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Acknowledgements

Young people today will leave school or graduate to enter jobs that do not yet exist, use technologies not yet invented and solve problems not yet imagined. The key to success in this rapidly changing world is education provided by well-prepared teachers. Caring professional teachers are an important resource for any society and when students become the next generation of lawyers, doctors, nurses, farmers, factory workers, business leaders, mothers, fathers and citizens, they do so because of their teachers.

The challenge for the future is difficult, but we cannot hide from the need to provide the best education for all. One of the most important components of an effective teacher education programme is the practicum or professional practice experience. This is where beginning teachers make important connections between theory and the realities of learning in classrooms and schools. The partnership between the University of Education, the Government Colleges for Elementary Teachers and the Canada Pakistan Basic Education Project sought to find ways to make teaching practice and teacher education more relevant, practical and professional.

The Practicum Working Group (PWG) was the forum for the analysis and evaluation of the former practicum model. Out of that discussion came the design of the new Professional Practice system for teacher education. The PWG was made up of representatives from various teacher education institutions and agencies responsible for schools. They have been identified for special thanks in the list below. The production of the Professional Practice for Teacher Education Manuals involved sacrifice, commitment and dedication from an even larger number of professional, caring educators. These manuals are the product of their hard work and are a testimonial to their commitment to a better future for all young people in Pakistan.

The manuals have much broader implications than for just the partner institutions of the Canada Pakistan Basic Education Project. They have relevance for all teacher education institutions. To fulfill this goal, they have been produced to the highest standard of excellence possible. We hope they will support a sustainable transformation in teacher education in Pakistan.

It is very important that the hard work and dedication is recognized. We, therefore, acknowledge and thank everyone who participated in the process, especially those who contributed to the original ideas that were so important in the development of this very significant transformation in teacher education. As concerned citizens, educators and parents, we are grateful for the dedication and professionalism of the many individuals involved in the process of leading and embracing change.

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Introduction

This Professional Practice Manual has been developed to facilitate implementation of a new practicum model in teacher education institutions associated with the Canada Pakistan Basic Education Project (CPBEP). These colleges and campuses will implement this new system of professional practice in September 2009. In order to guide that transformation, the rules, roles, principles and procedures necessary for success have been compiled in a series of practicum manuals. This particular manual is for teacher education administrators and Practicum Coordinators. It focuses on the general management, organization and facilitation of the new system.

The main authors, designers, and educators contributing to this Professional Practice manual are members of the Practicum Working Group (PWG) organized under the auspices of the Canada Pakistan Basic Education Project. Other ideas were incorporated after the *International Conference on Teacher Education* held in Lahore in March 2008. At another forum, the recommendation was made to extend teaching practice to a minimum of ten weeks. While the Professional Practice model does offer increased time in schools, it does not currently reach this standard. As a principle, however, the authors acknowledge that the Professional Practice model may have to be further developed to meet this suggested minimum standard for time in schools. The current version is merely a draft, a very good development, but a draft nonetheless.

In order to revise the professional development of prospective teachers, the members of the PWG were given a number of learning opportunities such as workshops, research projects, assigned tasks, study tours and consultative dialogue with colleagues in the various partner institutions. From the experience gained, the information gathered, and the ideas developed through discussion and consensus-building, the PWG proposed a number of recommendations designed to address concerns about the teaching practice model currently in use. While resolving those problems, the PWG advocated for a new teaching practice system. This draft is the product of many months of debate and constructive dialogue.

The new practicum structure is called the Professional Practice model. It provides more time for in-school learning. It has been developed to provide opportunities to link theory with practice. As the PWG refined this structure, they realized that the new model needed to be adopted within a framework of school-college partnerships that became known as the “family of schools.” This community of learners is an essential feature for the new practicum system. It is important that all colleges and campuses work to create collaborative relations within their family of schools.

The PWG realize that the Professional Practice model requires a support network for all prospective teachers. Such a network will assist the development of the knowledge, skills and attitudes needed for the authentic world of classrooms and schools. This structure of support and mentoring was initially referred to as the “scaffold” within which prospective teachers can learn, experiment and develop an understanding of classrooms and schools in action. However, subsequently a change occurred that gave rise to the name Professional Practice. This is the model currently outlined. The model includes built-in structures of formal faculty mentoring and cooperating teacher support.

The PWG feel that, with a sufficiently strong scaffold, all prospective teachers will be able to learn and ultimately make the connections between educational theory and classroom practice. The goal is to establish strong reflective practice, as well as a mentoring and support system for prospective teachers, with sufficient time in schools to develop the necessary knowledge, skills and attitudes. The PWG believe that, with these learning opportunities in place, the prospective teacher will become a more confident, secure, capable and caring professional who is able to enter the world of teaching with an effective toolkit of ideas, skills and principles.

To reach the stage of full implementation, the Professional Practice model has been piloted, critically examined and presented for open debate in every possible forum. The Professional Practice model stands up well to critical analysis. However, although it presents a structured, sequenced and systematic approach, the model is not a dogmatic prescription. Where necessary, institutions will make modifications to suit their own unique circumstances. There is enough scope within the recommendations to facilitate most adaptations.

