quality, Christ-centred education to our children. Whether you are a student-teacher, a university supervisor, a school administrator, or an external examiner, your role is very vital to the success of the process.

The purpose of this document is to provide clarity to the teaching practicum process. It is intended to provide guidance for all the partners involved. It clearly sets out the rationale, goals, and objectives for Teaching Practicum as well the expectations of the student-teacher. The prerequisites for Practicum, design and structure of the practice, and the grading policy are also outlined. The success of teaching practicum is significantly impacted by team work and partnership. Hence, this document also includes the roles of all the partners – chair of the Teacher Education Department, practicum coordinator, external examiners, supervisors, school principals, cooperating teachers and student-teachers. The structure and assessment model outlined in this document are similar to what is used by the Teacher’s Colleges of Jamaica (TCJ). Though slightly different, they accomplish the same results.

**Contact information**

Teaching Practicum is offered by Teacher Education Department (TED). The department is located on the second floor of Robinson Hall, Main Campus, Mandeville, Manchester.

Telephone: (876) 963-7371-3

Fax: 962-0075

E-mail address: [education@ncu.edu.jm](mailto:education@ncu.edu.jm)



## **Mission of Teaching Practicum**

The mission of the practicum programme is to develop teacher trainees into qualified teachers who are competent in their planning and delivery of content to facilitate various learning needs and styles, innovative and effective in handling disciplinary challenges in students, professional and ethical in their relationships with students, colleagues, and superiors, capable of reflecting on and improving their own practice.

## **Philosophy**

The philosophy of the Teaching Practicum exercise at Northern Caribbean University finds its origin in a statement made by Ellen G. White: "...nothing is impossible with God. No mind is so dull that it cannot be made brilliant." RH Oct. 7, 1865. Every student can succeed. Teachers must therefore exercise patience and help each student to gain mastery.

## **Vision**

To maintain an effective practicum exercise that will prepare our student-teachers to be excellent professionals who will render quality service in their workplace.

## **Goals**

1. Develop students' proficiency in unit and lesson planning and content delivery.

### **Mission Reference:**

Qualified teachers who are competent in their planning and delivery of content to suit various learning needs and styles.

### **Outcome Measures**

Students will:

- a. Show evidence of well researched, organized and valid content.
- b. Write appropriate, clearly stated and student-centered objectives.
- c. Demonstrate selection of appropriate instructional aids and learning activities.
- d. Make concise and substantive unit plans.
- e. Write appropriate student-centered lesson plans.
- f. Deliver lessons in a clear sequential and effective manner.
- g. Use varied methods/strategies and teaching aids.
- h. Demonstrate knowledge, clarity, accuracy and confidence in content delivery.
- i. Demonstrate competence in the use of the English Language in delivery and interaction.

2. Provides opportunity for student-teachers to develop and implement effective disciplinary strategies in the classroom.

**Mission Reference:**

Innovative and effective handling of disciplinary challenges in students.

**Outcome Measures**

Students will:

- a. Show ability to manage class.
  - b. Demonstrate ability to handle students' interpersonal problems.
  - c. Show initiative and general awareness of duties and responsibilities.
  - d. Encourage and create a positive learning environment.
3. Develop student-teacher's interpersonal skills and excellent work ethics.

**Mission Reference:**

Professional and ethical in their relationships with students, colleagues, and superiors.

**Outcome Measures**

Students will:

- a. Is willing to learn and respond to suggestions positively.
  - b. Participate in school's activities.
  - c. Demonstrate ability for self-evaluation.
  - d. Show deliberate attempts to integrate moral values and ethics in the classroom.
4. Allow student-teachers to reflect on their own practice.

**Mission Reference:**

Capable of reflecting on and improving their own practice.

**Outcome Measures**

Students will:

- a. Identify positive aspects of the lesson and factors that have contributed to these.
- b. Identify weaknesses/limitations in a lesson and how to overcome these.
- c. Identify critical student needs for action in subsequent lesson(s).

## **Benefits of Teaching Practicum**

Student teaching forms the nucleus of the preparation for the teaching profession. Student-teachers are therefore expected to earn 15 credit hours of practice throughout the duration of the degree programme, from year one to four. Consequently, the exercise is designed to provide the student-teacher with the necessary skills and practice that will allow for adequate and efficient imparting of the content to the students being taught. The exercise will expose the student-teachers to active practice and participation in an actual classroom.

Teaching practicum is beneficial to student-teachers since it offers them an opportunity to:

1. practice the methods and strategies learned during their study.
2. develop their skills in teaching.
3. visit classrooms to observe professional teachers.
4. develop their profile as a teacher.
5. demonstrate effective classroom management techniques and disciplinary skills which are consistent with the Seventh-day Adventist Philosophy of education and the Ministry of Education.
6. demonstrate the ability and readiness to translate knowledge of human relations into positive attitudes, skills and techniques resulting in favourable student-teacher experience.
7. practice good social and professional ethics in their relationship with colleagues, students and superiors.
8. demonstrate the core values and attitudes of Northern Caribbean University which focus on Christlikeness, integrity, and justice.
9. develop the ability to reflect on their own practice.

This exercise further benefits the student-teachers as it allows the:

1. supervisors to oversee, assess, and coach the student-teachers in an effort to help them develop their highest potential.
2. examiners to assess the student-teachers to determine their readiness for the teaching profession.

## **Expectations**

As the student-teachers develop their profile as teachers, they are expected to:

- Demonstrate satisfactory lesson planning
- Clarify lesson structure (i.e. instructional alignment, systematic lesson presentation consistent with defined instructional objectives/learning outcomes)
- Know subject content
- Effectively use communication skills
- Effectively use academic learning time

- Implement and assess of meaningful learning activities, differentiated for various abilities
- Knowledge of and effective use of resources
- Sensitivity and adaptation to students' individual differences
- Creation of a psychologically supportive emotional climate in the classroom
- Enhancement of student's self-concepts
- Effective application of appropriate questioning techniques
- Use of formal and informal assessment techniques
- Monitoring of group and individual activities and assignments
- Awareness of what is occurring in the classroom
- Consistency in enforcing a classroom management plan
- Use of reinforcement to encourage or discourage a particular behaviour
- Consistency in enforcing rules
- Demonstration of professional attitude consistent with the teaching profession
- Integration of morals, values, and positive attitude in every lesson
- Display of modesty that is consistent with the teaching profession and Northern Caribbean University ethos.
- Demonstrate evidence of reflection

## **Section 2: Grooming**

### **Uniform**

All students are required to wear uniform while on Teaching Practicum. No exemption is allowed, the rule applies to majors, minors, and upgraders. Upgraders who are doing practicum on the job must wear uniform for the duration of the practicum period. No pants are allowed for females and no jewellery (except functional) should be worn with the uniform. No visible tattoo is allowed. If it becomes necessary for females to wear under blouses that are exposed, only black or dark blue is allowed.

Married students who are pregnant while on Teaching Practicum may continue if they are able to function efficiently. They are required to wear a maternity style of the uniform. If the pregnancy is affecting the teaching practicum, she will have to withdraw and be given a deferred grade (DG). If an unmarried student becomes pregnant, she must withdraw voluntarily or be withdrawn by the department.

