

MANUAL

TEACHING PRACTICE-II
B.Ed (1.5-YEARS)

CODE No: 8608



**Department of Early Childhood Education and
Elementary Teacher Education
Faculty of Education
Allama Iqbal Open University, Islamabad**

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1. Course Description

This course involves field experiences for trainee teacher in a classroom/school setting. This experience encompasses the application of effective teaching theories, techniques and skills by trainee teacher in a classroom/school setting. This course provides opportunities to trainee teacher for classroom teaching/school based experiences. Besides classroom teaching, this experience will also assist trainee teacher in learning classroom management skills. This course consists of workshop of 01 week duration and teaching practicum of 06 weeks duration. Teaching practicum requires trainee teacher to spend 144 hours in a school during 06 weeks of teaching practicum. The trainee teacher will work 04 hours per day in the school during 06 weeks of teaching practicum. Site approval form for the school, where a prospective teacher wants to perform teaching practicum, must be submitted for approval to respective regional center of the Allama Iqbal Open University. The submission of Site Approval Form for approval of practicum school must be completed at least 04 weeks prior to the start of teaching practicum. The respective regional center of the University will issue a teaching practicum letter to trainee teacher in the name of head of that school. The purpose of this letter would be to facilitate trainee teacher to get permission for teaching practicum in the school.

2. Course Learning Outcomes

At the end of Teaching Practice-II, the trainee teacher would be able to:

- Collaborate with teachers of the school for establishing professional relationships.
- Utilize feedback from teachers of the school in a non-defensive manner.
- Reflect on teaching practice.
- Develop lesson plans for teaching using appropriate instructional methods and techniques.
- Implement lesson plans for effectively delivering the content to students.
- Identify the learning needs of students.
- Establish learning environment to meet the cognitive and affective needs of children.
- Utilize appropriate techniques for assessing students' learning.

3. Components of Teaching Practice (II)

Teaching Practice (II) consists of the following components:

- Workshop of 07 days duration
- Teaching Practicum of 06 weeks duration
- 02 Final Lessons / *Presentation of Practicum Report
- Professional Portfolio (a record of all the Lesson plans performed by trainee teachers and proof of attendance record during teaching practicum)

*Presentation of practicum report is only for those students who have selected specialization courses from “Leadership and Management”.
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Note: Students who have selected specialization courses from “Educational Technology and Evaluation”, “Teacher Education”, “Science Education”, “Inclusive Education” and “Reading” will consult section “Teaching Practicum” (Page No. 06) for further details. Students who have selected specialization courses from “Leadership and Management” will consult section “School Management Practicum” (Page No. 14) for further details.

Plan of Action

The schedule of workshop, teaching practicum and final lessons will be communicated to trainee teacher through a letter from the university. The trainee teacher is required to attend compulsory workshop before teaching practicum. The trainee teacher is supervised by the tutor and resource persons during the workshop. The tutor will keep the record of names of trainee teacher, their phone numbers and email addresses by filling Students’ Bio Data Form (see appendix I) for future correspondence. The tutor will arrange the resource persons for sessions during workshop. The tutor will also make arrangements for final lesson presentation of trainee teachers after workshop and teaching practice. At the end of workshop, the tutor will submit the workshop report (see appendix II), workshop progress report of students (appendix III) and student bio data form to the regional office/center of the university as soon as possible.

After the successful completion of workshop of 07 days duration, the trainee teacher will present 02 final lessons before a panel. The panel will consist of tutor, supervisor and expert(s). The panel will rate the trainee teacher on a number of components of lesson planning and presentation (mentioned in the rubrics for lesson planning and presentation given on Pages 12-13).

For teaching practicum, the trainee teacher will intimate the respective Regional Center of the university about the school where he/she would perform teaching practicum by filling the Teaching Practicum Site Approval Form (given in appendix IV) and submitting in the respective Regional Center. The regional office/center of the university will prepare a Teaching Practicum Letter (see appendix V) for the trainee teacher. The trainee teacher would submit the Teaching Practicum letter to the school where he/she would perform teaching practicum. However, the trainee teacher must ensure about the availability of opportunity for teaching practicum at that school before the submission of Teaching Practicum Site Approval Form. This process must be completed atleast 04 weeks prior to the start of teaching practicum.

At the end of teaching practicum, the trainee teacher will present two final lessons before a panel. The panel will consist of tutor, cooperating teacher and expert(s). The panel will rate the trainee teacher on a number of components of lesson planning and presentation (mentioned in the rubrics for lesson planning and presentation given on Page 12-13). The responsibilities of all the agencies involved in the course, are as follows:

Table 1: Responsibilities of the Stakeholders

S/No	Stakeholder	Responsibilities
1.	Regional Centre	<ul style="list-style-type: none"> i. To facilitate trainee teachers to perform teaching practice in a school ii. To monitor the teaching practicum by trainee teacher
2.	Tutor	<ul style="list-style-type: none"> i. To make necessary arrangement for conducting workshop and final lessons presentation ii. To ensure the smooth progress of workshop iii. To make arrangements for monitoring the teaching practicum of trainee teacher by coordinating with the Regional Center of the University.
3.	Cooperating Teacher(in school) & Supervisor(in workshop)	<ul style="list-style-type: none"> i. To train trainee teachers by providing them hands-on experience ii. To provide guidance for development of professionalism among trainee teachers iii. To observe lesson presentation by the trainee teacher during workshop iv. To monitor and assess the performance of trainee teacher v. To provide feedback on the performance of trainee teachers vi. To give suggestions to trainee teacher for improving his/her teaching performance vii. To supervise trainee teacher for reflection on his/her teaching performance
4.	School Administration	<ul style="list-style-type: none"> i. To assign a cooperating teacher to a trainee teacher ii. To provide resources including classrooms, electricity, AV aids and furniture i.e., table and chair etc., for teaching practicum of trainee teacher iii. To ensure the availability of opportunities for providing teaching and administrative experience to trainee teachers
5.	Trainee Teacher	<ul style="list-style-type: none"> i. To demonstrate professional behaviour depicting punctuality, responsibility, dedication, respect, integrity, teamwork and self-reflection during the workshop and teaching practicum ii. To seek guidance from tutor, cooperating teacher and school teachers in performing teaching and administrative tasks iii. To work collaboratively with teachers on teaching and administrative tasks iv. To co-plan and co-teach with teachers of the school v. To plan for performing teaching, management and assessment responsibilities in the classroom vi. To reflect on his/her teaching practice vii. To develop a portfolio containing lesson plans taught by the trainee teacher and proof of attendance record for teaching practicum