Aims and Vision of Professional Practice

Introduction

The practicum – time spent in schools learning about teaching – should be the core of all pre-service teacher education. This philosophical approach has been adopted in the design of the Professional Practice model. Professional Practice is recommended as the central pillar of the Bachelor of Education programme offered by the University of Education and all affiliated institutions. The new Professional Practice practicum maximizes time in schools. It is also linked closely with course work and assignments from the colleges and campuses so that all prospective teachers have maximum opportunities to develop the necessary knowledge, skills and attitudes.

The practicum component is an integral part of the Bachelor of Education. It allows prospective teachers time in schools to engage in authentic classroom experience from the perspective of a teacher. The practicum also allows enough time to gather the essential knowledge, practice the critical skills, and develop the necessary attitude that results in effective, caring professionalism. The learning experiences are designed to facilitate the development of a repertoire of teaching techniques and strategies that are applicable at all levels, whether primary, elementary or secondary.

The practicum has also been specifically designed to provide a scaffold of support, mentoring and learning that progressively builds the desired knowledge, skills and attitudes. The practicum model contains built-in features to ensure the creation of an environment that is gender- and human rights-sensitive and learner-centered, with consideration for female faculty, prospective teachers, cooperating teachers and students. All prospective teachers will work in a supportive team of cooperating schoolteachers, peers and faculty from the college or campus.

Aims of Professional Practice

The Professional Practice system has been explicitly designed to provide all prospective teachers with the opportunity to develop their knowledge and skills as members of an authentic school environment. They will progressively develop the understanding, techniques and relevant applications required to become effective teachers within that community of learners.

The growth and development of the individual teacher in the Professional Practice system occurs in a supportive context. Prospective teachers are introduced to a wide range of ideas about classrooms in action. They progressively develop the confidence and skill to take over and effectively lead student-centered learning. The system helps to develop the relevant professional knowledge, skills and attitudes in a collaborative and cooperative process that involves the teacher education institution, as well as the members of the whole learning community and family of schools. The Professional Practice system has, therefore, focused on the progressive development of these knowledge, skills and attitudes. It starts with a basic introduction to schools and classrooms. Then, through guided observations and action research tasks, it links college or campus with the classroom and develops a caring, responsible professional.

The overall aim is to educate an increasingly confident and skilled educator who provides an inclusive and gender- and human rights-sensitive learning experience for all in a student-centered, activity-based, challenging, but enjoyable, classroom.

Vision

All education must be future-oriented and gender-sensitive. Therefore, the scaffolded practicum experience has been designed to prepare prospective teachers with a flexible and practical perspective that will enable them to function effectively in a rapidly changing world. The teaching practice experiences, coupled with the course work in the Bachelor of Education, are designed to prepare all prospective teachers for a future which we barely understand, but which they will interpret as an interesting challenge, rather than an undesirable or incomprehensible one. The teacher must be a lifelong learner, with a flexibility and strength to help all students develop the necessary knowledge, skills and attitudes for a world in which they will be entering jobs not yet known, use technologies not yet invented and solve problems not yet imagined.

General Objectives of the Professional Practice System

At the end of the whole practicum experience all prospective teachers will:

- Be familiar with the personalities and expectations of students in the appropriate age level school (primary, elementary or secondary)
- Progressively develop as more competent and capable classroom teachers
- Develop empathy, caring and understanding for all students in schools, regardless of their abilities, needs, backgrounds and potential
- Be familiar with the learning styles and needs of all students within the school, including gender-specific needs and special needs such as learning, visual, hearing and physical challenges
- Be familiar with and able to operate within the administrative and regulative structures of their assigned school
- Be able to conduct observational and action research tasks, report results in an appropriate manner in their college or campus classes and use the information gained as a learning tool to advance their own understanding of education and classrooms in action
- Be able to function effectively as caring, responsible professionals at all times within the school system
- Be able to make informed links between educational ideas, information and theories with real and authentic classroom practice
- Develop skills as a life-long learner
- Be able to put into practice various ideas and theories about learning in authentic classrooms
- Be able to reflect appropriately on their own developing teaching skills and work progressively to reinforce their strengths and address their weaknesses
- Be able to use a variety of teaching technologies, including the chalkboard or whiteboard, as effective communication tools
- Be able to use a variety of increasingly sophisticated technologies, including various computer applications, as tools for learning

- Be able to design and implement effective learning experiences for a variety of different groups of learners taking in consideration their age, gender, ability/disability and social norms
- Be able to make reasoned choices about teaching methods, materials and resources and assessment strategies that are gender-sensitive and inclusive
- Develop an increasing level of self-confidence, self-awareness and professionalism
- Be able to participate effectively in the wider aspects of school life, including co-curricular activities
- Understand the functions of the school, as well as school and classroom discipline procedures and management strategies
- Be able to develop an increasing repertoire of gender- and human rights-sensitive and inclusive teaching skills, techniques and strategies that are effective in promoting learning
- Be able to develop a variety of techniques effective in motivating students and challenging their critical and creative talents
- Be able to discuss education on a general level, and classrooms in particular, in a more informed and practical way and learn from the experiences of others in authentic classrooms and schools
- Provide opportunities for prospective teachers to progressively enter the teaching profession and develop as a reflective practitioner capable of improving learning for their students and help them become lifelong learners themselves
- Graduate to become a full-functioning member of the school system and broader education profession

Special Regulations for the Professional Practice Pilot Governance for the Diagnostic Pilot

To conduct the Professional Practice pilot project in September 2009, the following modified regulations will be applied. For the purposes of this diagnostic pilot, they will replace the existing regulations from the University of Education, Lahore.