### **Hair styles**

Hair style must not be distracting to the students. Conservative, professional hair styles are recommended while on practicum. For females, extravagant hair extensions, brightly coloured and bleached hair are not allowed. Head wraps are not a part of the uniform and must not be worn.

For males, no mohawk, 'half-a-dread', cornrow, coloured, or bleached hair is allowed. Dreadlocks must be properly groomed and neatly tied back.

### **Footwear**

Shoes must be comfortable for walking and standing as much of the teacher's time at work is spent walking and standing. Black, brown, or dark blue shoes are recommended. Stockings should be skin tone or navy blue.

## **Section 3: Procedures and Requirements**

### **The Practicum Application Process**

Teaching Practicum begins in the second year. No application is required for Teaching Practicum I and II. However, applications are required for practicum III and IV. Deadlines for applications are the last business day in March and May for practicums I and II respectively. The applications are then processed, and a list of successful applicants is published. All students who have met the requirements for the respective programmes should apply.

### **Course load**

During the periods for Teaching Practicum I and II, students are allowed to register for a maximum of 14 credits inclusive of practicum. The only exception is where the student has a 4-credit course and is allowed 15 credits.

### **Placement for Teaching Practicum**

The Teacher Education Department (TED), through the Teaching Practicum Coordinator, places each student in an appropriate school for practicum. Students are not allowed to make their own arrangements for practicum placement. In rare cases where students on study leave have exhausted their time before completing practicum or part-time students are unable to get study leave, they may petition to do practicum on the job. This petition must be accompanied by all the relevant information that will allow the practicum coordinator to make contact with the school. If the petition is granted, an official letter is sent to the school on the student's behalf.

### **Class Attendance while on Practicum**

Being on practicum does not exempt you from attending classes. Therefore, while on practicum, students are advised to select only classes that are taught at three-thirty (3:30), in module, or online. While on practicum students may be facilitated outside the regular scheduled class time by some lecturers; however, lecturers are not obligated to do so. Students must therefore follow their programme outline and their advisor's recommendations. Students who do not follow the recommended sequence for their programme may experience a delay in completion.

### **Chapel Attendance**

Students will not be able to attend chapel while on practicum. Consequently, for every practicum period, TED sends a request for chapel exemptions for the students on practicum. This request covers only the practicum weeks. Students are therefore required to resume regular chapel attendance when practicum has ended.

### **Participation in field trips on Practicum**

While on teaching practicum, the host school may request that the student-teachers accompany students and the cooperating teachers on field trips. TED has no objection to this. However, TED must be duly notified through the Practicum Coordinator and Supervisors.

### **Upgraders**

Students who were previously trained in a teacher's college will be required to do Advanced Teaching Practicum. They will also be required to do Teacher Practicum II if they earned less than a "C" in any of the two areas of specialization. Grades below "C" are not transferable.

### **Seminars Attendance**

Seminars are done prior to the start of practicum. Students are expected to attend all seminars. If a student misses more than one seminar, he/she will not be allowed to do practicum and must repeat the entire series in order to get a pass.

### **Remediation for Student-Teachers**

Given the significant amount of effort that is directed towards preparing students for practicum, it is very unlikely that anyone will fail. However, if a student is performing below average, the student may be removed from the practicum process for remediation and be put back on practicum when he/she demonstrates readiness. If the student is not able to complete practicum in the given semester, a deferred grade will be given until the student has successfully completed the practicum. If the student does not demonstrate proficiency at the final assessment, he/she will be given a deferred grade and be allowed to repeat the following year.

### **Absence during Assessment**

If a student-teacher is absent when the Supervisor/External Examiners visit his/her classes, the student's name should be recorded and submitted to the practicum coordinator. If the student-teacher's absence was explained by a valid excuse, e.g., a doctor's certificate in the case of illness, the student will be visited again if time allows. If no time is left, the student will be given an extension in one of the lab schools. Where a student was absent without a valid excuse, the student will be given a deferred grade (DG) until the following year.

## Section 4: Programme Outline

### Structure of Teaching Practicum

The Bachelor of Arts in Early Childhood Teacher Education, Bachelor of Arts in Primary Teacher Education, and Bachelor of Arts/ Science in Secondary Teacher Education programs include six Teaching Practicum courses two of which are seminars. Seminars must be taken concurrently (in the same semester) with the designated practicum.

Table 1: The Structure of Practicum

Year	Semester	Courses	Credits	Hours	Weeks
2	2	EDUP290 Teaching Practicum I	2	90	2
3	1	EDUP390 Teaching Practicum II	2	90	3
4	1	EDUP391 Teaching Practicum III Seminar/Workshop EDUP399 Teaching Practicum III	0 3	135	5
4	2	EDUP490 Teaching Practicum VI Seminar/Workshop EDUP498 Teaching Practicum VI	0 8	360	12
<b>TOTAL</b>			<b>15</b>	<b>675</b>	<b>22</b>

### Description of the Teaching Practicum Structure

#### Year 2: Semester 2, EDUP290: Teaching Practicum I (2x45 = 90 hours)

Teaching Practicum I gives students an initial exposure to the real classroom. Student-teachers will complete thirty hours in seminars/workshops and sixty (60) hours of classroom observation in an assigned school. Student-teachers will be assessed based on their journal and the check sheet provided by the department. The check sheet will be completed by the cooperating teacher.

#### Year 3: Semesters 1, EDUP390: Teaching Practicum II (2x45 = 90 hours)

Teaching Practicum II give students the opportunity to build on what they have learned in practicum I. Student-teachers will complete 15 hours of seminars/workshop, 75 hours of observation and team teaching. They will be assessed by the cooperating teachers and university supervisors.



**Year 4: Semester I, EDUP391 Teaching Practicum III Seminar and EDUP399 Teaching Practicum III (3x45 =135 hours)**

In this third practicum, the student-teachers are required to complete a pre practicum seminar and 135 hours of individual teaching in the selected schools. The first week will be used for observation while the remaining two weeks will be for teaching. Each student-teacher will be assigned two supervisors from the university and must be visited at least once by each. Student-teachers will be graded based on seminar attendance, lesson planning and implementation. An instrument will be provided. (See appendix)

**Year 4: Semester 2, EDUP490: Teaching Practicum IV Seminar and EDUP498: Teaching Practicum IV (8x45 = 360 hours)**

This is the final practicum, done in the final semester of the final year. Student-teacher will be engaged in one week of seminar, preparation, and planning prior to the start of practicum. The first week will be used for observation. The supervisors are expected to visit the student-teacher at least 4 times in the remaining 11 weeks and provide the students with feedback on their performance. Supervisors will meet with their supervisees individually, immediately after each teaching episode observed, for feedback and coaching. Two of these teaching episodes will be graded and represent 50% of the overall grade.

**Advanced Teaching Practicum**

Advanced Teaching Practicum is a requirement for all upgraders. The student-teacher will complete two hundred and twenty-five hours (5 weeks) in the second year of the programme. Action research is required and must be done during the practicum weeks.

**Practicum Components in Programme Structure**

Tables 2 – 4 show an outline of each programme. All courses listed before each Teaching Practicum, must be successfully completed in order to fulfil the requirements for the respective practicum.

