

**DEPARTMENT OF EDUCATIONAL
COMMUNICATION AND TECHNOLOGY**

TEACHING PRACTICE OFFICE

Revised by:

T.W. Kazungu - Teaching Practice Coordinator

J. Origa

K.O Marube

2001

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GUIDELINES FOR THE STUDENT TEACHER INTRODUCTION

Teaching practice is an integral part of any teacher-training programme all over the world. The Bachelor of Education Degree (BED) offered at college of Education and External Studies (CEES) of the University of Nairobi also considers teaching practice an essential component of its programmes. Teaching practice is equivalent to internship, pupilage and attachment in other professions such as Law, Medicine or Engineering also offered at the University of Nairobi. At CEES, Teaching practice constitutes two core units which are offered at the Department of Educational communication and Technology. In this department, the student is taught the methodology of teaching the two subjects of his/her choice at post-primary level. Teaching practice is therefore a period when the student practices teaching his subjects for a period of one school term which is equivalent to one semester at the University.

For effective organization, teaching practice is co-ordinated by a Teaching Practice Co-ordinator who is an academic member of staff in the Department of Educational, Communication and Technology. The T.P co-ordinator assigns supervisors students whom they are required to assess and organizes for the schools in which the student-teachers do their teaching practice. These schools are divided into various zones. Each zone has a co-ordination center and is manned by a zone-supervisor who is responsible for all the student-teachers', problems in that zone during the teaching practice period.

Teaching practice offers an opportunity to the student -teachers to get an all round training in the teaching profession within a school setting. In this kind of setting the student-teacher learns to be an administrator, a counsellor, a teacher and an examiner. In order to get this all round training, the student teachers are expected to conduct themselves well, according to the code of conduct of the teaching profession. It also requires that the student-teachers prepare themselves well and assume all the above roles together with teaching.

Since teaching is the main role for any student-teacher on teaching practice requires adequate preparation for it. This preparation is done at two phases, i.e preparation for schemes of work and lesson plan. After these preparations, the actual teaching sessions need to be handled skillfully under the guidance of an assessor. The work *of* the assessor during the teaching practice sessions is not only to guide the student but also to examine him/her on the art of teaching and award, marks.

This handbook offers essential guidelines to student-teachers on teaching practice and to the head of schools who need to know what they can expect from the student-teachers who are on teaching practice in their schools. It is therefore important that a student-teacher reads this book before the start of teaching practice and also continues reading it while on teaching practice.

I. TEACHING PRACTICE DOCUMENTS

STUDENT'S FILE

All student teachers are required to maintain a teaching file. This is the first thing the assessor is provided with by the student teacher before the lesson begins during Teaching Practice.

The file should contain the following documents in the order indicated here. There should be a table of content which will appear in the first page of the file.

(a) TIME-TABLE

A copy of the student teacher's teaching timetable should be filed on top.

(b) DAILY DIARY

This is a record of what the student teacher has done each day of his/her teaching practice e.g. on 16th May, 2001.

- 8.00-8.40 a.m - Taught class 2x - Geography
- 8.40-10.00 a.m - Seated in the Staff-Room for lesson preparations
- 10.00-10.40 a.m - Taught Class 2y Math's
- 10.40-11.00 a.m - Break-Sat in the Staff-Room for tea.
- 11.00-12.40a.m - Library work and preparation.
- 2.00-3.20 - Taught a double lesson 1x -Geography
- 3.20-4.00 p.m - Preparation
- 4.00-5.00 p.m - Games

The diary must be written at the end of each day.

(c) SCHEMES OF WORK

These must be completed and certified by the subject specialists by the end of 2nd week. If any corrections have been suggested by the subject specialist, the student-teacher must implement them immediately. (a sample of scheme of work format is provided in appendix. I

Schemes of work for all the the subjects taught should be put in one file with tags indicating subjects and class.

(d) RECORD OF MARKS

These are class lists which indicate entries continuous assessment marks e.g. assignment, tests and any marked class work. Each entry should show date, the actual score and the maximum score. These records should be filed in the student-teacher's file.

(e) ASSESSMENT REPORTS

After every assessment, the student teacher has to be given an assessment report by the supervisor. All the reports have to be kept well by the student-teacher for any reference in future.

(f) RECORD OF WORK

The student teacher will be required fill the record of workbook provied by the school at the end of every week.