Faculty Supervisor

A faculty supervisor (UE or College faculty member) will be assigned to each prospective teacher. The faculty supervisor will observe at least two full lessons per week of each of his/her assigned prospective teachers. The faculty supervisor will complete a classroom observation form for each visit.

Faculty Mentor

A faculty mentor (UE or College faculty member) will also be assigned to each prospective teacher. The faculty mentor will support, assist and encourage the development of the prospective teacher before and during the Professional Practice experience.

Cooperating Teacher

A cooperating class teacher from the host school will act as an in-school mentor for each prospective teacher. S/he will remain in the classroom at all times. The cooperating teacher will write an observation report on the form provided. This will reflect the strengths, weaknesses and progress of the prospective teacher. The cooperating teacher will share the report with the prospective teacher and with the faculty supervisor. However, the cooperating teacher's report will not be used for evaluation of the prospective teacher.

Co-supervisor

In collaboration with the Professional Practice coordinator, the head of the host school will assign another individual from the teaching staff to serve as co-supervisor. The UE or College faculty will provide an orientation to the co-supervisor. The orientation will cover the principles of Professional Practice and his/her responsibility as an evaluator. The co-supervisor will assess at least two lessons per week. S/he will also write an evaluation report on the prescribed form regarding the strengths, weaknesses and progress of the prospective teacher. The evaluation reports will be submitted to the head of the relevant teacher education institution or practicum coordinator for consideration while assessing the prospective teacher.

Prospective Teacher

The prospective teacher will prepare a lesson plan for each class meeting that shall be signed by the faculty supervisor and cooperating teacher at least one day in advance. Comments to improve lesson plans should be provided to the prospective teacher where appropriate before implementation in the classroom.

Head of the Host School

The head of the cooperating host school will complete a *Head Teacher's Professional Evaluation Form* for each prospective teacher assigned to his/her school.

Final Grade

The final grade in a Professional Practice will be based on the assessments submitted by the faculty supervisor, co-supervisor and the professional evaluation by the head of the school. The distribution of marks will be as follows:

- | | | |
|------|-------------------------|-----|
| i. | Supervisor | 60% |
| ii. | Co-Supervisor | 30% |
| iii. | Head of the Host School | 10% |

External Examiner

The University of Education shall assign an External Examiner to monitor, spot check and sample the Professional Practice and ensure completeness, consistency and fairness. The External Examiner will submit a report to the Controller of Examinations and the Vice Chancellor, University of Education, on the conduct of the Professional Practice system.

University of Education, Lahore

Current Governing Regulations for the Practicum

The University of Education, "Scheme of Study and Syllabi – Bachelor of Education Regulations"

As the existing regulations from the University this governance system needs to be coordinated and articulated with the proposals that are recommended to govern the administration of the Creating Excellent pilot practicum as included in this document.

A supervisor (UE or College Faculty member) will be assigned to each student/groups. The supervisor will observe at least two full lessons per week of each of his/her supervisees/UE faculty/MEd students to facilitate.

A classroom observation form will be filled out for each visit.

The class teacher in the school will play the role of co-supervisor. The co-supervisor will be provided orientation regarding the purposes of teaching practice and the responsibility of an advising teacher.

The role of the co-supervisor will be clearly defined and communicated.

The co-supervisor will be required to remain present in the classroom the whole time.

The co-supervisor will write an observation report on the prescribed form regarding the strengths, weaknesses, and progress of the student/checklist.

The observation reports will be submitted to the concerned supervisor for consideration while assessing the trainee teaches.

Students will prepare a lesson plan for each class meeting, which shall be signed by the supervisor and the co-supervisor at least one day in advance.

The final grade in a teaching practice will be based on the continuous evaluation of the supervisor and co-supervisor and the evaluation of the external examiner, who will be appointed by the Controller of Examinations, University of Education.

The external examiner will be oriented in the use of the evaluation checklist.

The distribution of marks will be as follows:

i. Supervisor	50%
ii. Co-Supervisor	20%
iii. External Examiner	30%

Professional Practice Calendar

The Professional Practice model is a planned sequence of learning experiences designed to facilitate learning about teaching in real schools. It links to the content of the Bachelor of Education programme. The plan requires a minimum of forty-five days (equivalent to approximately seven weeks) in school. These days are scheduled throughout the year to provide opportunities for increasing responsibility. They culminate in the assumption of the full role and responsibilities of a teacher.

The following calendar shows the stages in the implementation process. It is important for practicum coordinators and teacher education administrators to work throughout the year on the development of the relationship within the family of cooperating schools. In the learning experiences that link teacher education with authentic classrooms, this cooperative relationship is extremely important. For example, it is suggested that there be a planning meeting with the heads of the cooperating schools in September.