**TABLE 2 - B.A. EARLY CHILDHOOD TEACHER EDUCATION (FOUR YEAR PROGRAMME)**

Status	1 <sup>st</sup> Semester	Cr.	2 <sup>nd</sup> Semester	Cr.
1 <sup>st</sup> Year- Freshman (0-32 credits)	EDUC100 Freshman Seminar <b>or</b> EDUC110 University Orientation ACED101 Art & Craft EDEC103 History & Philosophy of Early Child. Ed. HPED111 Health & Physical Education LART119 Use of English I EDUC151 Fundamentals of Christian Ed. EDUC191 Child Growth & Development <b>TOTAL CREDITS:</b>	∞ 3 3 2 3 3 3 <b>18</b>	SCED102 Science & Discovery EDEC110 (AEXP101) Drama in Early Childhood Education CPTR112 Introduction to Comp. Sc. RELB113 God & Human Life LART120 Use of English II EDUC198 Principles of Teaching & Learning <b>TOTAL CREDITS:</b>	3 3 3 3 3 3 <b>18</b>
2 <sup>nd</sup> Year-Sophomore (33-65 credits)	EDUC129 (HMEC129) Social & Professional Ethics SSED201 Social Studies Foundation I EDEC203 (AEXP103) Music and Movement EDUC221 Instructional Technology EDUC250 (360) Foundations of Education EDEC295 (EDUC332) Curriculum for Infants, Toddlers & Pre-schoolers <b>TOTAL CREDITS:</b>	3 3 3 3 3 3 <b>18</b>	HFED155 STI Awareness Education RELB210 Daniel & Revelation MTED294 Mathematics for Young Children EDUC220 Educational Psychology LRDG221 Early Literacy Instruction EDUP290 Teaching Practicum I EDEC296 (EDUC332) Curr. for Lower Primary <b>TOTAL CREDITS:</b>	1 3 3 3 3 2 3 <b>18</b>
3 <sup>rd</sup> Year--Junior (65-96 credits)	FREN101 Beginning French I <b>or</b> SPAN101 Beginning Spanish I LRDG232 Literacy Educ. & Children's Literature EDUP390 Teaching Practicum II EDEC307(EDUC296) Strategies in Early Child. Ed. I EDEC317 (EDUC218) Psychology of Learning for Early Childhood Educators EDEC353 Mathematics for Early Childhood Educators <b>TOTAL CREDITS:</b>	3 3 3 2 3 3 3 <b>17</b>	RELB305 Life and Teachings of Christ EDEC308 (EDUC296) Strategies in Early Childhood Education II EDEC324 Science for Early Childhood Ed. EDUC342 Observation & Assessment EDEC401(EDUC294) Special Education for Early Childhood Educator <b>Electives</b> <b>TOTAL CREDITS:</b>	3 3 3 3 3 3 3 <b>18</b>
4 <sup>th</sup> Year-Senior (Over 96 credits)	EDUP391 Teaching Practicum III Seminar/Workshop EDUP399 Teaching Practicum III EDEC431 Desig. & Mgt. the Early Childhood Programme EDUC488 Educational Research Methods EDEC415 Guiding Young Children's Beh. RELB451 Christian Ethics & Moral Dev. <b>TOTAL CREDITS:</b>	NC 3 3 3 3 3 <b>15</b>	EDUP490 Teaching Practicum VI Seminar/Workshop EDUP498 Teaching Practicum VI EDUC435 (341) Professionalism & School Administration EDEC424 (EDEC191) Working with Family and the Community <b>TOTAL CREDITS:</b>	N/C 8 3 3 <b>14</b>

**TABLE 3 - B.A. PRIMARY TEACHER EDUCATION (FOUR YEAR PROGRAMME)**

Status	1 <sup>st</sup> Semester	Cr.	2 <sup>nd</sup> Semester	Cr.
1 <sup>st</sup> Year- <b>Freshman</b> (0-32 credits)	EDUC100 Freshman Seminar <b>or</b> EDUC110 University Orientation ACED101 Art & Craft MTED100 Primary Mathematics I DMED112 Drama in Primary Education LART119 Use of English I EDUC151 Fundamentals of Christian Educ. EDUC195 Child & Adolescent Psychology <b>TOTAL CREDITS</b>	 1 3 3 2 3 3 3 <b>18</b>	MTED101 Primary Mathematics II MUTH100 Fundamentals of Music Theory CPTR112 Introduction to Computer Sc. RELB113 God & Human Life LART120 Use of English II EDUC198 Principles of Teach. & Learning <b>TOTAL CREDITS</b>	 3 3 3 3 3 3 <b>18</b>
2 <sup>nd</sup> Year- <b>Sophomore</b> (33-65 credits)	EDUC221 Instructional Technology MTED200 Primary Mathematics III EDUC250 (360) Foundations of Education SCED103 Science for Living I LRDG220 Fundamentals of Literacy Instruction SSED201 Social Studies Foundation I <b>TOTAL CREDITS:</b>	 3 3 3 3 3 3 <b>18</b>	EDUC220 Educational Psychology REED201 Phenomena of Religion SCED200 Science for Living II RELB210 Daniel & Revelation EDUP290 Teaching Practicum I HFED155 STI Awareness Education FREN101 Beginning French I <b>or</b> SPAN101 Beginning Spanish I <b>TOTAL CREDITS:</b>	 3 3 3 3 2 1 3 <b>18</b>
3 <sup>rd</sup> Year- <b>Junior</b> (65-96 credits)	EDUC301 General Methods EDUC 307 Primary Curriculum Studies LRDG305 Literacy Intervention Strategies I MTED201 Primary Mathematics Methods EDUP390 Teaching Practicum II EDUC129 (HMEC129) Social & Prof. Ethics _____ Instrument or Voice Class <b>TOTAL CREDITS:</b>	 3 3 3 3 2 3 1 <b>18</b>	SSED202 Social Studies Found. II REED206 Religious Education Methods RELB305 Life & Teachings of Christ LART318 Primary Language Arts Method. LRDG232 Literacy Ed. & Children's Lit. SCED301 (SCED101) Primary Sc. Methods <b>TOTAL CREDITS:</b>	 3 3 3 3 3 3 <b>18</b>
4 <sup>th</sup> Year- <b>Senior</b> (Over 96 credits)	SSED301 Social Studies Methods EDUC488 Educational Research Methods EDUC343 Classroom Testing & Measurement EDUC435 (341) Professionalism & Sc. Admin. EDUP391 Teaching Practicum III Sem. EDUP399 Teaching Practicum III <b>TOTAL CREDITS:</b>	 3 3 3 3 NC 3 <b>15</b>	EDUP490 Teaching Practicum IV Seminar/Workshop EDUP498 Teaching Practicum IV RELB451 Christian Ethics & Moral Development Electives <b>TOTAL CREDITS:</b>	 N/C 8 3 3 <b>14</b>