(II) ORGANIZATION OF TEACHING PRACTICE

1. Chairman of Educational Communication and Technology.

Teaching Practice falls under the jurisdiction of the Department of Educational communication and Technology. The Chairman of department is therefore the overall in-charge of the administration of Teaching Practice.

2. Teaching Practice Co-ordinator

This is the one responsible for the day to day organization of teaching exercise. He/she is in-charge of posting students to their Teaching schools, assigning supervisors to the student-teachers and processing the Teaching Practice results which are handed over to the Chairman Department of Educational Communication & Technology to present to the Dean Faculty of Education.

3. Zone- Supervisors

These are Lecturers who have experience in Teaching Practice supervision.

A part from carrying out the normal supervisions they are assigned they link the student teacher and the teaching practice school with the University.

4. Subject Methods Lectures.

These are Lecturers in charge of subject methods in individual subjects. They are required to check on the students' preparation for teaching practice i.e, check and approve preparation of schemes of work and lesson plans before the actual supervision starts.

5. Supervisors

These are the regular examiners during teaching practice. Most of them are specialized in the subjects taught by the

student teachers and could give advice particularly in their area of specialization.

6. External Examiners

These are examiners who are appointed by the university of Nairobi from other universities to come and monitor the standards of performance of student teachers. They are required to supervise a sample of students in relation to the performance of students in all subject. The sample should at least cover good, average and weak performers.

7. Head of School

While on teaching practice, the student teacher is directly under the Head of school who has to control all his activities and guide him/her in matters regarding teaching in the school.

8. Co-operating Teachers

These are the teachers from whom the student-teacher takes over practice. The student teacher is required to work closely with such teachers and ask for advice whenever necessary.

III. TEACHING PRACTICE REGULATIONS

1. STUDENT-TEACHER AND THE SCHOOL

The student teacher is required to report on or before the opening day

- (a) On arrival to the teaching practice school, the student-teacher must first report to the head of school
- (b) The student-teacher will temporarily be on the staff of his/her host school and under the general guidance of the Head-Teacher
- (c) In his/her relationship and professional duties, the student-teacher must observe the principles set out by the school and the code of professional ethics stipulated in the T. S .C Code of conduct .
- (d) If it is necessary to be absent or leave the school during the school hours, the student-teacher must request leave from the head of the school before such absence in writing, and give a copy to the zone supervisor/teaching practice co-ordinator.
- (e) During the first one week of the practice period the student-teacher must-
 - (i) Acquaint him/herself with his/her duties, school routine and basic information about the school. Refer to Appendix II for basic information.
 - (ii) Prepare suitable schemes of work in his her subjects from the syllabi used in the school.
 - (iii) Hand over four copies of his/her teaching timetables to the zone-supervisor. Before handing over the timetables, the student teacher must ensure that all the necessary details in the timetable are filled. The timetable should also show a balanced distribution of

lessons between the two teaching subjects. Any change of the information shown on the original timetable should be communicated immediately to the zone supervisor/teaching practice co-ordinator/visiting supervisors.

- (f) All student teachers are expected to teach between 12 and 15 lessons per week.
- (g) All student teachers are required to participate in any co-curricular activities, which may be assigned to them by the Head of the school.

2. TEACHING

- (a) Full preparation for teaching will include preparation for schemes of work and a lesson plan with appropriate lesson notes and teaching resources for each lesson. The lesson plan should be in the form prescribed in the lesson plan book issued by the Teaching Practice Office at CEES.
- (b) Lesson notes should be written in a special lesson preparation book:, which must be presented to the supervisors for inspection and comments during their visits.
- (c) After a lesson has been taught, the student-teacher should write remarks immediately in the schemes of work remarks column.

3. PERSONAL EXPENSES

(a) Accommodation

Every student-teacher is required to meet the cost of their accommodation from their teaching practice allowance or from their sponsors. The student-teacher may however approach the school authorities to assist him/her to obtain an affordable accommodation and should pay up all bills incurred before leaving the school.

(b) Medical Expenses

- (i) In case of illness, student teachers are advised to attend the nearest hospital and meet their bills.
- (ii) In the event of hospitalization the student-teacher must have documentation for purposes of presenting to the Examination Board to explain reasons for the missed out assessments.

(c) Traveling

Any expenses incurred by the student-teachers in connection with travelling for Teaching Practice purpose must be met by the student-teacher.

(d) Stationery

The student-teacher will be required to purchase all stationery required for Teaching Practice except where the school is to provide free stationery.