4. Assessment

As there is no written exam in the course, the trainee teacher will be assessed by the cooperating teacher and the tutor on his/her performance within classroom/school. The trainee teacher will discuss and get feedback about his/her performance from his/her tutor and cooperating teacher throughout the workshop. During teaching practicum, the trainee teacher can also seek guidance from the teachers at the school. The lesson planning, teaching performance in the classroom and classroom/school management skills of the trainee teachers will be assessed in the course. Additionally, final lessons and portfolio containing lesson plans will also contribute towards assessment of trainee teacher during this course. Portfolio contains lesson plans taught by the trainee teacher and proof of attendance record for teaching practicum.

For trainee teacher with specialization courses in Leadership and Management, will be assessed on their final report containing reflective journals of day-to-day activities and presentation on it. For further details, trainee teacher with specialization courses in Leadership and Management must consult the last portion of manual entitled “School Administration Practicum”.

Marks Distribution & Passing Marks

Passing marks in Teaching Practice (II) are 50%. The passing marks in final lesson and portfolio components are also 50%. The percentage for various components is as follows:

Table 2: Marks Distribution for Teaching Practice-II

S/No.	Components	Marks Allocated
01	Workshop	15
02	Two Final Lessons / *Practicum Report	60 (30×2=60)
03	Portfolio	25
	Total Marks	100
	Passing Marks	50

Workshop/Practicum marks distribution	
95 % & above	10 marks
90-94%	09 marks
85-89%	08 marks
80-84%	07 marks
Below 80%	Does not qualify

* For students with specialization courses in “Leadership and Management”, practicum report and its presentation will be assessed in place of final lesson I and final lesson II.

5. Behaviour Expectations from Trainee Teachers

There are some behaviours that a trainee teacher must exhibit during workshop and teaching practicum.

- a. **Responsibilities:** Workshop and teaching practicum are full time responsibilities. Therefore, any other assignments or responsibility may not be taken during the workshop and teaching practicum period.
A trainee teacher is expected to be physically present in the workshop and teaching practicum site for the specified time period. Trainee teacher will perform all curricular and co-curricular activities as may be suggested by a teacher/school within the territory of school.
- b. **Absences:** Absence due to illness or personal emergency must be timely notified to the school and the regional office/center of the university. 80% attendance separately for workshop and teaching practicum is compulsory to pass the teaching practice-II. Two absences are permitted during teaching practicum. If a trainee teacher was unable to maintain 80% attendance during workshop or teaching practicum, then it would result in failing the course “Teaching Practice II”. Attendance record of trainee teachers during teaching practicum is to be maintained by the school and the trainee teacher. The trainee

teacher will submit the attendance record along with its portfolio to regional office/center of the university at the end of teaching practicum.

- c. **Cell Phones:** Phone calls, messaging or Facebook are not allowed during the workshop and at the teaching practicum site. All cell phones must be turned off/switched on silent during the workshop and the teaching practicum site. If trainee teacher feels the need to use his/her cell phone, he/she must first get permission of the head teacher for it.
- d. **Communication:** Communication must be on regular basis between trainee teacher and regional center of the university. The concerned regional center will manage to visit practicum school on regular intervals during teaching practicum. The purpose of this visit would be to ensure the successful completion of teaching practicum in school by the trainee teacher.
- e. **Confidentiality:** Trainee teacher must maintain the confidentiality concerning pupil records and any other information related to concerned classroom/school. The permission from school administrator must be obtained before collecting and sharing any school related information to anyone outside the school.
- f. **Corporal (Physical) Punishment:** Trainee teacher must not use corporal punishment in the classroom.

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Teaching Practicum

{For Students with Specialization courses in “Educational Technology and Evaluation”, “Teacher Education”, “Science Education”, “Inclusive Education” and “Reading”.

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6. Workshop

Workshop is a mandatory part of Practice Teaching (II). Attending workshop is compulsory to pass the course of Teaching Practice (II). The purpose of the workshop is to equip trainee teachers with the strategies, skills and techniques for effective teaching practicum. The workshop will be of 07 days with 05 hours duration per day. It carries 40 marks for attendance and classroom participation during the workshop. The trainee teacher will deliver two final lessons at the end of workshop. One final lesson will carry 30 marks.

Table 2: Marks Distribution for Workshop

S/No.	Components	Marks Allocated
01	Attendance & Class Participation	40
02	02 Final Lessons	60 (30×2=60)
	Total Marks	100
	Passing Marks	50%
	Aggregates of Workshop Marks in Total Marks of Teaching Practice-II	15%

Workshop will be conducted before teaching practicum. The workshop includes training on components like:

- ❖ Lesson planning
- ❖ Lesson presentation
- ❖ Development of AV aid/art work
- ❖ Classroom management skills
- ❖ Classroom assessment skills
- ❖ Practical issues of teaching and learning in the Classroom
- ❖ Preparing portfolio

The tentative program for the workshop is given below. However, minor amendments can be made to make adjustment to local circumstances.