**TABLE 4 - BACHELOR OF ARTS/SCIENCE IN SECONDARY TEACHER EDUCATION**

Status	1 <sup>st</sup> Semester	CR	2 <sup>nd</sup> Semester	CR
1 <sup>st</sup> Year- Freshman (0-32 credits)	EDUC100 Freshman Seminar <b>or</b> EDUC110 University Orientation HPED111 Health & Physical Education LART119 Use of English I EDUC151 Fund. of Christian Educ. EDUC195 Child & Adolescent Psychology Major/Minor	1 2 3 3 3 6	CPTR112 Intro. to Computer Science RELB113 God & Human Life LART120 Use of English II EDUC198 Principles of Teaching & Learning Major/Minor	3 3 3 3 6
	<b>TOTAL CREDITS:</b>	<b>18</b>	<b>TOTAL CREDITS:</b>	<b>18</b>
2 <sup>nd</sup> Year-Sophomore (33-65 credits)	FREN101 Beginning French I <b>or</b> SPAN101 Beginning Spanish I RELB210 Daniel & Revelation EDUC221 Instructional Tech. Major/Minor	3 3 3 3 9	HFED155 STI Awareness Education EDUC220 Educational Psychology LRDG 220 Fundamentals of Literacy Instructions EDUP290 Teaching Practicum I Major/Minor	1 3 3 2 9
	<b>TOTAL CREDITS:</b>	<b>18</b>	<b>TOTAL CREDITS:</b>	<b>18</b>
3 <sup>rd</sup> Year--Junior (65-96 credits)	EDUC301 General Methods EDUC335 Education & Curriculum Development EDUP390 Teaching Practicum II Major/Minor	3 4 2 9	EDUC129 (HMEC129)Social & Professional Ethics RELB305 Life and Teachings of Christ Major/Minor	3 3 12
	<b>TOTAL CREDITS</b>	<b>18</b>	<b>TOTAL CREDITS:</b>	<b>18</b>
	<b>Summer I</b> Major/Minor Electives	3 3		
<b>TOTAL CREDITS</b>	<b>6</b>			
4 <sup>th</sup> Year-Senior (Over 96 credits)	EDUC343 Classroom Testing & Measurement EDUP391 Teaching Practicum III Seminar/Workshop EDUP399 Teaching Practicum III EDUC488 Educational Research Methods Major/Minor	3 NC 3 3 6	RELB451 Christian Ethics and Moral Dev. EDUC435 (341) Professionalism & School Administration EDUP490 Teaching Practicum IV Seminar/Workshop EDUP 498 Teaching Practicum IV	3 3 NC 8
	<b>TOTAL CREDITS:</b>	<b>15</b>	<b>TOTAL CREDITS:</b>	<b>14</b>

## **Section 5: Partnerships**

Teaching Practicum is a partnership. It includes the Department of Teacher Education, other departments, within the university, that offer content to Teacher Education students, facilitating early childhood, primary and secondary schools, college supervisors, cooperating teachers, and the student-teachers. Each partner has an important role to the partnership, which is aimed at helping the student-teachers to develop into professionals.

### **The Teacher Education Department, through the Practicum Coordinator**

The Teacher Education Department supervises the entire process of teaching practicum as follows:

- Monitors the opening and closing of the application period
- Liaison with extension site to ensure that upgraders who need to do practicum are prepared
- Processes the applications and post a list with the successful applicants
- Contact relevant departments and request supervisors for the different content areas
- Make contact with the external examiners and meet with them to clarify issues and address concerns
- Contact schools and place students
- Prepare and distribute supervisors list
- Plan and see to the implementation of seminars
- Ensure that supervisors effectively carry out their roles
- Prepare and distribute evaluation packages to supervisors
- Keep accurate records of students' attendance at workshops and seminars
- Ratify grades and ensure that they are posted in a timely manner
- Bring to the attention of the department chair students who need to be withdrawn from Practicum

### **College Supervisors**

College supervisors are generally full-time faculty from the Teacher Education Department and other departments that deliver content to our students. However, part-time faculty who serve on the extension sites may be assigned to student on those extension sites. Practicum supervision is part of the regular teaching load. They are therefore required to:

- Serve as a liaison between the partner schools and the college/institution;
- Conduct supervisory visits to provide professional guidance and support to student-teachers;
- Provide continuous help, encouragement and advice, especially in the early phase of the practicum experiences.
- Complete detailed supervisory feedback reports for each visit and share with the student-

teachers immediately following each scheduled visit.

- Secure an accurate copy of the student-teacher's timetable and a list of special dates, if any, when the normal school day will be interrupted by sports, field trips, fund-raising events, etc.
- Complete and submit (using the requisite forms) documentation on student-teachers progress and teaching competence to the Practicum Coordinator in a timely manner.
- Dialogue with student-teachers to assist them in completing the Practicum requirements.
- Inform/update (in writing if necessary) the Coordinator about challenges faced by student-teachers;
- Participate in internal assessment visits to the student-teachers;
- Participate in external assessment visits and clarify issues and concerns or respond accordingly to questions raised by the External Assessment Teams, if required; and
- Participate in the moderation session at the end of the Practicum period to determine final grades for student-teachers.

It is recommended that each Supervisor meets with his/her assigned students at least once per week for group/individual conferences.

### **Facilitating Schools**

***Practicum Coordinator:*** Usually the facilitating schools appoint a Practicum Coordinator/Contact Person, the Principal sometimes serve in that capacity. Generally, the Coordinator/Contact Person in the facilitating school will:

- Make the necessary preparations to help the student-teachers feel welcome and a part of the staff, e.g. integrating them into the staff-room and ensuring that space is available for their use;
- Give student-teachers an overall picture of the school's vision, mission and objectives;
- Ensure that the student-teachers are aware of the school's rules, regulations and emergency procedures, as well as the extent of their authority;
- Place student-teachers under the guidance of an experienced, successful host/mentor teacher;
- Find opportunities for student-teachers to have additional experiences, such as observation of other classes besides the one(s) to which he/she has been assigned, attendance at group planning meetings, PTA meetings, Sports Day, Open Day, etc.
- Carefully monitor absences and tardiness by the student-teachers, although student-teachers are required to inform their University Supervisor and cooperating teacher of their absences and lateness.

## **Cooperating Teacher**

The cooperating teacher is the classroom/subject teacher who:

- Has a minimum qualification of a trained teacher's Diploma at the Early Childhood, Primary or Secondary level;
- Have at least three (3) years of successful teaching experience, preferably at the grade level to which the student-teacher is assigned.
- Express a sincere interest in supervising and mentoring student-teachers and have realistic expectations for novice professionals;
- Demonstrate a commitment to the teaching profession, as indicated by professional behaviour, positive attitudes and cooperative working relationships with other teachers, staff and administrators;
- Are capable of modelling effective teaching strategies for student-teachers;
- Are capable of demonstrating effective communication and interpersonal skills; and
- Are capable of undertaking the roles and responsibilities of a cooperating teacher.

Generally, it is the cooperating teacher who determines the effectiveness of the experience of the student teacher in a given classroom. Therefore, it is expected that the cooperating teacher will:

- Cooperate with College Supervisors and the school's Coordinator/Contact person to ensure smooth implementation of the student-teacher's practicum experience;
- Treat the student-teacher as a professional but not expect him/her to operate like a master teacher;
- Help the student-teacher to become as self-directing as possible (within the limits of the practice situation);
- Encourage and consider suggestions and ideas from the student-teacher and include the student-teacher in discussions and planning sessions;
- Remain alert for signs of need by the student-teacher and give assistance tactfully (never criticize the student-teacher in front of the pupils);
- Offer guidance and advise to the student-teacher on the basis of first-hand knowledge of the class(es) and the school;
- Provide frequent encouragement and constructive criticism with lesson planning;
- Give recognition to student-teachers when they are successful.