IV CODE OF CONDUCT FOR STUDENT-TEACHERS

1. PREAMBLE

Teachers Education is concerned with training in all areas of education. During teaching practice, student-teachers must participate in as many educational activities as possible. They shall therefore be:

- (a) Required to be physically present in the school during all the working hours.
- (b) Assigned responsibilities other than teaching.
- (d) Accountable to the Head-teacher or any other person under whose supervision he/she is placed during the entire teaching practice period, like any other members teaching staff.
- (d) Assessed on their personal behavior and performance, in and-outside the classroom.

2. ETHICS

a. RELATIONSHIP OF STUDENT-TEACHER WITH PUPILS

- (i) Since the students learn indirectly from their teachers both good and bad behaviours, it is important that the student-teacher exhibits morally acceptable behaviour both in and out of school.
- (ii) The behaviour and attitude of a student-teacher out of class represents the hidden curriculum of moral education. For example being drunk when the pupils see him/her is against professional ethics. The same to the use of drugs, irresponsible driving, flirting in public or any other deviant behaviour. According to Teachers Service Commission Circular No. 20 1975 (flirtation and sexual relations with pupils are regarded as serious professional misconduct).

- (iii) It is important that a student-teacher gets involved in activities of the students apart from the normal teaching. These activities are termed as co-curricular, such as; club, societies, athletics inter-house competitions entertainment, debates, manual work, projects and being with students during meal times is also important.

b. RELATIONSHIP OF STUDENT-TEACHER WITH STAFF MEMBERS

- (i) The student teachers on Teaching Practice owe their senior colleagues respect. They must cooperate with them necessary and conform to the demands of the school routine like them.
- (ii) Any misconduct such as rudeness insubordination and any unprofessional behaviour towards fellow members of staff during teaching practice, shall be met with a serious disciplinary action
- (iii) It is particularly important for the student-teacher to be in terms with the co-operating teacher as it is difficult to learn make practical progress without his/her assistance.

c. RELATIONSHIP OF STUDENT-TEACHER WITH THE HEADTEACHER

- (i) The student teacher must realize that during the whole period of teaching practice, the Head of the school is directly in-charge of him/her, and is capable of taking any disciplinary action against any misconduct he/she performs.
- (ii) The head of the school will be the one to assign the student teacher the teaching load and any other duties in the school. Failure to perform the assigned duties as per the expectation of the school might require a warning letter from the head of the school; a copy of which is given to the Teaching Practice Co-ordinator.

- (iii) At the end of the Teaching Practice period, the Head of the school will be required to write a confidential report about the student teacher and sign a clearance form. It is therefore important for the student teacher to build up a positive confidential report during the teaching practice period. The student-teacher will also be required to mark fill the students report forms and return all the borrowed items before being cleared by the Head of the school.
- (iv) Any misconduct such as rudeness, insubordination, and unprofessional behavior towards the Head of the school during teaching practice shall be met with a serious disciplinary action.

d. ABSENCE FROM DUTY

- (i) When a student-teacher wishes to be absent from duty or report late, prior permission must be sought from the Head of Information about this must also be sent to the Zone Supervisor/Teaching Practice Co-ordinator.
- (ii) Any student-teacher who is absent from school in a continuous period of one week without permission shall be deemed to have absconded from teaching practice and shall be required to repeat the exercise at a latter date.
- (iii) Any student-teacher who is absent from school with permission shall be required to;
 - Ensure that non-of his/her classes is left unattended
 - Prepare and submit work for the classes to be missed to Head of department
 - Inform the Head teacher immediately he/she returns.
 - Mark any assignments and work left for the class during the absence,

- (iv) Any student-teacher found absent from school and misses scheduled lessons without a valid reason, shall face disciplinary action.

e. LEAVE

The Teaching Practice Co-ordinator in consultation with the Head teacher, Chairman of dept, Dean Fed, Principal and Vice chancellor can grant special leave to a student teacher who has been selected and appointed to attend a meeting, conference, seminar etc. for a period not exceeding two weeks. Thee meeting, seminar or conference for which the permission is sought must be of national interest or relevant to education.

f. DRUNKENNESS AND DRUG ABUSE

Drunkenness and drug abuse while on duty is considered a serious professional offence. A student-teacher who perpetrates this offence will be met with a serious disciplinary action by the University.

g. PREGNANCY

- (i) In the best interest of the health of the pregnant student-teacher and the unborn child, students who will be doing Teaching Practice while pregnant, will be required to see the University Medical Officer in advance. Upon written recommendations of the Medical Officer to the Teaching Practice Co-ordinator, pregnant students may or may not be allowed to do Teaching Practice.
- (ii) Expectant student-teacher should report their condition to the University Medical Office: within the first three months of pregnancy. Failure to report the correct information regarding pregnancy may result in disciplinary action or withdraw from teaching practice.