Table 3: Program of Workshop

Day	Activity	Responsibility	Time	Duration
01	Session-I: Inauguration of the Workshop	Officer from concerned Regional Centre of the University/Faculty Member in case of Workshop in Main Campus	02:00 p.m. to 03:00 p.m.	01 Hour
	Session-II: The Purpose, Pattern, Schedule of Workshop & Practicum	Supervisor(s)/Tutor	03:00 p.m. to 04:00 p.m.	01 Hour
	Session III: Professionalism in Teaching: Dress Code, Behaviour, Attitude and Interaction with Students & Teachers	Supervisor(s)/Tutor	04:00 to 05:00 p.m.	01 Hour
	Session-IV: Lesson Planning & its	Resource Person	05:00 p.m. to	01 Hour

	Components		06:00 p.m.	
	Session-V: Formulation of Objectives	Tutor, Supervisor	06:00 p.m. to 07:00 p.m.	01 Hour
02	Session I: Selection of Teaching Method (Lecture, Cooperative Learning, Discussion, Problem-solving and activity method) for a Lesson	Resource Person	02:00 p.m. to 03:00 p.m.	01 Hour
	Session II: Exercise on Selecting a Teaching Method for a Lesson	Tutor, Supervisor(s) & Trainee Teachers	03:00 p.m. to 04:00 p.m.	01 Hour
	Session III: Development & Use of AV Aids	Tutor, Supervisor(s) & Trainee Teachers	04:00 p.m. to 05:00 p.m.	01 Hour
	Session IV: Exercise on Development & Use of AV Aids	Tutor, Supervisor(s) & Trainee Teachers	05:00 p.m. to 06:00 p.m.	01 Hour
	Session V: Exercise on Formulation of Objectives	Tutor, Supervisor(s) & Trainee Teachers	06:00 p.m. to 07:00 p.m.	01 Hour
03	Session I: Classroom Management Skills	Resource Person	02:00 p.m. to 03:00 p.m.	01 Hour
	Session II: Questioning & Activities to Pace a Lesson	Tutor, Supervisor(s)	03:00 p.m. to 04:00 p.m.	01 Hour
	Session III: Lesson Planning, Discussion & Queries of Trainee Teachers	Tutor, Supervisor(s) & Trainee Teachers	04:00 p.m. to 05:00 p.m.	01 Hour
	Session IV: Lesson Planning & Presentation by Trainee Teachers	Tutor, Supervisor(s) & Trainee Teachers	05:00 p.m. to 06:00 p.m.	01 Hour
	Session V: Lesson Planning & Presentation by Trainee Teachers	Tutor, Supervisor(s) & Trainee Teachers	06:00 p.m. to 07:00 p.m.	01 Hour
04	Session I: Classroom Assessment: Developing Test Items	Resource Person	02:00 p.m. to 03:00 p.m.	01 Hour
	Session II: Exercise on Developing Test Items	Tutor, Supervisor(s)	03:00 p.m. to 04:00 p.m.	01 Hour
	Session III: Presentation by Trainee Teachers (5-6 minutes for each Lesson)	Tutor, Supervisor(s) & Trainee Teachers	04:00 p.m. to 05:00 p.m.	01 Hour
	Session IV: Lesson Presentation by Trainee Teachers (5-6 minutes for each Lesson)	Tutor, Supervisor(s) & Trainee Teachers	05:00 p.m. to 06:00 p.m.	01 Hour
	Session V: Lesson Presentation by Trainee Teachers & Discussion (5-6 minutes for each Lesson)	Tutor, Supervisor(s) & Trainee Teachers	06:00 p.m. to 07:00 p.m.	01 Hour
05	Session I: Time Table & Preparation of a Sample Time Table for a Class/School	Resource Person	02:00 p.m. to 03:00 a.m.	01 Hour
	Session II: Preparation of a Sample Time Table by Trainee Teachers for a Class/School	Tutor, Supervisor(s)	03:00 p.m. to 04:00 a.m.	1 Hour
	Session III: Exercise on the Development of Test Items	Tutor, Supervisor(s) & Trainee Teachers	04:00 p.m. to 05:00 p.m.	01 Hour
	Session IV: Lesson Planning & Presentation by Trainee Teachers	Tutor, Supervisor(s) & Trainee Teachers	05:00 p.m. to 06:00 p.m.	01 Hour
	Session V: Lesson Presentation by Trainee Teachers	Tutor, Supervisor(s) & Trainee Teachers	06:00 p.m. to 07:00 p.m.	01 Hour
06	Session I: Incorporating Action	Resource Person	02:00 p.m. to	01 Hour

	Research into Teaching Practice		03:00 p.m.	
	Session II: Practice on Conducting Action Research & Queries of Trainee Teachers	Tutor, Supervisor(s)	03:00 p.m. to 04:00 p.m.	01 Hour
	Session III: Practice on Conducting Action Research & Queries of Trainee Teachers	Supervisor(s) & Trainee Teachers	04:00 p.m. to 05:00 p.m.	01 Hour
	Session IV: "Balancing it All" (Summarizing the activities of previous 05 days)	Supervisor(s) & Trainee Teachers	05:00 p.m. to 06:00 p.m.	01 Hour
	Session V: Discussion & Reflection on Workshop	Supervisor(s) & Trainee Teachers	06:00 p.m. to 07:00 p.m.	01 Hour
07	Session I: Final Lesson Presentation by Trainee Teachers	Tutor, Supervisors(s) & Expert(s)	02:00 p.m. to 03:00 p.m.	01 Hour
	Session II: Final Lesson Presentation by Trainee Teachers	Tutor, Supervisors(s) & Expert(s)	03:00 p.m. to 04:00 a.m.	01 Hour
	Session III: Final Lesson Presentation by Trainee Teachers	Tutor, Supervisors(s) & Expert(s)	04:00 p.m. to 05:00 p.m.	01 Hour
	Session IV: Final Lesson Presentation by Trainee Teachers	Tutor, Supervisors(s) & Expert(s)	05:00 p.m. to 06:00 p.m.	01 Hour
	Session V: Final Lesson Presentation by Trainee Teachers	Tutor, Supervisors(s) & Expert(s)	06:00 p.m. to 07:00 p.m.	01 ou r

7. Teaching Practicum

The trainee teacher would be present at teaching practicum school from 8:30 a.m. to 1:30 p.m. spending at least 04 hours/day at the teaching practicum site. Every week, the trainee teacher will gradually take more responsibilities thus leading to assuming full range of responsibilities in 5th and 6th week of teaching practicum. Attendance of trainee teacher must be maintained on daily basis by the school at teaching practicum school.