Professional Practice

TERM ONE

Early Contact Phase

September

- College and University administrators organize a meeting with heads in the cooperating family of schools to plan the upcoming professional practice session. Partners may also discuss opportunities for in-service education to assist in the preparation and development of teachers who may be assigned as cooperating teachers or co-supervisors.
- The practicum coordinator gathers guided observation and action research requests from faculty members and develops a schedule for the Professional Practice experiences that will help guide prospective teachers as they visit schools. **NB>** Guided observation and action research requests should provide opportunities to link theory with practice and to establish connections between the BEd programme and the activities in schools.
- Under the guidance of the practicum coordinator, faculty develop materials for in-service sessions for heads of schools and cooperating teachers. This includes information about guided observation, action research schedules and requirements for effective mentoring and/or supervision by cooperating teachers. The in-service relationship should respect the professional needs of both parties. It should seek to develop teaching and learning that is student-centered and activity-based. **NB>** It is likely that the in-service teachers acting as co-supervisors and cooperating teachers will benefit from a greater understanding of the requirements of Professional Practice and the “style” of education that is provided to the Bachelor of Education students.
- The practicum coordinator negotiates placements in the family of schools for prospective teachers. Placements will consider the prospective teachers’ place of residence to

minimize travel requirements.

- The practicum coordinator conducts an in-service session for all faculty to standardize roles and responsibilities, review regulations and to practice the use of observation and assessment forms.
- The practicum coordinator shares the draft observation and action research schedule with faculty to facilitate coordination of course instructional schedules.

October

- The head of school and practicum coordinator implement in-service sessions with cooperating teachers and heads from the family of schools. The schedule of activities should be mutually agreed. **NB>** Research has shown that cooperating teachers benefit as much, if not more, as prospective teachers. With appropriate support and in-service learning, the schools can greatly benefit from their participation in teaching practice.
- The practicum coordinator makes practicum assignments for all prospective teachers taking into account the prospective teachers' place of residence, travel and security needs.
- The practicum coordinator conducts an orientation to the practicum for all prospective teachers with an introduction to their roles and responsibilities. **NB>** If possible, the prospective teacher should have the opportunity to visit his/her assigned school at least once during this month. If a visit is not possible, some plans should be in place for early contact interactions.

November

- The prospective teacher begins to visit his/her assigned school for observation on a regular basis, whether in a mini-block of three or four days or a regular schedule of one day per week. The outcomes from this early contact phase will be extremely important in setting the overall tone of the learning relationship.

Professional Consolidation Phase

December

- Prospective teachers continue with the regular school visits. They conduct assigned action research or observations. A second and third mini-block or continuation of one day per week observation in assigned schools is recommended. However, adaptations can be made to provide regular on-going school visits.

TERM TWO

Professional Consolidation Phase

January

- It is recommended that regular weekly visits to assigned schools continue through the early stages of the second term. While blocks of one day per week have been recommended, some adaptations are certainly acceptable, provided that the connection between college and school learning is maintained.

Professional Action Phase

February

- Regular school visits continue. Prospective teachers assume more of a central role in designing and implementing learning plans. By the beginning of February, a formative assessment meeting is useful. This should involve the prospective teacher, cooperating teacher, faculty supervisor and faculty mentor. The session will provide an opportunity to review progress to date. It will also identify areas where the prospective teacher should focus attention to address weaknesses and consolidate strengths.

March

- At this stage, prospective teachers are actively involved in designing lessons, helping provide remedial help and in observing and conducting a lesson. In some institutions, this might signal the launch of the intensive and extended block.
- This month should end with an orientation to teaching practice for all prospective teachers, faculty, heads of school and cooperating teachers. This orientation would establish the foundation for the extensive block of professional practice starting in April.

April and May

- By this point, all prospective teachers are engaged in their full-time assignment to the schools for a **minimum** of a four-week teaching practice block. The block will provide a combination of observations leading toward full-time teaching responsibilities.
- It is very important to note that the Professional Practice system demands a minimum of seven weeks in total in school. However, more is better and the PWG anticipate that, as the system matures, it could move to a minimum of ten weeks. The total Professional Practice time should exceed forty-five days.
- The Professional Practice should conclude with a team meeting involving the prospective teacher, cooperating teacher, faculty mentor and faculty supervisor. This summative meeting should provide a final assessment of the prospective teacher's performance.