V. SUPERVISION OF TEACHING PRACTICE

1. PREAMBLE

In the supervision of the student-teachers on teaching practice there are two important aspects that need attention.

- (a) The first aspect is that, teaching practice is a Learning Exercise requiring supervisors to give useful feedback to students on their performance.
- (b) The second aspect is that of Examination, assessment or evaluation which requires supervisors, in the role of examiners, to award marks or grades to the student's performance.

The two aspects are, of course closely related, though each aspect requires its own concrete action on the part of the supervisor.

2. SUPERVISION AS A LEARNING EXERCISE

Since teaching practice is a learning exercise, the student-teacher should expect the following from the supervisor.

- (a) A qualitative diagnosis of his/her performance.
- (b) A communication of the salient points of the lesson.
- (c) Suggestions for the improvements of his/her performance

(a) Diagnosis of the Performance

Diagnosis in this content entails that the supervisor can spot the strong points and the weak points of the performance. This assumes that he/she has in mind a number of criteria or conditions which must be fulfilled for the teaching performance to be rated as good or weak. There are various ways by which a supervisor go about diagnosing

the performance.

- (i) The supervisor can, for instance observe the lesson with' completely open mind going by general impression
- (ii) For uniformity and objectivity in assessment the supervisor uses a prepared checklist of the most important criteria to be used for the diagnosis. (Appendix III) The student-teacher should expect a copy of a completed checklist assessment report at the end of the observed lesson. If this completed checklist is not given to the student she should notify the Teaching Practice Co-ordinator in writing.

(b) Communicating Points of Diagnosis.

The student-teacher should expect a feed- back on the important points of diagnosis. There are various ways by which this can be done:-

- (i) Communication can be done orally. Oral communication has several advantages e.g. elaboration, stress, clarify and feedback from the student etc. It must be insisted that, at least the highlight; of the diagnosis are discussed orally with the student teacher.

This oral communication must guarantee that the student- teacher has understood the main points and can react by revealing the problems, taking initiatives, making personal suggestions or possible objections. The student-teacher should be free to ask the supervisor any question arising from the supervised lesson or any general question on teaching learning

- (ii) The salient points should be written out for more objectivity. They serve as a memory aid to the student-teacher. The student- teacher is therefore required to read through the written report from the supervisor and implement the suggested recommendations.

(c) Suggestions for Improvements

The learning aspect of supervision also requires that the supervisor makes suggestions for the improvement of the performance. These suggestions can be made orally, but the main points should also be on record both to remind the student-teacher and to inform the next supervisors on the improvements the student is supposed to be trying to make.

3. SUPERVISION AS AN EXAMINATION

- (a) A part from being a teaching exercise, supervision is also an examination—an exercise of assessing the student teacher on the observed performance. This requires the supervisor to attach a grade or mark to the performance. This aspect is confidential and the grade will not be revealed to the student teacher.
- (b) To arrive at the assessment grade the supervisor will be guided by the evaluation criteria given below.

VI. GUIDELINES ON THE EVALUATION CRITERIA

This is a description and further elaboration of the criteria used in the assessment report. This description is meant to ensure that all student-teachers and supervisors understand the same things by each criteria.

(i) PREPARATION FOR TEACHING

In order to achieve his/her long-term objectives, the student teacher is required to prepare adequately before teaching.

This preparation requires preparing schemes of work and lesson plans

SCHEMES OF WORK

The schemes of work for teaching each subject should be prepared to cover the whole term of teaching and be completed in the 2nd week of the term.

Schemes of work is for every subject and will be approved by subject lectures so long as they adhere to the format in appendix I and following the instructions given below..

- Does the schemes of work have the basic format (as given in Appendix I)
- Does it have the appropriate administrative details filled including, subject, term, class and school?
- Does it cover the term's work adequately?
- Does it have a topic-sub-topic column filled according to the syllabus requirements?
- Does it have an objective column filled according to content requirements?
- Does it have learning activities column filled with a variety of learning activities which are learner-centered?
- Does it have a resource and reference column filled in with relevant details?
- Does it have a column for remarks?