8. Activities during Teaching Practicum

The activities that a trainee teacher is supposed to perform at practicum school are given with explanation below:

- a. **Performing Co-curricular and administrative tasks assigned by the school within the School**
- b. **Teaching in the Classroom:**
The trainee teacher would develop at least 40 lesson plans and teach them in the class during the teaching practicum. The duration of each lesson will be equal to one period in the school.

The format of the lesson plan is given below:

- **Preliminary Section:** It contains information about title of the lesson, date of teaching the lesson, name of the trainee teacher, his/her registration number, subject name form which topic has been selected for teaching, topic to be taught, class and number of students.
- **Objectives of the Lesson:** There would be general and specific objectives in the lesson plan. The general objectives would be related to purpose of teaching the subject from which

a topic for lesson has been selected. The specific objectives reflect the target behind teaching the particular topic.

- **Teaching Method:** The teaching method which would be used to teach a particular topic must be suitable for teaching that topic. And teaching method must also be helpful for achieving the general and specific objectives of the lesson.
- **AV aids:** AV aids to be used for teaching the topic of the day must be in accordance with the subject and topic of the lesson. And it is also helpful for achieving the general and specific objectives of the lesson.
- **Previous Knowledge Test:** Previous knowledge test would involve asking questions from children to test their previous knowledge. The purpose of previous knowledge test is to relate the lesson of the day with previous knowledge of the students.
- **Announcement of the Topic:** The trainee teacher would announce the topic of lesson in such a way that would arouse interests of the students.
- **Presentation:** Presentation of lesson would be in two parts: questions/activity would be asked from students after every part for formative evaluation of the lesson. During presentation, easy words should be used. The style of presentation of lesson must be appropriate to age, background knowledge and mental level of students. Formative evaluation will keep the lesson fresh in the minds of students.
- **Recapitulation (Evaluation):** Summative evaluation will be carried out at the end of the lesson. It will be helpful to inform teacher about how much he/she is successful in achieving the objectives of the lesson.
- **Homework:** The students must be assigned brief but interesting homework for practicing the lesson of the day in more detail.

Sample lesson plans are given in appendix VII. The trainee teacher will teach, manage and assess the students' performance for three or more subjects in the 5th and 6th week of teaching practicum. He/she will also keep the written record of lesson plans in his/her portfolio. The portfolio will be evaluated at the end of teaching practicum.

9. Schedule of Teaching Practicum

A general plan of teaching practicum is given below. The tutor, cooperating teacher and the trainee teacher must ensure to follow this plan.

Table 3: Schedule of Teaching Practicum

S/No	Week	Tasks to be Performed
1.	Week 01	<ul style="list-style-type: none"> • Awareness about school resources, school records, community relationships, discipline procedures and policies • Information about school system by interviewing a school teacher and student(s)
2.	Week 02	<ul style="list-style-type: none"> • Working on tasks (lesson-planning, copy checking, test development, guiding a group of students, invigilation or paper-checking) assigned by school administration/cooperating teacher • Observing the teaching of school teacher for teacher-student interaction and flow of lesson
3.	Week 03	<ul style="list-style-type: none"> • Co-teach lessons with a teacher of school for one subject every day

4.	Week 04	<ul style="list-style-type: none"> Assuming the responsibility for lesson planning Teaching and assessment of one subject (full lesson) throughout the week
5.	Week 05	<ul style="list-style-type: none"> Assuming the responsibility for lesson planning Teaching and assessment of three core subjects (full lesson) throughout the week (Maths, Urdu, Science/ General Studies etc.)
6.	Week 06	<ul style="list-style-type: none"> Continue to assume the responsibility for lesson planning Teaching and assessment of three core subjects (full lesson) throughout the week while carrying out the various teaching and nonteaching activities under the supervision of cooperating teacher at the school

10. Final Lessons

At the end of teaching practicum, the trainee teacher would be required to prepare two final lessons and present it before the panel. The panel will consist of tutor, cooperating teacher and expert(s). The marks allocated to trainee teacher during final lessons will add up in his/her final score for the course “Teaching Practice-II”. Therefore, successful presentation of two final lessons is compulsory for a trainee teacher to pass the course.