Professional Practice: Prospective Teacher Evaluation Form

Date of Observation:	School:
Grade/Subject:	Term I _____ Term II _____
Evaluator: <i>(please print)</i>	Signature:
Cooperating Teacher: <i>(please print)</i>	Signature:
Prospective Teacher: <i>(please print)</i>	Signature:

Rubric

Rating	Descriptor	Scale
5	Outstanding	81-100
4	Very Good	61-80
3	Minimally Acceptable	40-60
2	Fail and Repeat	21-39
1	Fail	0-20

Comments/Targets for Improvement

(Use separate page, if required)

Previous targets for improvement (date):

Met _____ Not Met _____

Satisfactory progress:

Evident _____ Not Evident _____

Competencies: Planning and Practice	1	2	3	4	5
1. Creates detailed, sequential lesson plans that are inclusive and gender-sensitive					
2. Creates innovative, engaging and flexible lesson plans					
3. Designs effective lesson introductions, transitions, pacing and closings					
4. "Reads" the class; adapts to the unexpected					
5. Checks for understanding; anticipates problems					
6. Displays effective questioning and facilitating skills					
7. Makes good use of planned assessment tools; uses timely feedback and maintains good records					

Competencies: Content and Methods					
8. Uses clear language and accurate/appropriate grammar					
9. Uses accurate and appropriate spelling and written language; covers content					
10. Demonstrates required subject knowledge for lesson and necessary computational skills (if required)					
11. Demonstrates skill and competency with technology					
12. Gives clear, accurate and complete instructions; meets learners' need for clarity					
13. Demonstrates effective use of gender-sensitive and inclusive teaching techniques					
14. Actively listens and responds appropriately; creates positive learning environment					
15. Shows strong professional work ethic and initiative; models enthusiasm for learning /inquiry					
16. Creates a learning environment conducive to risk-taking and ensures equal participation of all students, regardless of ability/disability and gender					
Competencies: Professionalism					
17. Is punctual, regular and dependable					
18. Is open and responsive to advice and guidance					
19. Develops good relationships with administration and colleagues					
20. Dresses professionally, displays professional attitude and conduct, demonstrates appropriate relationship with students					
Total per column					
	X 1	X 2	X 3	X 4	X 5
Subtotal					
TOTAL					

Prospective Teacher's Name	Assessment Calculations

Note: One copy is to be kept by the faculty supervisor; one copy is to be presented to the cooperating teacher and a third copy is to be given to the prospective teacher.

Professional Practice: Mentoring and Observation Form

Date of Observation:	School:
Grade/Subject:	Term I _____ Term II _____
Cooperating Teacher: <i>(please print)</i>	Signature:
Mentor/Facilitator/Peer: <i>(please print)</i>	Signature:
Prospective Teacher: <i>(please print)</i>	Signature:

Rubric: **S** = Satisfactory, **P** = Progressing, **N** = Needs Improvement, **U** = Unsatisfactory

NB> Use N/A as necessary where observation on any criteria is premature or not applicable.

Competencies: Planning and Practice	S	P	N	U
1. Creates detailed, sequential lesson plans that are inclusive and gender-sensitive				
2. Creates innovative, engaging and flexible lesson plans				
3. Designs effective lesson introductions, transitions, pacing and closings				
4. "Reads" the class; adapts to the unexpected				
5. Checks for understanding; anticipates problems				
6. Displays effective questioning and facilitating skills				
7. Makes good use of planned assessment tools; uses timely feedback and maintains good records				
Competencies: Content and Methods	S	P	N	U
8. Uses clear language and accurate/appropriate grammar				
9. Uses accurate and appropriate spelling and written language; covers content				
10. Demonstrates required subject knowledge for lesson and necessary computational skills (if required)				
11. Demonstrates skill and competency with technology				
12. Gives clear, accurate and complete instructions; meets learners' need for clarity				
13. Demonstrates effective use of gender-sensitive and inclusive teaching techniques				
14. Actively listens and responds appropriately; creates positive learning environment				
15. Shows strong professional work ethic and initiative and models enthusiasm for learning and inquiry				
16. Creates a learning environment conducive to risk-taking and ensures equal participation of all students, regardless of ability/disability and gender				
Competencies: Professionalism	S	P	N	U
17. Is punctual, regular and dependable				
18. Is open and responsive to advice and guidance				
19. Develops good relationships with administration and colleagues				
20. Dresses professionally, displays professional attitude and conduct, demonstrates appropriate relationship with students				

Comments/Targets for Improvement
(Use separate page, if required)

Previous targets for improvement (date):

Met _____ Not Met _____

Satisfactory progress:
Evident _____ Not Evident _____

Note: One copy is to be kept by the faculty mentor; one copy is to be presented to the cooperating teacher and a third copy is to be given to the prospective teacher.



Professional Practice: Head Teacher's Professional Evaluation Form

Dates of Professional Practice Period:	
School:	
Prospective Teacher: <i>(please print)</i>	
Cooperating Teacher: <i>(please print)</i>	
Evaluators Name: <i>(please print)</i>	Signature:

Rubric

Rating	Descriptor	Scale
5	Outstanding	81-100
4	Very Good	61-80
3	Minimally Acceptable	40-60
2	Fail and Repeat	21-39
1	Fail	0-20

Comments/Targets for Improvement
(Use separate page, if required)

Basic Professional Competencies	1	2	3	4	5
Punctuality: Is punctual, regular and dependable					
Dress: Wears appropriate dress at all times					
Department					
Preparation					
Communications					

Professional Relationships					
With school administration					
With school staff					
With fellow teachers					
With peers					
With students					
With parents					
Professional Conduct Outside Teaching					
Actively listens and responds appropriately					
Shows strong professional work ethic and initiative					
Is open and responsive to advice and guidance					
Takes extra responsibilities as part of regular requirements					
Handles extra tasks assigned appropriately					
Is a welcome addition to the school community and teaching team					
Seeks out ways to help					
Goes above and beyond the regular call of duty					

Prospective Teacher's Name	
Final Assessment	Assessment Calculations

Note: One copy is to be kept by the Head of School; one copy is to be presented to the prospective teacher and a third copy is to be given to the faculty supervisor.