(i) Topic/Sub-topic

Main topic has to be written in capital letters and underlined The sub-topics (s) to be written in small letters and has/have to concur with what appears on the lesson plan

(ii) Objectives

The stem of the objective statements has to start. At the end of the lesson the learner should be able to..

Every lesson must have one stem of the objective statement and then subsequent objectives will be under the stem.

A lesson topic should have not less than two objectives.

Objectives have to be constructed in measurable and/ or observable terms, using action verbs. When a verb like appreciate is used it should be followed by a statement which indicates observable behaviour.

The objective statements which are given in the schemes of work should be exactly the same as those which will appear in the lesson plan.

(iii) Learning Activities

The Learning activities have to be learner centered i.e reflect what the learner will be doing and not the teacher Learning activities have to be indicated by the use of active verbs such as discuss, demonstrate, dramatise, role play describe, look at.. , observe....., draw. , read. ,ask questions and answer, calculate, solve problems etc

Listening as a learning activity must be avoided but can be implied by use of the words “Note the main points of the story”. In languages it is however, an acceptable learning activity because it is a skill of learning language.

Note taking and note making.

As a learning activity learners are able to take notes during the lesson but not make notes because making

notes requires referring to more books which can be done as a homework .

The use of the stem; “learners will ...” is not necessary for writing down learning activities.

The use of the stem, “Teacher will... .. “ Must be avoided because the learning activities are learner centred.

Indicate how learning resources/references will be used.

NOTE: The learning activities are more specifically stated in lesson plan.

(iv) Learning Resources/References.

When writing down resources/references, they should be grouped i.e. separate print media from other resources- don't mix them up but write one type first and then followed by the other.

For print media, there must be full details i.e. author, year, title, publisher and page which must appear for every lesson. Avoid statement such as “as above”.

For non-print indicate what it illustrates e.g. map of , a chart showing..... , a model of

Enrich your column of resources by indicating more resources other than books.

The obvious resources such as duster, chalk and chalkboard need not be indicate because this limits student-teacher from thinking about other important resources and indicates lack of creativity of the student teacher. Though we appreciate their role, the student - teacher is discouraged from writing them down.

The resources indicated have to be relevant to the topic and they have to be used in the learning activities by the learners

(v) **Remarks**

The remarks column must always be dully filled immediately after the lesson expires.

These have to be comprehensive and include the following: -

Date and time when the lesson was taught

Indicate an evaluation of the lesson taught e.g. objectives achieved or not, difficulties encountered during the lesson. Avoid statements like well covered, taught, but give more information of evaluative nature.

For a lesson which is not taught state the reasons why and indicate when it will be taught.

(b) LESSON PLAN

The student-teacher must adequately plan all the lessons to be taught in advance. All copies of the prepared lessons must be retained in the lesson plan book except for the original copy submitted to the supervisor after assessment. When a supervisor is assessing a lesson, the student-teacher gives him/her the book after tearing out the original lesson plan copy which he/she uses to teach as the supervisor uses the copy to follow the lesson and write any necessary comments. Any lesson taught without a lesson plan for the day will be awarded a grade of zero.

All the lesson plans prepared must adhere to the following instruction given below.

- Does it have the administrative details filled in, including dates and times for teaching:

- Does it have a clear lesson title and corresponding objectives.
- Does it indicate the time allocation for each section of the content?
- Is the content column divided into **introduction, lesson development and conclusion** sections?
- Does it have main points of the content in each section and corresponding sub-titles?
- Is the content in the lesson development section logically sequenced?
- Does it indicate learning activities suitable for the content in each section?
- Do content and learning activities together suggest by implication what the teacher is supposed to be doing?
- Does it contain functional details in the resource material column, such as teaching resource and references to be used the lesson?
- Does it keep the stages of the lesson plan clearly apart from horizontally through all the columns?
- Does it have a useful ending (e.g conclusion, summary, note-making, assignment or others)?

(i) Instructional Objective

- These refer to instructional objectives, which are in the scheme of work and transferred to the lesson plan.
- The objective statements have to be put down in the same logical sequence which the content being taught follows.