11. Rubrics for Lesson Planning and Presentation

The scoring guidelines for lesson presentation during final lessons is given below in the table. In this table, there are four levels of performance for each component of lesson planning and presentation. The indicators of performance for each level (beginning, developing, proficient & accomplished) is given in the respective columns against each component of lesson planning & presentation. The lowest level is called beginning. A trainee teacher who performs at beginning level will get 01 mark for a particular component of his/her lesson plan and presentation. The developing, proficient and accomplished levels carry 02, 03 and 04 marks, respectively. The trainee teacher will be assigned marks in the same way for all the components mentioned in table. The marks obtained by trainee teacher on various components will be added to get a single score. The score obtained by a trainee teacher in a lesson on the basis of these rubrics will be aggregated for 30 marks (reserved for final lesson in assessment of course) by the following formula.

$$\left(\begin{array}{c} \text{Marks of Final} \\ \text{Lesson} \end{array} \right) = \left(\frac{\text{sum of scores obtained on different components of lesson plan}}{52} \right) \times 30$$

Table 4: Rubrics for Lesson Planning & Presentation

S/ No.	Component of Lesson	Beginning (1 Mark)	Developing (2 Marks)	Accomplished (3 Marks)	Exemplary (4 Marks)
1.	Objectives	Lesson objective(s) lack clarity; No connection to goals of the subject	Some of the lesson Objective(s) are clear & measurable; some objectives have connection to the goals of subject	Lesson objectives are clear, measurable and connected to the goals of the subject	Lesson objectives are clear, measurable & connected to the goals of the subject; lesson objectives cover the gradual progress of learning of topic.
2.	Introduction	Limited or no attempt to gather students' attention for the lesson/set a purpose for the lesson	Inadequate attempt to gather students' attention or set a purpose for the lesson	Introduces the lesson by sharing purpose of the lesson and relevance of lesson to students' life	Introduces the lesson by sharing the purpose of the lesson and relevance of lesson to students' life in a student friendly language
3.	Use of Technology & AV Aids	Limited use of technology and AV aids in the lesson	Incomplete or inaccurate use of technology/AV aids	Accurate and appropriate use of technology/AV aids	Accurate and appropriate use of technology/AV aids; Technology/AV aids are appropriate for the lesson and the subject taught
4.	Instructional Method	No match between the lesson objectives and the instructional method used for teaching the lesson	Limited match between lesson objectives and the instructional method used for delivering the lesson	Clear match between lesson objectives and the instructional method used for delivering the lesson	Clear and accurate match between lesson objectives and the instructional method used for delivering the lesson; trainee teacher explains the lesson keeping in view individual differences and background knowledge of the students
5.	Procedure	Lesson plan has no match between procedures and objective(s); no support to students for guided or independent practice of the lesson; Lesson plan has missing necessary details for teacher's actions	Limited match between procedures and objective(s); limited examples provided to students for guided or independent practice; Lesson plan has missing necessary details for teacher's actions	Lesson plan has clear match between procedures and objective(s); adequate examples are provided for guided or independent practice of the lesson; sufficient details for teacher's actions in a step-by-step manner are provided in the plan	Lesson plan has clear and accurate match between procedures and objective(s); multiple examples are provided for guided or independent practice of the lesson; thorough details of teacher's action provided in a step-by-step manner
6.	Communication	Do not communicate with students; do not address the needs of students	Sometimes communicates with students; Sometimes addresses the needs of students	Communicates directly with students; uses verbal and nonverbal modes of communication	Communicates directly with students through multiple modes of communication; Students initiates communication
7.	Dealing with Student Diversity	Little attempt to explain lesson in a variety of ways	Lesson presented in a variety of ways but not linked to learners' characteristics	Lesson presented in a variety of ways but appropriately linked to learners' characteristics	Plan before hand for necessary strategies for lesson presentation in a variety of ways and linking it to learners' characteristics

8.	Evaluation of Lesson (Recapitulation)	No evaluation technique is provided/used for lesson or evaluation technique do not measure lesson objective(s)	Evaluation technique provided for the lesson but it inaccurately measures lesson objective(s)	Formative (during lesson) and summative (after lesson) evaluation technique are provided in the lesson and are related to the lesson objective(s)	Formative (during lesson) and summative (after lesson) evaluation technique are provided in the lesson and have clear relationship to all the lesson objective(s)
9.	Closure	Lesson finishes without a review; Focus on just putting the components of lesson in order/move from one to another activity	Lesson ends with a limited/insufficient review; Focus on just putting the components of lesson in order/move from one to another activity rather than focusing on student learning	Teacher reviews lesson by summarizing and/or reviewing what was taught; some of the students were engaged in closing the lesson.	Students reviews the lesson by summarizing and/or sharing what they learnt from the lesson; teacher restates the purpose of the lesson and connect it with closure of lesson
10.	Questioning	Questions asked from students are closed in structure; questions do not invite thoughtful response; few students get opportunity to respond	Questions asked from students are a combination of open and closed questions; some questions invite thoughtful response from students; Most of the students get opportunity to respond.	Most of the questions are open in nature; requires all students to respond	Questions asked from students are open in nature; requires all students to respond by making use of reasons
11.	Organization of time	Does not consider allocation of time for achieving lesson objectives	Consider time allocations for various components of lesson but those times may be either too long or too short for a lesson objective	Assigns reasonable time allocation to achieve lesson objectives	Assigns reasonable time allocation to achieve lesson objectives and adjust the time if student needs a more or less time for mastery of a concept
12.	Monitoring Student Work	Do not review student work during the lesson	Sometimes review student work during the lesson but does not make any reference to during the lesson	Review student work during the lesson in a way that provides information about student progress and use it as a reference in the lesson	Systematically review student work during the lesson in detail; use it as a foundation step to progress in the lesson
13.	Professional Write-up of Lesson Plan	Lesson plan contains 08 or more errors in clarity of writing, spelling & grammar	Lesson plan has 5-7 errors in clarity of writing, spelling & usage of grammar	Lesson plan is written in a good way but has 1-4 errors in clarity of writing, spelling & usage of grammar	Formal write-up of lesson plan is followed; there is a clarity of writing with no spelling and grammatical errors.