The Cooperating teacher should also:

- Expose the student-teacher to a model of good teaching techniques and professionalism;
- Plan a sequenced programme of varied responsibilities, that will enable the student-teacher to become involved gradually in all aspects of the classroom and school;
- Familiarize the student-teacher with the needs of the learners, the curriculum and various

instructional plans;

- Acquaint the student-teacher with the forms and procedures of school reports: attendance, sickness, diagnostic, etc.;
- Discuss the school's student-assessment procedures - the factors which go into evaluation, the procedures for reporting student progress, the utilization or parent-teacher conferences, etc.;
- Ensure that the student-teacher has access to all necessary materials and equipment such as written curriculum materials, pupils' textbooks, teacher manuals, visual aids and technological resources.

It is expected that, while the Cooperating teacher will leave the classroom during visits by University Supervisors and Assessors he/she will at other times assist in the control and management of the class and help the student-teacher to deal with any major disciplinary problems that may arise. During the early part of the Practicum, the amount of time the Cooperating teacher stays in the classroom depends collectively on the College Supervisor's and his/her perception of the student-teacher's performance and development.

Additionally, the Cooperating teacher will, throughout the Practicum period, make a progressive assessment of the student-teacher's capabilities and gradually allow the student-teacher to take on as much responsibility as he/she seems capable of handling.

### **Student-Teachers**

Teaching Practicum is an extremely important part of the teacher training process, as teacher certification depends on satisfactory performance. During this period, the student-teacher must assume the multiple roles of reflective thinker, facilitator, communicator and team member. The Practicum will allow student-teachers to develop competence in their professional practice as they:

- learn to apply knowledge in classroom settings,
- develop a set of professional understandings,
- learn to examine their practice, and
- learn from their experiences while seeking to meet the needs of their students.

The following are additional expectations of the student-teacher:

During the Practicum experience, student-teachers are expected to:

- Comply with and enforce established rules and regulations of the host school, particularly those that relate to dress, absenteeism, punctuality and conduct;
- Be professional in their relationship with students, teachers, non-teaching staff and parents;



- Notify the College Supervisor and the school in the event of their illness or late arrival;
- Give respectful consideration to the Host/Mentor teacher's methods (he/she has final responsibility for the class);
- Give respectful consideration to suggestions offered by the College Supervisor;
- Accept constructive criticism as a learning tool;
- Ask questions when information about or clarification of an issue is needed;
- Prepare thoroughly and thoughtfully for each day, with adequate advance time, during the Practicum;
- Plan and execute some creative and innovative ideas;
- Accept other responsibilities outside of as well as within the classroom;
- Maintain good communication lines between themselves, the Host/Mentor Teacher and the College Supervisor;
- Assume the professional roles and responsibilities of a classroom/subject teacher;
- Demonstrate commitment to the children and learning;
- Systematically reflect upon their practice and learn from the experiences.

### **External Examiners**

External examiners are drawn from professional and experience teachers outside of the university. The External Examiners provide balance in the assessment and must provide a written report at the end of practicum period. External Examiners must write up the log sheet and have it signed by the student-teacher on each visit.

### **Jamaica Teaching Council (JTC)**

The Jamaica Teaching council is a very important partner. They plan and implement mentorship seminar/workshops for the final year student-teachers. These seminar/workshops are aimed at facilitating the smooth transition from being a student to being a teacher. The activities are held during the first week of January and the first week of April and are required. Successful completion results in certification of the student-teacher by the JTC.

## Section 6: Assessments

### Grading System

Table 5 shows a breakdown of the grade for Teaching Practicum III.

Table 5

<b>Items</b>	<b>Percent</b>
Seminar Attendance	20
Supervisor's Evaluation	50
Cooperating Teacher	10
Unit & Lesson Plan	20
<b>Total</b>	<b>100</b>

Table 6 shows a breakdown of the grade for Teaching Practicum IV. Students will be evaluated based on their preparation and submission of unit and lesson plans and performance in field practice in the schools. The following table shows a distribution of the points. The grades given by each supervisor and cooperating teacher will be computed to determine the final grade for practicum.

Table 6

<b>Activities</b>	<b>Percentage</b>
Mid Term Evaluation	20 %
Final Evaluation	30 %
Cooperating Teacher	20 %
Portfolio	20 %
Reflective Journal	10 %
<b>Total</b>	<b>100 %</b>

Grades are assigned numerical values as follows:

<b>Percentage Score</b>	<b>Assigned</b>
90-100	A
85-89	A-
80-84	B+
75-79	B
70-74	B-
65-69	C+
60-64	C
55-59	C-
50-54	D
0-49	F

## Definition of Grades

GRADE	Quality Points	Definition
A	4.00	Superior
A-	3.67	Superior
B+	3.33	Superior
B	3.00	Above Average
B-	2.67	Above Average
C+	2.33	Above Average
C	2.00	Average
C-	1.67	Average
D+	1.33	Below Average
D	1.00	Below Average
F	0.00	Below Average

### The External Assessment

The external examiners are required to see a random sample of at least 20 % of the students on practicum. Sample will be taken from the upper, middle, and lower end of the grading spectrum.

### Observation and Grading

The process of arriving at the student-teacher's final grade (145 total points) will be conducted based on an examination of the following:

- Observation and analysis of the unit and lesson plans
- Observation and assessment of the teaching episode
- Examination of the learning environment
- Observation and analysis of the professional teaching portfolio
- Conference with the student-teacher
- Review of student-teacher professionalism

Teaching episodes are assessed using the instrument provided in this section. The Assessment Instrument is used to assess student-teachers on the standards of performance in the following components:

- Lesson Planning
- Instructional Competence
- Classroom Management
- Communication Skills
- Professionalism
- Evidence of Reflection
- Evidence of integration of moral values and ethics
- Practical Skills Competence (for practical areas only)

**Lesson Planning:** The selection and preparation of instructional materials and strategies for lesson delivery, as evidenced by written unit plans and lesson plans, displayed resources, use of technology and other indicators of the student-teacher's readiness to teach.

**Instructional Competence:** The employment of useful strategies and routines to facilitate instruction (e.g. gaining attention, explaining objectives and ideas, challenging performance, providing guidance and feedback, assessing learning outcomes, etc.)

**Classroom Management:** The effective organization and handling of resources (human and materials) for quality control in instructional activities as evidenced by the student-teacher's utilization of physical resources and classroom routines (e.g. group work).

**Communication Skills:** The ability to convey information and ideas effectively, using standard English. The student-teacher should be able to match the learners' characteristics, capabilities, needs and interests with resources and realities of the learning environment and effectively connect lessons to the learners' experiences.

**Professionalism:** The ability for student-teachers to present themselves in a professional manner, giving attention to attendance, punctuality, appearance, dress, speech. They should inspire the trust of students, taking responsibility for students' results; manage students' behaviour in the classroom, putting safety first; be well prepared for lessons, keeping up-to-date with marking and feedback to students and never miss a deadline. Student-teachers should show respect for colleagues and supervisors, model adult values, maintain confidentiality, exhibit self-control and be willing to accept change.