- Instructional objectives need to be exhaustive and take care of the major content areas. Two or three objectives will do.
- The stem of the objective statement has to start:- At the end of the lesson the learner should be able to ...
- Are the objectives in terms of student's observable behavior?
- Do objectives indicate achievement instead of just the learning experience? Or if they do indicate the learning experience, can the student-teacher justify this?
- Are the objectives of the appropriate domains according to the syllabus or scheme of work?
- Are the objectives specific about content?
- Are the objectives specific about the level of performance expected i.e are they hierarchically organized according to the levels of the domains?
- Is the level of performance expected appropriate to the (ability) of the student and the time set for learning'?

(ii) Time

The specific time which will be required for every planned content has to be indicated in minutes e.g. 5 min. 10min. etc and not for example, 2.40 - 2.45 p.m, (this is 5 min.)

Time allocation should be Proportional to content introduction 5 min, lesson development be allocated more time may be 5 min for conclusion. A double lesson could however have slightly longer time for introduction

and conclusion.

There should be a line running across to subdivide the various parts of the lesson as indicated by the amount of time each will take.

(iii) Content

Should show the three main sections i.e. introduction, lesson development and conclusion

- **Introduction**

- Should be clearly linked with the lesson being taught; Does the student -teacher make a link right at the beginning of the lesson being taught with the student experiences.
- Review of previous lesson has to be used only if it has any relevance to what is being taught. Is there any link of what is to be taught with what was taught previously.
- It should review the basic concepts which will be applied in the lesson.
- It is intended to arouse learners interests.
- Does the student - teacher make a successful effort to motivate the student to learn?
- Does the student - teacher make correct appeals to higher/lower principles e.g, reward ambition competitive spirit student desires, values, feelings, emotions attitude and personal experiences?

- **Lesson Development**

Has to be broken down into various manageable steps which correlate with the objectives stated.

These steps have to follow a logical sequence-start from simple to complex.

- **Conclusion**

- Can be used to evaluate the achievement of objectives. This can be found out by asking learners questions.
- Teacher needs to avoid summarizing the main points of the lesson. Questions to test the learners' understanding of key points establish achievement of the stated objectives.
- Give an assignment to test higher order questions/achievements

N.B The content for every section should include all the main points which will be covered in the lesson. The details of these points will be given in the lesson notes.

Every section of the content must have its own time, leaning activities and learning resources, which will be indicated by a line sub-dividing one section from another with a line running across.

Avoid the use of such words “as above” for learning activities.

(iv) Lesson Evaluation

Immediately after the lesson has been taught the student teacher should write remarks (Lesson evaluation). These same remarks should be written at the end of the lesson plan under the heading **LESSON EVALUATION**. They are:

Comments on the adequacy of the lesson preparation, for Example the coverage of content, the effectiveness of the resources used, and the time allowed for each Phase of the lesson.

Comments on the effectiveness of class activities such as, extent and quality of pupil participation, interest, understanding and co-operation.

A statement on the analysis of pupils' difficulties or errors and how they will be followed up.

A general comment on the extent to which the objectives of the lesson were achieved and suggestions for similar lessons in future:- "Did I teach what I set out to teach"

(c) CLASSROOM INTERACTION

(i) Learners Participation:

Does the student teacher:-

- Encourage the student to express their reactions even when she/ he is using the expository approach?
- Sufficiently allow the students to find out or discover things for themselves?
- Encourage students to take notes
- Provide an opportunity for students to participate in interpreting and explaining what is shown on sketches, diagrams or on any other teaching resources?
- Call upon the students to explain what is happening and why during a demonstration?
- Allow students to communicate with each other when trying to solve problems or finding answers to questions.
- Allow students to react to each other's contributions?

(ii) Group Work

Does the student teacher

- Plan for the use of group work?
- How well is the group work organized in order to avoid confusion or waste or time?

- Does the student - teacher allow students to perform tasks in groups such as in small group discussions, group projects, or assignments, study-group and inter-group competitions?
- How does the student-teacher inform students to which group they belong 'when group work is to start?
- Does the student teacher: -encourage students to organize themselves socially for better efficiency in their groups?
- How does the student -teacher make sure that the work carried out by different groups is accessed to the whole class?
- Does the student-teacher consider whether group work is appropriate method of achieving the objectives of the lesson?

N.B Group Work should be used mostly during double lessons to provide adequate time

(iii) Variety of Activities - Does the student teacher.