School Management Practicum

{Developed by EPPSL Department}

{For Students with Specialization Courses in
“Leadership & Management”}

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Workshop (School Management)

Learning Outcomes

After completion of this workshop students will be able to:

- To develop school vision and mission statement
- To make, approve and execute school budget
- To supervise teaching and learning process
- To manage school financial and human resources
- To write a report

Workshop is a mandatory part of this course and at least 80% attendance is required. The purpose of the workshop is to equip the prospective school leaders with the strategies, knowledge, and skills of different areas of school management and administration. It will prepare them for the six weeks practicum activities. The workshop will be of seven days with five hours duration per day. The students will present their plan of action for the practicum. Marks distribution for various activities in workshop is given below:

Table 4: Marks Distribution for Workshop

S/No.	Components	Marks Allocated
01	Attendance & Class Participation	40
02	Presentations of Two Action Plans	60 (30×2=60)
	Total Marks	100
	Passing Marks	50%
	Aggregates of Workshop Marks in Total Marks of Teaching Practice-II	15%

Workshop will be conducted before the practicum. The workshop includes training on components like:

- ❖ Financial management of schools
- ❖ Physical resource management
- ❖ Personnel management
- ❖ Instructional supervision
- ❖ School development/improvement
- ❖ School Community
- ❖ Maintaining School Records

The tentative program for the workshop is given in table 1, below. Minor amendments can be made to make adjustment to local circumstances.

Table 3: Program of Workshop

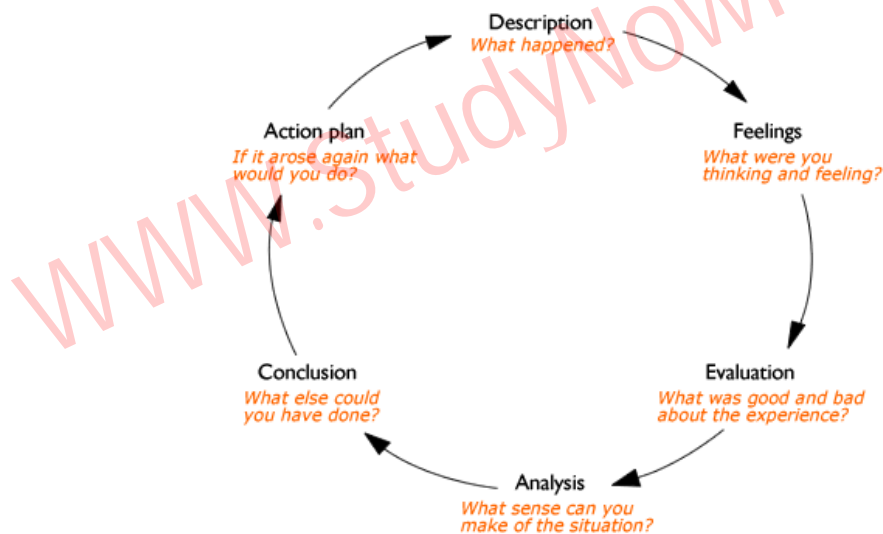
Day	Session	Activity	Responsibility
01	Session-I	Inauguration of the workshop	Officer from concerned Regional Centre of the University/Faculty Member in case of Workshop in Main Campus
	Session-II	The purpose, pattern, schedule of the workshop and practicum	Supervisor(s)/Tutor
	Session III	Academic colander	Supervisor(s)/Tutor
	Session-IV	School council/SMC/PTC/ -rules and regulations, formation, roles, and meetings	Resource Person
	Session-V	School Budget- complete process	Resource Person
02	Session I	Forms used in the preparation of budget Estimates.	Resource Person
	Session II	Budget approval and execution	Tutor, Supervisor(s) & Trainee Teachers
	Session III	Maintenance of school Record	Resource Person
	Session IV	Understanding the concept of educational leadership and management	Tutor, Supervisor(s) & Trainee Teachers
	Session V	Approaches to leadership / Leadership styles	Tutor, Supervisor(s) & Trainee Teachers
03	Session I	Developing school Vision and mission	Resource Person
	Session II	Managing Teaching and Learning Processes	Resource Person
	Session III	Instructional supervision models	Tutor, Supervisor(s) & Trainee Teachers
	Session IV	Making a School Development Plan	Tutor, Supervisor(s) & Trainee Teachers
	Session V	Human Resource Management of school	Tutor, Supervisor(s) & Trainee Teachers
04	Session I	Managing Conflicts	Resource Person
	Session II	Parents and community participation in school management	Resource Person
	Session III	Presentation by students	Tutor, Supervisor(s) & Trainee Teachers
	Session IV	Presentation by students	Tutor, Supervisor(s) & Trainee Teachers
	Session V	Presentation by students	Tutor, Supervisor(s) & Trainee Teachers
05	Session I	What is an action plan?	Resource Person
	Session II	How to make an action plan?	Resource Person
	Session III	Presentation by students	Tutor, Supervisor(s), and students
	Session IV	Presentation by students	Tutor, Supervisor(s) and students
	Session V	Presentation by students	Tutor, Supervisor(s), and students
06	Session I	Incorporating Action Research into school administration	Resource Person
	Session II	Practice on Conducting Action Research and Queries of Trainee Teachers	Resource Person
	Session III	How to write the practicum report	Supervisor(s) & Trainee Teachers
	Session IV	Format of the practicum report	Supervisor(s) and students Teachers
	Session V	Discussion & Reflection on Workshop	Supervisor(s), and students
07	Session I	Final Presentation of Action Plan	Tutor, Supervisors(s), Expert(s), and students
	Session II	Final Presentation of Action Plan	Tutor, Supervisors(s) and Expert(s)
	Session II	Final Presentation of Action Plan	Tutor, Supervisors(s), Expert(s), and students
	Session IV	Final Presentation of Action Plan	Tutor, Supervisors(s), Expert(s), and students
	Session V	Final Presentation of Action Plan	Tutor, Supervisors(s), Expert(s) and students

12. Final Presentation – Practicum Report

At the end of practicum, the trainee teacher will prepare a practicum report and present it before the panel. The panel will consist of tutor, cooperating teacher and expert(s). The marks allocated to the trainee teacher after assessing their practicum report and presentation will be added up with their final scores for the course “Teaching Practice-II”. Therefore, successful presentation of the practicum report is compulsory for a trainee teacher to pass the course.