**Evidence of Reflection:** The reflective practitioner is one who is always asking questions about what was successful about the lesson and what needed to be improved. Reflection is a method of self-assessment, making the student-teacher aware of how well s/he prepares for and delivers a lesson, relates to students and finds out the ones who are learning well and the ones who are having difficulties. Reflection forces teachers to think about how they would improve things if they had to teach that lesson again and how they could work with students who are having difficulties.

**Practical Skills Competence (for practical areas only):** The student-teacher must show evidence of pre-laboratory planning, effective use of demonstration techniques, application of appropriate safety measure, and guide the students to ensure good quality output.

### **Requirements Teaching Portfolio**

Each student-teacher is required to compile a Professional Teaching Portfolio which should be comprised of (but not limited to) the following contents:

### **Section I: Introduction**

- Personal Philosophy of Education
- School Profile
- Profile of Class/Students
- Register of Attendance

### **Section II: Unit Plans and Lesson Plans**

- Unit plans should be at the front of this section
- Lesson plans and corresponding evaluations on each lesson should be arranged in chronological order, each week being separated by a divider.

### **PORTFOLIO RUBRIC**

<b>Elements</b>	<b>Marks</b>
Contents	50 %
Organization & presentation	25 %
Use of English	25 %
Total	100 %

## Appendix I - Assessment sheets

Student Teacher's Name: \_\_\_\_\_

Student Teacher's Name: \_\_\_\_\_

Student Teacher's Name: \_\_\_\_\_

Site: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Instructions: Review and fill out the Rubric in collaboration with your team members and supervisor, for each supervisor visit during your teaching practicum.*

5 Excellent       4 Good       3 Adequate       2 Needs Improvement       1 Poor

**One: Lesson Development (How does co-planning take place?)**

Team members plan all lessons together to ensure that they follow the curriculum and that appropriate teaching methods are used to facilitate students' mastery of the material.	Team members plan most lessons together.	Team members occasionally plan lessons together.	One Team member plans the majority of lessons alone; one team member occasionally plans a lesson without the other team member's involvement.	One team member plans all lessons without involving the other team member.
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**Please explain why you indicated the above score and provide examples:**

5 Excellent       4 Good       3 Adequate       2 Needs Improvement       1 Poor

**Two: Lesson Plans (Do the lesson plans contain all the necessary components?)**

The written lesson plan contains all essential elements (learning objectives, planned activities, co-teachers' responsibilities, materials, a continuous assessment technique), is saved in a portfolio, and contains a new activity or technique co-teachers are trying.	The written lesson plan contains all essential elements (learning objectives, planned activities, co-teachers' responsibilities, materials, a continuous assessment technique), plus is saved in a portfolio binder or folder for future use.	Team members occasionally plan lessons together.	One Team member plans the majority of lessons alone; one team member occasionally plans a lesson without the other team member's involvement.	One team member plans all lessons without involving the other team member.
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**Please explain why you indicated the above score and provide examples:**

5 Excellent       4 Good       3 Adequate       2 Needs Improvement       1 Poor

**Three: Student Interaction (To whom do students look for answers or clarification?)**

Students interact with team members and classmates to meet their individual learning needs. Team members encourage student-to-student interaction.	Students interact with both/ all team members.	Students interact mostly with one team member, but are gaining confidence in interacting with the other team member(s).	Students interact with only one or the other team member.	Students show limited interaction with either of the team members.
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Please explain why you indicated the above score and provide examples:

5 Excellent       4 Good       3 Adequate       2 Needs Improvement       1 Poor

**Four: Learner-centered Activities (To what extent are students engaged in learner-centered activities?)**

Students are engaged in learner-centered activities, such as partner work, small groups, and self-directed or participatory activities, which accommodate more than one learning style (visual, audio, and tactile/hands on) for at least 1/2 of the class period.	Students are engaged in learner-centered activities, such as partner work, small groups, and self-directed or participatory activities for at least half of the class period.	Students are engaged in learner-centered activities, such as partner work, small groups, and self-directed or participatory activities for at least between 10-15 minutes of the class period.	Students are engaged in learner-centered activities, such as partner work, small groups, and self-directed or participatory activities for at least 5 minutes of the class period.	Instruction is “teacher-centered “, i.e., teachers provide information to students and students passively listen or write. Only motivated students are engaged in the lesson.
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Please explain why you indicated the above score and provide examples:

5 Excellent       4 Good       3 Adequate       2 Needs Improvement       1 Poor

**Five: Classroom Management (How is discipline maintained and positive learning environment created?)**

Students demonstrate understanding of classroom rules, and possible consequences of their behavior. Team members support each other in enforcing the rules and have developed more effective disciplinary tools.	Students demonstrate understanding of classroom rules, and team members support each other in enforcing the rules.	Co-teachers have developed tentative rules and discussed various techniques for maintaining a positive learning environment.	One team member <i>alone</i> determines and enforces rules in the classroom. The co-teachers are unclear of what techniques to use.	There is no clear set of rules and neither of the team members assume responsibility for managing the classroom.
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Please explain why you indicated the above score and provide examples:

5 Excellent       4 Good       3 Adequate       2 Needs Improvement       1 Poor

**Six: Classroom Setting (How effectively does the classroom atmosphere stimulate students’ interest in learning?)**

The classroom contains a wide variety of appropriate, interesting,	The classroom contains appropriate, interesting, well-cared for	The classroom contains some instructional	The classroom contains very few educational materials to stimulate	The classroom contains no educational
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well-cared for instructional materials (e.g., teacher- and student-produced posters, pictures, games, manipulatives, etc.) to stimulate students' interest in learning.	instructional materials (e.g., posters, pictures, games, manipulatives, etc.) to stimulate students' interest in learning.	materials to stimulate students' interest in learning, although they are not appropriate to student needs or are in poor condition.	students' interest in learning.	materials.
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Please explain why you indicated the above score and provide examples:

5 Excellent       4 Good       3 Adequate       2 Needs Improvement       1 Poor

**Seven: Assessment (In what way do co-teachers use continuous assessment tasks to determine that learning objectives are met?)**

After using continuous assessment tasks to determine if learning objectives were achieved, co-teachers adjust lessons so students achieve the remaining objectives.	During the lesson co-teachers observe individual students' work or ask them questions to determine if the student is achieving the learning objectives.	At the end of the lesson co-teachers ask the whole class questions to determine whether learning objectives were met.	Assessment tasks are unrelated to lesson objectives.	No assessment tasks were observed.
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Please explain why you indicated the above score and provide examples:

**Total Marks**

**Instructions:** Please, calculate and record the total score for all sections below along with the final percentage and letter grades.

**Total:**  / 35      **Percentage Grade:**       **Letter Grade:**

**Team Teaching Planning & Observation Rubric**

(Adapted from Peace Corps Jamaica Team Teaching Manual)

Version 01-27.09.2919klch



**NORTHERN CARIBBEAN UNIVERSITY**  
**DEPARTMENT OF TEACHER EDUCATION**  
 Early Childhood Teaching Practicum Assessment Instrument

**Name of Student:** \_\_\_\_\_

**Facilitating School:** \_\_\_\_\_

**Name of Class Teacher:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Subject/Session:** \_\_\_\_\_ **Lesson Duration:** \_\_\_\_\_

**Lesson Topic:** \_\_\_\_\_

**Name of Supervisor:** \_\_\_\_\_ **Date of Assessment:** \_\_\_\_\_

**Instruction:** Please check (√) the column which most accurately describes the student teacher's competence/performance. Calculate and record the scores for each section.