- Organise a variety of learning activities?
- Use transmission methods with Heuristic (Discovery) element in them, e.g text reading.
- Use discovery elements in them e.g. reading?
- Use discovery (heuristics) methods such as library research, laboratory research comprehension exercise, group enquires, summary writing, value sheets, note making and small group discussion?
- Use exercises where students themselves have to use induction (generalization as conclusions) or deduction (application.)

- Use exercises where students have to choose critically such as value sheets.
- Valuing methods, predicting on the basis of data, composition debate, small group discussion?
- Use exercises which require the students to think, write or act creatively, such as note making, class discussions, small group educational drama. role play games, diagram making, brain-storming?
- Use exercise which require students to handle equipment purposefully or practice skills.
- Involve students in activity projects?

(iv) Teacher's Language: Does the student teacher.

- Use clear Language and vocabulary, appropriate to the level of student?
- Use clear diction, proper pitch, useful stress and swim, into action with functional pause and silence?
- Use gestures, postures, movements and facial expression with a combination with language?
- Use spoken language and chalkboard work to make clear the various registers, formal and informal language, serious language and that with a light touch, appropriately?
- Allow for sufficient interaction to ensure real communication?
- Encourage students to express themselves in their own words (spoken or written) about what is taught?
- Express willingness to consider the students' ideas and use of language even if different from his own or the textbook?

(v) Questioning Types and Techniques: Does the student teacher

- Use a variety of effective questioning techniques?
- Use factual questions for test and revision (who, what, when)?
- Use discussion-generating questions skillfully?
- Prompt students to assist them in answering?
- Direct questions to individual by name and redirect questions to other?
- Allow for a pause to let students think up answers?
- Allow students to comment on each others answers?

(vi) Use of Feedback: Does the student teacher

- Show him/herself alert to feedback behaviour of the students?
- Clarify where students show not to understand?
- Encourage further where student does not understand?
- Encourage to re-think where students show shaky value judgments?
- Give useful feedback to student performance, verbal or others?

(vii) Reinforcement: Does the student teacher

- Acknowledge or praise good efforts or correct answers?
- Either by gestures, facial expression, verbally or by chalkboard use?
- Partially reward a partially correct answer or good offer?

- Use negative reinforcement without discouraging students?
- Use delayed reinforcement?

(viii) Effective Learning: Does the student teacher.

- Encourage effectively the achievement of the set objective?
- Organize learning activities in such a way that students learn interest and satisfaction?
- Help students to make some worthwhile achievements in the lesson? And do the students see them as worthwhile?
- Encourage progress in general education eg regarding methods of study, procedures, know-how, social relations, learning attitudes
- Show concern for and give guidance in the making of notes for latter study and revision?
- Encourage students to inch closer to the achievement of the general objectives of the course?

(ix) Resources: Does the student teacher;

- Use student text -books wisely, e.g. first setting task, problem or question and then letting students read to find the solution or answer?
- Use the various channels of communication to maximum effect, e.g. the auditory, the visual and tactile (the visual including the real thing, the picture, the diagram or text)?
- Show ability to justify the choice of channels according to the basic principles of their uses?
- Speech and text for the abstract and linear approach: the tactile, the real and the picture for the concrete, the

diagram for clusters or relations and for comprehensive view?

- Show ability to choose/design useful visual aids. and use them effectively?
- Use equipment apparatus and materials with confidence, and according to safety rules.
- Chalkboard: Does the student teacher
- Write clearly, ensuring that the writing is large, well placed and visible from the back of the class?
- Organize the chalkboard well ego using part of the board for building up a lesson outline or for structural support for note-making while the rest of the chalkboard is for sketches and diagrams vocabulary and reinforcement support assignment.

(d) PERSONALITY OF STUDENT-TEACHER

(i) Master of content: Does the student teacher;

- Show knowledge and understanding of all the content relevant to the lesson?
- Show sufficient mastery of content to make applications as the need arises unexpectedly from the student's question or problems? Promise of an answer rather than beating about the bush, getting out of such a predicament graciously?

(ii) Confidence: Does the student teacher.

- Show enough confidence to inspire students with confidence in him or her?
- Show readiness to adopt the planned lesson to unforeseen problems questions or need of the students?