13. Making Field Notes and Journal

After completion of the seven days workshop student will go to respective selected schools. They will actively participate in the school administration for six weeks. The trainee teachers are required to maintain field notes journal for each day of the practicum. The following guidelines should be considered while writing the journal. While making the field notes journal students are advised to follow the Gibbs reflective model. Gibbs' reflective cycle encourages you to think systematically about the phases of an experience or activity, and you should use all the headings to structure your reflection. Gibbs' reflective cycle can be very useful in making you think through all the phases of an experience or activity.



During the practicum sessions in school the trainees should observe carefully the events happening in their schools. Applying the Gibbs model they are required to prepare report for all days they attended their respective selected school during the six weeks practicum.

14. The Practicum Report

Students are required to make a report of the practicum. The report should consist of 40 to 50 pages. The following are the details related to format of the report.

1. Title Page
The title page of the report will include:
Name of the organization
Name, ID, and session of the trainee teacher
Submission date of the practicum report
Name of the University
AIOU logo
2. Letter of Undertaking (sample will be provided)
3. Scanned copy of the practicum certificate (provided by the school where practicum was conducted)
4. Dedication (Optional)
If you want to dedicate your work to someone, you may write the dedication note under this section of your internship report.
5. Acknowledgement
In this section you acknowledge the help and support of all those who helped you in completion of your practicum and the report e.g. tutor, supervisor, teachers, principal, and your family members
6. Executive Summary
Executive summary previews every section of the report in a short form. It can be called as micro image of the report. It helps the reader to get a quick glance at the report before reading it in detail. Everything important that you have done, discovered and concluded should be mentioned but briefly and concisely.
7. Table of contents
List the important headings and sub headings in the report with page numbers. Also make a separate list of tables and figures in the table of contents if you have used any.
8. Overview of the Organization (word limit: min. 500 words)
 - Brief history and Introduction of the school
9. Organizing the field note journals according to the following headings. They may organize the field notes in chapters.
 - ❖ Financial management of schools
 - ❖ Physical resource management
 - ❖ Personnel management
 - ❖ Instructional supervision
 - ❖ School development/improvement
 - ❖ School Community
 - ❖ Any other
10. Last chapter of the report will be Conclusion and plan of action. The students will present plan of action to the panel of evaluators.

APPENDIX I
STUDENT BIODATA FORM (WORKSHOP)

S/No.	Student Name	Phone Number	Email Address
1.			
2.			
3.			
4.			
5.			
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20.			
21.			

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**APPENDIX II
WORKSHOP REPORT**

1. Program: B.Ed. (1.5 years)
2. Duration of the Workshop: 07 days
3. Name of the Institution(where Workshop was conducted).....
4. Name of the Tutor.....
5. Qualification of the Tutor
6. Designation of the Tutor.....
7. Name of the Supervisor
8. Qualification of the Supervisor.....
9. Designation of the Supervisor
10. Total Number of Students in Workshop.....
11. Number of Failure Students in Workshop
12. Timings of the Workshop from..... to.....
13. Difficulties Faced During Workshop.....
.....
.....
.....
.....
14. Suggestions for Improving Workshop.....
.....
.....
.....

Regional Director

Tutor

Supervisor

**APPENDIX III
PROGRESS REPORT OF STUDENTS**

S/No.	Name of Student	Roll No.	Workshop (15 Marks)	Portfolio (25 Marks)	Final Lesson I (30 Marks)	Final Lesson II (30 Marks)	Total Marks (Obtained out of 100)
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							

* For students with specialization courses in "Leadership and Management", practicum report will be assessed in place of final lesson I and final Lesson II.

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APPENDIX IV
TEACHING PRACTICUM SITE APPROVAL FORM

This form must be completed and submitted to the concerned Regional Office/Center of the Allama Iqbal Open University for approval at least 04 weeks prior to the start of teaching practicum.

Student Name:.....

Registration No:.....

Name & Address of School:

Phone Number of School:.....

Principal/Head Teacher Name:.....

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APPENDIX V
TEACHING PRACTICUM LETTER

Respected Head of the Institution,

Mr./Ms./Mrs. _____ is a student of B.Ed. (1.5 years) under registration number _____ in Allama Iqbal Open University, Islamabad. He/she is needed to perform teaching practicum in the school as a requirement of his/her degree program. Kindly facilitate him/her by providing this opportunity in your institution.

Director,
Regional Center _____,
AIOU, Islamabad.

**APPENDIX VI
FORM FOR FINAL LESSON PRESENTATION**

Name of Trainee Teacher:

Roll No. of the Student:

Subject:

Date:.....

S/No.	Dimension	Rubric Score	Marks for Final Lesson (sum of Rubric Score/52 × 30)
1.	Objectives		
2.	Introduction		
3.	Use of Technology/Av aids		
4.	Instructional Method		
5.	Procedure		
6.	Communication		
7.	Dealing with Student Diversity		
8.	Evaluation of Lesson (Recapitulation)		
9.	Closure		
10.	Questioning		
11.	Organization of Time		
12.	Monitoring Student Work		
13.	Professional write-up of Lesson		

Comments:

Supervisor Evaluator.....

Evaluator Tutor

APPENDIX VI (A)
SAMPLE LESSON PLAN 01

Name of the Teacher:
Subject: General Science
Duration of the Lesson: 30 min.
Topic of the Lesson: Our Environment

Class: 6th
No. of Students: 25
Date:

General Objectives: AT the end of this lesson, students would be able:

1. To know about the importance of environment.
2. To execute various steps for keeping environment clean.
3. To identify the importance of living organisms in the environment.