Rating: 1 = V. Poor, 2 = Poor, 3 = Fair, 4 = Good, 5 = V. Good

		1	2	3	4	5
<b>A.</b>	<b>Professionalism</b>	Section Score				
1.	Displays punctuality					
2.	Displays professionalism in grooming and deportment					
3.	Demonstrates courtesy to pupils, parents and other members of staff.					
<b>B</b>	<b>Planning</b>	Section Score				
4.	Shows evidence of well researched, organized and valid content					
5.	Writes appropriate, clearly stated and student-centered objectives					
6.	Demonstrates selection of developmentally appropriate instructional aids and learning activities					
7.	Uses the lesson plan format required for the age group					
8.	Makes concise and substantive weekly/unit plans					
9.	Writes developmentally appropriate student-centered lesson plans					
<b>C.</b>	<b>Instruction</b>	Section Score				
10.	Delivers lessons in a clear, sequential, effective and age appropriate manner					
11.	Uses varied age appropriate methods/strategies and teaching aids					

12.	Presents much of the lesson at the children's eye level					
13.	Demonstrates knowledge, clarity, accuracy and confidence in content delivery in an age appropriate manner					
14.	Is enthusiastic about teaching					
15.	Responds to the children calmly and appropriately					
16.	Demonstrates competence in the use of the English Language and code-switching to the home language, where necessary, during delivery and interaction					
<b>D.</b>	<b>Classroom Management</b>	Section Score				
17.	Shows ability to manage the behaviour class					
18.	Uses praise to acknowledge children's efforts and achievements					
19.	Uses effective and age appropriate positive reinforcement strategies and methods					
20.	Uses effective and age appropriate positive reinforcement tools (rule charts, rewards, achievement charts, etc.)					
21.	Demonstrates ability to handle students' interpersonal problems/difficulties in a firm and gentle manner					
22.	Shows initiative					
23.	Demonstrates the required duties and responsibilities of the teacher					
<b>E.</b>	<b>Classroom Environment</b>	Section Score				
24.	Establishes a print rich classroom with relevant and age appropriate material					
25.	Establishes three (3) to five (5) useful learning centres					
26.	Displays children's work					
27.	Displays teaching and learning material, including children's work at the children's eye level					
28.	Maintains a safe, clean and uncluttered classroom					
29.	Uses the classroom space to ensure children's safety and comfort					
30.	Encourages a positive learning atmosphere					
<b>F.</b>	<b>Attitude</b>	Section Score				
31.	Responds to suggestions and corrections positively					
32.	Implements to suggestions from supervisors					
33.	Participates in school's activities					
34.	Demonstrates the ability to evaluate self					
<b>G.</b>	<b>Communication Skills</b>	Section Score				
35.	Uses good voice projection and modulation evident					
36.	Uses grammar and punctuation correctly throughout lesson planning and delivery					
37.	Maintains eye contact with students while teaching					
38.	Uses appropriate non verbal communication skills					

H.	Evidence of Reflection	Section Score			
39.	Identifies strengths of the lesson and the contributing factors				
40.	Identifies weaknesses in lesson and how to correct these				
41.	Identifies student needs for action in subsequent lesson(s)				
42.	Records these findings appropriately				
I.	Integration of Moral Values and Ethics	Section Score			
43.	Integrates moral values and ethics in lessons				
44.	Integrates moral values were clearly and meaningfully				

**Comments**

**Strengths:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Weaknesses:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**General Comments:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Total Marks**

**Instructions:** Please, calculate and record the total score for all sections below along with the final percentage and letter grades.

**The Total of All Sections:** \_\_\_\_\_ / 220

**Percentage Grade:** \_\_\_\_\_

**Letter Grade:** \_\_\_\_\_

**External Examiner**  
 Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Cooperating Teacher**

*Name:* \_\_\_\_\_

*Signature:* \_\_\_\_\_

*Date:* \_\_\_\_\_

**University Supervisor/Coordinator**

*Name:* \_\_\_\_\_

*Signature:* \_\_\_\_\_

*Date:* \_\_\_\_\_

**NORTHERN CARIBBEAN UNIVERSITY**  
**DEPARTMENT OF TEACHER EDUCATION**  
**Year 3 & 4 Teaching Practicum Assessment Instrument (Primary & Secondary)**

**Name of Student:** \_\_\_\_\_ **Class:** \_\_\_\_\_  
**Facilitating School:** \_\_\_\_\_ **Lesson Topic:** \_\_\_\_\_  
**Subject:** \_\_\_\_\_ **Date of Assessment:** \_\_\_\_\_  
**Lesson Duration:** \_\_\_\_\_ **Name of Supervisor:** \_\_\_\_\_

**Instruction:** Please check (√) the column which most accurately describes the student teacher's competence/performance

		Rating: 1 = V. Poor, 2 = Poor, 3 = Fair, 4 = Good, 5 = V. Good				
		1	2	3	4	5
<b>A.</b>	<b>Professionalism</b>					
1.	Displays punctuality					
2.	Displays professionalism in grooming and deportment					
3.	Demonstrates courtesy to pupils and other personnel					
<b>B.</b>	<b>Planning</b>					
4.	Shows evidence of well researched, organized and valid content					
5.	Writes appropriate, clearly stated and student-centered objectives					
6.	Demonstrates selection of appropriate instructional aids and learning activities					
7.	Makes concise and substantive unit plans					
8.	Writes appropriate student-centered lesson plans					
<b>C.</b>	<b>Instruction</b>					
9.	Delivers lessons in a clear sequential and effective manner					
10.	Uses varied methods/strategies and teaching aids					
11.	Demonstrates knowledge, clarity, accuracy and confidence in content delivery					
12.	Is enthusiastic about teaching					
13.	Demonstrates competence in the use of the English Language in delivery and interaction					
<b>D.</b>	<b>Classroom Management</b>					
14.	Shows ability to manage class					
15.	Demonstrates ability to handle students' interpersonal problems/difficulties					
16.	Shows initiative and general awareness of duties and responsibilities					
17.	Encourages and creates a positive learning environment					
<b>E.</b>	<b>Attitude</b>					
18.	Is willing to learn and responds to suggestions positively					
19.	Participates in school's activities					

20.	Demonstrates ability for self-evaluation					
<b>F.</b>	<b>Communication Skills</b>					
21.	Good voice projection & modulation evident					
22.	Correct use of grammar and punctuation throughout [planning & delivery]					
23.	Eye contact with students maintained while teaching					
24.	Appropriate nonverbal communication skills utilized					
<b>G.</b>	<b>Evidence of reflection</b>					
25.	Good aspects of the lesson and factors that contributed to these identified					
26.	Weaknesses/limitations in lesson and how to overcome these identified					
27.	Critical student needs identified for action in subsequent lesson/s					
<b>H.</b>	<b>Integration of moral values and ethics</b>					
28.	Deliberate attempts to integrate moral values and ethics					
29.	Integration of moral values were clear and meaningful					
<b>I.</b>	<b>Practical Skills Competence (This section to be filled out for practical areas only – Home Ec., Info. Sc., Etc.)</b>					
30.	Evidence of pre-laboratory planning					
31.	Effective use of demonstrative techniques					
32.	Application of appropriate safety measures					
33.	Ensures standard student output					