- Give the impression that he/she is concerned and ready to deal with their problems and needs?
- Pleasant learning atmosphere in the class so that learning is fun?
- Encourage enough interaction (formal and informal) among students to make them feel at home?
- Encourage frankness and the right mix of formality, informality in the class for better learning?
- Maintain a task-oriented atmosphere in the class
- Encourage a sense responsibility in the students for their own learning and for group learning?
- Deal with deviant behaviors with a wise mix of patience and firmness?
- Encourage students to adopt self-discipline such as needed in our society?
- Vary channels methods approaches and techniques?
- Alternate periods of intense mental activity with more relaxed moments?
- Show sensitivity to the limits of the student's power of concentration and need to relax?

NB:

- The supervisor is expected to give an opportunity to the student teacher to evaluate his/her own performance and think up ways of improving on it, before the supervisor attaches final grade to the performance.
- The supervisor is expected to point out strengths and weakness in the performance and give advice on the improvement to be made both orally and in writing.

(e) TEACHING PRACTICE GRADES

- (i) In a situation where a student teacher goes to class to teach without a lesson plan or uses a lesson plan of a previous taught lesson, a grade of Zero will automatically be awarded.
- (ii) The grade awarded during teaching practice are valid subjects successful completion of the teaching practice by the student.
- (iii) The grades awarded are confidential and will not be shown to student.

Appendix I

**UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES**

SCHEME OR WORK FORMAT

NAME.....REG NO.....SUBJECT.....

SCHOOL.....FORM/CLASS.....TERM.....

WEEK	LESSON	TOPIC SUB- TOPIC	OBJECTIVES	LEARNING ACTIVITIES	LEARNING RESOURCES/ REFERENCES	REMARKS
	1.					
	2.					
	3.					
	4.					

Appendix II

BASIC INFORMATION

1. School Plan

Determine location of main Office, Headmaster, Deputy Librarian (if any), Bursar, Staff-room, Lockers, Washroom, Library Book Store, Stationery Store, Main Hall or Assembly Room.

2. Administration

- Learn names of the following individuals- Headmaster
- Deputy
- Bursar and Clerk
- Teaching Members of Staff in your Department at school (e.g.)
- History Department, etc)

3. Records

Determine the location and accessibility of the records

- Assigning seats and lab sessions
- Changing seating arrangements
- Caring for individual needs (Auditory and Visual)

4. Policies and Procedures

Determine for:

1. Absence to whom to report? What does one do?
2. Tardiness (Lateness) as above
3. Using the Library. Whole class at once? or individual student
4. Leaving the room

5. Assembles
6. Extra-curricular activities.
7. Time-table - School hours etc

5. Audio _Visual Materials

- (i) Determine location, availability and procedures for ordering or obtaining.
- (ii) Physical condition of room.

6. Attractiveness of Neatness

- Blackboards, Displays
- Floor, Laboratory, Desk Tops
- Plants and Animals

7. Movement of Students

- Entering room
- Taking seats
- Going to and from classrooms
- Leaving room
- Going to and from supply table

8. Seating of Students

- Assigning seats and lab sessions
- Changing seating arrangements
- Caring for individual needs (Auditory and Visual)

9. Routine Procedures

A. Conducting the Class.-

- Beginning promptly
- Knowing names of students
- Making announcements.
- Ending the class
- Establishing policies for courteous behaviour.

B. Makings Records and Reports

- Checking attendance
- Keeping students records
- Making reports for administration

C. Further Aids

Broadcast for schools. There is a time-table for the various broadcasts

Appendix III

**UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
TEACHING PRACTICE ASSESSMENT REPORT**

NAME..... REG NO..... SCHOOL.....
FORM..... DATE TIME.....
SUBJECT..... TOPIC..... ZONE.....

PRESENTATION

COMMENTS

Lesson Plan (20)
Concurrence of schemes of work, Learning
Activities, Time allocation, Instructional Resources

PRESENTATION

Introduction (15)
Statement of topic. Entering behaviour Motivation,
Review and use of learning Experience. Link between
introduction and content.

Lesson development (25)
Mastery, treatment of sequence of content;
Appropriate methods; lecture discussions, etc.,
Learners involvement, place of lesson development.

Resources: (10)
Use of instruction resources e.g chalkboard, charts,
maps, modes.

Summary/ Conclusion: (10)
Review, assignment, achievement of
objectives, appropriate timing of the lesson.

Classroom Management (10)
Control, discipline, organization, knowledge of
students by names, checking and making assignments.

Personal Factors: (10)
Appearance, mannerism, communication, innovation,
creativity and confidence.

Total Marks.....

Name of Supervisor.....

Signature.....