Rules and Regulations for the Professional Practice System

In Professional Practice the following rules will apply:

1. All prospective teachers must attend their assigned school every day of the scheduled practicum, including the one-day per week or mini-block assignments and the larger block session.
2. All prospective teachers must maintain 100% attendance. They are responsible for any missed time. Prospective teachers must report any problems to the Head of School, cooperating teacher, faculty supervisor and faculty mentor.
3. All prospective teachers must maintain appropriate dress and demeanor. In addition, they must use appropriate, gender-sensitive language at all times.
4. All prospective teachers must make up any missed time in a negotiated and agreed extension of the teaching practice experience.
5. All prospective teachers must abide by the roles and responsibilities as assigned by their teacher education institution and as indicated in the Professional Practice manual.
6. All prospective teachers must abide by the rules and regulations as assigned by their teacher education institution and their cooperating school.
7. All prospective teachers must complete all guided observation and action research assignments as provided by their instructors and cooperating teachers.
8. All prospective teachers must observe a minimum of forty (40) lessons in their assigned school.
9. All prospective teachers must design and implement forty (40) lessons, with at least twenty (20) lessons at the lower primary level.
10. All prospective teachers must maintain full documentation of their practicum experience. The documentation must include the following:
 - a reflective self-assessment journal
 - an observation log
 - a portfolio of lesson plans, resource materials and visual aids
11. All prospective teachers must have each lesson plan signed by their cooperating teacher and faculty supervisor and/or mentor before implementation.
12. Failure to satisfactorily complete all the requirements will result in a recommendation to repeat the teaching practice requirement or in certain cases will lead to dismissal from the programme.

14. Collaborate with the person in charge of the timetable to prepare a schedule for the practicum covering the whole programme year.
15. Monitor the practicum programme and deal with issues and problems as and when they arise.
16. Immediately try to resolve any problems or concerns in meaningful dialogue with the prospective teachers, cooperating teachers, school administrators and facilitating faculty and any others who may be involved.
17. Ensure any problems experienced specifically by female prospective teachers and teachers with disabilities are solved immediately to facilitate their work.
18. Maintain a record of contact information for all prospective teachers, heads of schools, cooperating teachers and facilitating faculty. This record should include telephone numbers, e-mail addresses and/or postal addresses.
19. Communicate to the faculty supervisors and faculty mentors any concerns about the practicum programme, as well as any required change of placement.
20. Collect and maintain copies of the evaluation records and observation logs of all prospective teachers.
21. Forward a copy of all evaluation records and observations logs to the examination controller.
22. Thank the cooperating family of schools in writing after the completion of the Professional Practice session.

NB> All prospective teachers should given a copy of their own observation logs and lesson plans to keep as part of their professional portfolio.

Sample Letter to Cooperating Schools to Launch Professional Practice

Re: Starting Professional Practice Links and Cooperation

To: Heads of all Cooperating Schools

From: Practicum Coordinator, _____ (name of institution)

Dear Sir or Madam,

As a respected member of our family of cooperating schools, we are pleased to advise you that once again we are about to undertake a new year of learning. We are preparing to launch the Professional Practice (practicum) component of our Bachelor of Education programme. We anticipate at this time that a maximum of ____ prospective teachers will be assigned to your school. We are planning to have them make their first official visit in late October.

Prior to the launch of this important component of the programme, we request your assistance, as in past years, to provide placements for our students during the teaching practice period. Students will be assigned to your school and be under the direct guidance of an assigned cooperating teacher. The college will be also assigning faculty members to mentor and supervise all our students.

We are planning an orientation for you and all assigned cooperating teachers. In this session, we will explain the roles and responsibilities of participants. We will also introduce the mentoring and supervisions systems and forms.

This is a cooperative team endeavour. Without your assistance we will not be able to provide the high quality of teacher education and preparation that we believe is necessary. We look forward to the continuation and growth of our learning partnership. We truly appreciate your cooperation and help as we work together to improve teacher education in the region.

Sincerely,

Sample Letter of Thanks to Cooperating Schools

Re: Sincere Thanks for Your Cooperation and Support During Professional Practice

To: Heads of all Cooperating Schools

From: Practicum Coordinator, _____ (name of institution)

Dear Sir or Madam,

I wish to thank you and all the members of your school community for your participation during the recently completed Professional Practice experience. Our thanks go especially to your students, staff and those who served as our cooperating teachers. Our students were able to learn a great deal because they were welcomed so warmly into your school.

As a respected member of our family of cooperating schools, we are once again in your debt. Effective teaching practice experiences could not have been provided without your assistance.

We hope that you will remain a valued member of our family of schools. We will certainly continue to support your role in the education of the next generation in our society.

Our Bachelor of Education students also send their appreciation and sincere thanks. Producing a generation of new teachers is a cooperative team endeavour. Without your assistance we will not be able to provide the high quality and standard of teacher education and preparation that we believe is necessary.