Comments (re strengths and weaknesses)

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TOTAL MARKS:

SECTIONS A to H

<b>/145 x 100</b>
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OR SECTIONS A to I

<b>/165 x 100</b>
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LETTER GRADE

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LETTER GRADE

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Signatures: \_\_\_\_\_ Date: \_\_\_\_\_  
**External Examiner**

\_\_\_\_\_  
**University Supervisor/Cooperating Teacher** Date: \_\_\_\_\_

**Appendix II – Warning and withdrawal Forms**

**Northern Caribbean University  
Department of Teacher Education  
Practicum withdrawal form**

**PLEASE SUPPLY ALL THE REQUIRED INFORMATION**

1. Date: \_\_\_\_\_ 2. Student's Name: \_\_\_\_\_ 3. ID #: \_\_\_\_\_  
4. Permanent home address: \_\_\_\_\_  
\_\_\_\_\_  
5. Address while at NCU: \_\_\_\_\_  
\_\_\_\_\_  
6. Tel #: \_\_\_\_\_ 7. Programme of study: \_\_\_\_\_  
8. Number of credits outstanding after this semester: \_\_\_\_\_ 9. Planned date for graduation: \_\_\_\_\_  
10. Bulletin: \_\_\_\_\_ 11. Major: \_\_\_\_\_ 12. Minor: \_\_\_\_\_

**TICK ALL THAT APPLY TO YOU**

I, \_\_\_\_\_, agree that I am under performing on the practicum exercise and must discontinue process to undertake remedial work until I demonstrate improvement in my:

- Teaching/content area
- Professional behaviour
- Use of the language
- Relating to my students
- Classroom management techniques
- Pedagogy
- Lesson planning
- Time management

I, \_\_\_\_\_ have agreed to accept a deferred grade until I am sufficiently prepared to continue and complete the practicum exercise.

Signed:	Name	Signature	Date
Student:	_____	_____	_____
Supervisor:	_____	_____	_____
Teaching Coordinator:	_____	_____	_____
Department Chair:	_____	_____	_____

**Form for extension**

**College of Education and Leadership**  
***Department of Teacher Education***  
Client Satisfaction...Our Business  
Customer Care...Our Priority  
**Tel: (876)963-7371-3 Fax: (876)962-0075**

To: \_\_\_\_\_

Re: Advice of Teaching Practicum Extension

Date: \_\_\_\_\_

Please be advised that your practicum exercise will be extended by \_\_\_\_\_ days/weeks to end on - \_\_\_\_\_ . This is an effort to help you regain the hours lost when you were given sick leave. Your supervisor and the school's Administration have been advised.

Signed:

\_\_\_\_\_

Student-teacher

\_\_\_\_\_

Belinda Bramwell (Mrs)

Coordinator, Teaching Practicum

\_\_\_\_\_

Jacqueline Ho-Shing Clarke, PhD

Chair, Teacher Education Department



**Practicum extension**

**College of Education and Leadership**

***Department of Teacher Education***

Client Satisfaction...Our Business

Customer Care...Our Priority

**Tel: (876)963-7371-3 Fax: (876)962-0075**

To: \_\_\_\_\_

Re: Advice of Teaching Practicum Extension

Date: \_\_\_\_\_

Please be advised that your practicum exercise will be extended by \_\_\_\_\_ days/weeks to end on - \_\_\_\_\_ . This is an effort to help you improve in your:

- Teaching/content area
- Professional behaviour
- Classroom management techniques
- Pedagogy
- Lesson planning
- Time management

Please note that this time may be further extended depending on your performance. Your supervisor and the school's Administration have been advised.

Signed:

\_\_\_\_\_

Belinda Bramwell (Mrs), Coordinator, Teaching Practicum

\_\_\_\_\_

Jacqueline Ho-Shing Clarke, PhD,

Chair, Teacher Education Department

I, \_\_\_\_\_  accept /  reject the conditions outlined above.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Practicum extension**

**College of Education and Leadership**

***Department of Teacher Education***

Client Satisfaction...Our Business

Customer Care...Our Priority

**Tel: (876)963-7371-3 Fax: (876)962-0075**

To: \_\_\_\_\_

Re: Advice of Teaching Practicum Extension

Date: \_\_\_\_\_

Please be advised that your practicum exercise will be extended by \_\_\_\_\_ days/weeks to end on - \_\_\_\_\_ . This is due to the fact your hours for Teaching Practicum I were not fulfilled in the Fall semester. Your supervisor and the school's Administration have been advised.

Signed:

\_\_\_\_\_

Belinda Bramwell (Mrs)

Coordinator, Teaching Practicum

\_\_\_\_\_

Jacqueline Ho-Shing Clarke, PhD

Chair, Teacher Education Department

I, \_\_\_\_\_  accept /  reject the conditions outlined above.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Early Warning Letter**

**College of Education and Leadership**

***Department of Teacher Education***

Client Satisfaction...Our Business

Customer Care...Our Priority

**Tel: (876)963-7371-3 Fax: (876)962-0075**

To: \_\_\_\_\_

Re: Early warning of Withdrawal

Date: \_\_\_\_\_

Please be advised that repeated observations and assessments of your performance on Teaching Practicum have revealed significant weaknesses in your

- Teaching/content area
- Professional behaviour
- Classroom management techniques
- Pedagogy
- Lesson planning
- Time management

You are therefore given \_\_\_\_\_ days/weeks to improve or be withdrawn to undertake remediation and coaching.

Signed:

\_\_\_\_\_

Belinda Bramwell (Mrs), Coordinator, Teaching Practicum

\_\_\_\_\_

Jacqueline Ho-Shing Clarke, PhD, Chair, Teacher Education Department

I, \_\_\_\_\_  accept /  reject the conditions outlined above.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

### Permission to resume Practicum

**College of Education and Leadership**  
***Department of Teacher Education***  
Client Satisfaction...Our Business  
Customer Care...Our Priority  
**Tel: (876)963-7371-3 Fax: (876)962-0075**

To: \_\_\_\_\_

Re: Permission to Resume Practicum

Date: \_\_\_\_\_

Recent assessment has shown tremendous improvement in your

- Teaching/content area
- Professional behaviour
- Classroom management techniques
- Pedagogy
- Lesson planning
- Time management

You will therefore be allowed to resume the Teaching Practicum exercise effective \_\_\_\_\_. If you continue to improve, you will end on \_\_\_\_\_. However, any form of regression or failure to improve further may cause you to spend a further extension.

Your supervisors and the school's Administration have been advised.

Signed:

\_\_\_\_\_

Belinda Bramwell (Mrs), Coordinator, Teaching Practicum

\_\_\_\_\_

Jacqueline Ho-Shing Clarke, PhD, Chair, Teacher Education Department

### References

- NCU academic bulletin
- TCJ Handbook