We look forward to the continuation and growth of our learning partnership. We appreciate your cooperation and help as we work together to improve teacher education in the region.

Sincerely,

Roles and Responsibilities of the Head Teacher

The Head of School or Principal will work in collaboration with the head of the teacher education institutions and the practicum coordinator to establish a cooperative working partnership for the Professional Practice system and shall:

1. Function as one of the leaders in the family of cooperating schools collaborating to develop pre-service teacher education through the Professional Practice system.
2. Maintain close connections and communications with the teacher education institution.
3. Participate in planning sessions for the Professional Practice model.
4. Participate and assist in the provision of in-service teacher education wherever possible and appropriate.
5. Liaise with the faculty mentors and faculty supervisors assigned to monitor and evaluate the prospective teachers.
6. Support the teachers in their schools in developing their knowledge and skills as cooperating teacher/mentors and co-supervisors.
7. Support the teachers in their schools in pursuing appropriate in-service learning opportunities.
8. Assign wherever possible their most senior and capable teachers to serve as cooperating teachers, either as mentors, co-supervisors or both.
9. Monitor the professional interactions within their school between cooperating teachers and assigned prospective teachers.
10. Assess the prospective teachers in their school according to the professional evaluation criteria provided and submit a final or summative evaluation for each prospective teacher to the practicum coordinator.
11. Provide non-teaching professional activities and tasks to the prospective teachers as and when appropriate.

Roles and Responsibilities of the Cooperating Teacher as Mentor

NB> Cooperating Teachers acting as mentors **will not** supervise/evaluate the same prospective teacher.

All cooperating teachers acting as mentors will:

1. Participate as part of the Professional Practice team that includes the Head of School, prospective teacher, faculty mentor and faculty supervisor. Ideally, the cooperating teachers (mentor or co-supervisor) will work with two prospective teachers only.
2. Follow the rules and regulations as provided by the University of Education and the administration of each governing teacher education institution.
3. Participate in the orientation to Professional Practice provided by the teacher education institution.
4. Participate in any in-service education and training that may be provided consistent with their needs as cooperating teachers/mentors.
5. Ensure that prospective teachers function in a professional manner at all times consistent with the rules and regulations and code of ethics.
6. Collaborate with faculty from the teacher education institutions in the design and implementation of appropriate in-service workshops for other teachers from the family of schools.
7. Complete and distribute the mentoring and observation forms.
8. Help all prospective teachers with lesson design and instructional planning within the context of the authentic classroom and school experience.
9. Observe the prospective teachers and provide mentoring, support and aid as necessary during guided observation and action research days.
10. Help all prospective teachers resolve any issues, problems or concerns about teaching practice, as well as support and encourage them for the challenges of the classroom.
11. Guide and support all prospective teachers in dealing with gender issues, inclusion and human rights in mixed classrooms and single gender classrooms.
12. Help coordinate the demands of guided observations and action research during the assigned school days.

Roles and Responsibilities of the Cooperating Teacher as Co-Supervisor and Evaluator

NB> Teachers acting as co-supervisors/evaluators **will not** mentor the same prospective teacher.

All teachers acting as co-supervisors/evaluators will:

1. Participate as part of the Professional Practice team that includes the Head of School, prospective teacher, faculty mentor and faculty supervisor. Ideally, the cooperating teachers (mentor or co-supervisor) will work with two prospective teachers only.
2. Follow the rules and regulations as provided by the University of Education and the administration of each governing teacher education institution.
3. Participate in the orientation to Professional Practice provided by the teacher education institutions.
4. Participate in the in-service education and training provided to all members of the cooperating family of schools as appropriate.
5. Ensure that prospective teachers function in a professional manner at all times consistent with the rules and regulations and code of ethics.
6. Liaise with the Head of School, faculty mentors and faculty supervisors to maintain consistent and standardized forms of assessment.
7. Write and submit formative evaluations to the prospective teacher, head of the teacher education institution or practicum coordinator.
8. Meet to discuss the results of any formative evaluation to identify a course of action and remedial work as necessary.
9. Work closely with the assigned faculty and conduct information sharing sessions to standardize assessment and explain ongoing practicum requirements.
10. Observe at least two lessons per week designed and delivered by each prospective teacher during the one-month block and complete an evaluation form for each observation.
11. Meet regularly (at least once a month) with the faculty mentor to discuss the strengths or challenges of the assigned prospective teachers.
12. Write and submit a summative evaluation for each prospective teacher, with copies for the practicum coordinator and prospective teacher.

14. Identify and share with faculty supervisors or faculty mentors any issues related to diversity, inclusiveness, human rights and gender sensitivity that s/he faces during practice teaching. In consultation with facilitating faculty, the prospective teacher will develop recommendations and strategies for resolving the issues. In addition, the prospective teacher will communicate these to the cooperating schools.

Appendices: Reproducible Observation and Evaluation Forms

Appendix A	Professional Practice: Prospective Teacher Evaluation Form
Appendix B	Professional Practice: Mentoring and Observation Form
Appendix C	Professional Practice: Head Teacher's Professional Evaluation Form

Professional Practice: Prospective Teacher Evaluation Form

Date of Observation:	School:
Grade/Subject:	Term I _____ Term II _____
Evaluator: <small>(please print)</small>	Signature:
Cooperating Teacher: <small>(please print)</small>	Signature:
Prospective Teacher: <small>(please print)</small>	Signature:

Rubric

Rating	Descriptor	Scale
5	Outstanding	81-100
4	Very Good	61-80
3	Minimally Acceptable	40-60
2	Fail and Repeat	21-39
1	Fail	0-20

Comments/Targets for Improvement

(Use separate page, if required)

Previous targets for improvement (date):

Met _____ Not Met _____

Satisfactory progress:

Evident _____ Not Evident _____

Competencies: Planning and Practice

	1	2	3	4	5
1. Creates detailed, sequential lesson plans that are inclusive and gender-sensitive					
2. Creates innovative, engaging and flexible lesson plans					
3. Designs effective lesson introductions, transitions, pacing and closings					
4. "Reads" the class; adapts to the unexpected					
5. Checks for understanding; anticipates problems					
6. Displays effective questioning and facilitating skills					
7. Makes good use of planned assessment tools; uses timely feedback and maintains good records					

Competencies: Content and Methods					
8. Uses clear language and accurate/appropriate grammar					
9. Uses accurate and appropriate spelling and written language; covers content					
10. Demonstrates required subject knowledge for lesson and necessary computational skills (if required)					
11. Demonstrates skill and competency with technology					
12. Gives clear, accurate and complete instructions; meets learners' need for clarity					
13. Demonstrates effective use of gender-sensitive and inclusive teaching techniques					
14. Actively listens and responds appropriately; creates positive learning environment					
15. Shows strong professional work ethic and initiative and models enthusiasm for learning and inquiry					
16. Creates a learning environment conducive to risk-taking and ensures equal participation of all students, regardless of ability/disability and gender					
Competencies: Professionalism					
17. Is punctual, regular and dependable					
18. Is open and responsive to advice and guidance					
19. Develops good relationships with administration and colleagues					
20. Dresses professionally, displays professional attitude and conduct, demonstrates appropriate relationship with students					
Total per column					
	X 1	X 2	X 3	X 4	X 5
Subtotal					
TOTAL					

Prospective Teacher's Name	Assessment Calculations

Note: One copy is to be kept by the faculty supervisor; one copy is to be presented to the cooperating teacher and a third copy is to be given to the prospective teacher. Professional Practice: Mentoring and Observation Form

Date of Observation:	School:
Grade/Subject:	Term I _____ Term II _____
Cooperating Teacher: <i>(please print)</i>	Signature:
Mentor/Facilitator/Peer: <i>(please print)</i>	Signature:
Prospective Teacher: <i>(please print)</i>	Signature:

Rubric

S	Satisfactory
P	Progressing
N	Needs Improvement
U	Unsatisfactory
Use N/A as necessary where observation on any criteria is premature or not applicable.	

Comments/Targets for Improvement

(Use separate page, if required)

Previous targets for improvement (date):

Met _____ Not Met _____

Satisfactory progress:

Evident _____ Not Evident _____

Competencies: Planning and Practice	S	P	N	U
1. Creates detailed, sequential lesson plans that are inclusive and gender-sensitive				
2. Creates innovative, engaging and flexible lesson plans				
3. Designs effective lesson introductions, transitions, pacing and closings				
4. "Reads" the class; adapts to the unexpected				
5. Checks for understanding; anticipates problems				
6. Displays effective questioning and facilitating skills				
7. Makes good use of planned assessment tools; uses timely feedback and maintains good records				
Competencies: Content and Methods				
8. Uses clear language and accurate/appropriate grammar				
9. Uses accurate and appropriate spelling and written language; covers content				

Professional Practice: Head Teacher's Professional Evaluation Form

Dates of Professional Practice Period:

School:

Prospective Teacher:

Cooperating Teacher:

Evaluators Name:
(please print)

Signature:

Rubric

Rating	Descriptor	Scale
5	Outstanding	81-100
4	Very Good	61-80
3	Minimally Acceptable	40-60
2	Fail and Repeat	21-39
1	Fail	0-20

Comments/Targets for Improvement
(Use separate page, if required)

Basic Professional Competencies	1	2	3	4	5
Punctuality: Is punctual, regular and dependable					
Dress: Wears appropriate dress at all times					
Department					
Preparation					
Communications					
Professional Relationships					
With school administration					

With school staff					
With fellow teachers					
With peers					
With students					
With parents					
Professional Conduct Outside Teaching					
Actively listens and responds appropriately					
Shows strong professional work ethic and initiative					
Is open and responsive to advice and guidance					
Takes extra responsibilities as part of regular requirements					
Handles extra tasks assigned appropriately					
Is a welcome addition to the school community and teaching team					
Seeks out ways to help					
Goes above and beyond the regular call of duty					

Prospective Teacher's Name	
Final Assessment	Assessment Calculations

Note: One copy is to be kept by the Head of School; one copy is to be presented to the prospective teacher and a third copy is to be given to the faculty supervisor.