Specific Objectives:

1. To define the term 'environment'.
2. To enumerate the living and nonliving components of environment.
3. To explain the relationship between the living beings of the environment.
4. To exemplify the importance of various components of environment for one another.

Teaching Method: Lecture-cum-inductive/deductive Method

AV Aids: Blackboard, Chalk, Textbook, Chart, Pictures of living and non-living things.

Previous Knowledge:

1. What is the difference between living and non-living things?
2. How many types of living beings are there?
3. What would be examples of non-living beings?
4. What do we obtain from the sun?(light & Energy)
5. What is the nature of light and energy?
6. Can we live without water?
7. What are the needs of living beings to live?
(Oxygen, water, food, a place to live)

Announcing the topic: Today, we are going to learn about "Our environment".

Introduction:

Give two minutes to children to notice and tell various living and non-living beings in the classroom and the school. Write down the names told by students on the blackboard (air, water, soil, plants, trees, birds, light, sun, children etc.).

Are all these things present in our home? Yes, nearly at all places, the various living and non-living make up environment together.

Presentation:

Now show a chart to students with the following main elements and pictures of living and non-living beings.

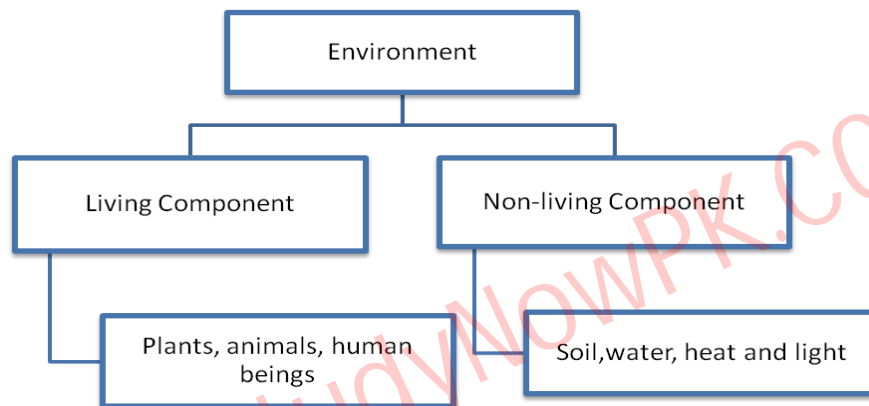


Figure 1: Components of Environment

(Formative Evaluation) Question: What are the main components of environment?

Now tell about the importance of plants in the environment. Plants prepare food on which other living beings depends. Plants are called **producers**. Now draw the diagram of food chain and explain to students about the inter-dependence of various living beings on each other. In the environment, energy travels from green plants to **herbivores** (animals eating plants) then to **carnivores** (animals eating animals) and finally to **omnivores** (animals who eat both plants and animals).

Now, explain the importance of green plants (**producers**) that they produce oxygen and regulate the temperature of the environment. Also tell about the importance of water in the environment for all the plants and animals that without it, life is impossible. Also mention the importance of soil for the living beings in the environment.

Review:

- What benefits we get from plants? (Ask children to write it down on blackboard when they speak about it)
- What are the sources of energy in the environment?
- What are the man-made sources of energy?

Summative Evaluation (Recapitulation)

1. What do you mean by environment?
2. Give some examples of natural elements.
3. Are we also included in natural elements of environment?
4. Is human being a producer or consumer?
5. Who are the producers? What do they do?
6. How carnivores (animals who eat other animals) are dependent on plants?

Homework:

1. Arrange following living beings in the sequence of food chain.
Lion, Goat, Rabbit, Owl, Green plant
2. Write down benefits of light and heat from sun.
3. What benefits can be obtained if we grow more plants?

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Appendix VI (B)

سبق نمبر 2

نام معلم

رول نمبر

متعلقہ جماعت

نمبر

مضمون

الجبرا

عنوان

$$a^m \times a^n = a^{m+n}$$

تعداد و طلب

وقت

35 منٹ

تاریخ

فہم مضمون و طریقہ تدریس

خلاصہ تحت سیاہ

مقاصد

(الف) عمومی مقاصد

- 1- بچوں کی ذہنی نشوونما کرنا
- 2- بچوں کو قوت استدلال کا فروغ دینا۔
- 3- بچوں میں خود اعتمادی اور خود فکری کی عادت پیدا کرنا۔
- 4- بچوں میں تحقیق و تجسس کا مادہ پیدا کرنا۔

(ب) خصوصی مقاصد

- 1- بچوں کو اس قائل بنانا کہ وہ $a^m \times a^n = a^{m+n}$ کو سمجھ سکیں۔
- 2- بچوں کو اس قائل بنانا کہ وہ حساب اور الجبرا کے سوالات حل کرتے وقت یہ فارمولا استعمال کر سکیں۔
- 3- بچوں کو اس قائل بنانا کہ وہ متعلقہ درسی کتاب کے سوالات کو حل کر سکیں۔

تدریس معاونات

کمرہ جماعت، درسی کتاب، تختہ سیاہ، چاک، ڈسٹر، پوائنٹر وغیرہ۔

ساختہ تجربات کا جائزہ

بچوں سے یہ توقع رکھنی چاہئے کہ وہ الجبرا میں اعداد کی جمع، تفریق، ضرب اور تقسیم کا عمل جانتے ہیں اور نیچے اساس اور قوت نما کے بارے میں بھی جانتے ہیں۔

ساہتہ واقیت کا جائزہ

بچوں کی ساہتہ واقیت کا جائزہ لینے اور سبق کے لیے آمادہ کرنے کے لیے مندرجہ ذیل سوالات کئے جائیں گے۔

(i) الجبراء میں اساس سے کیا مراد ہے؟

(ii) قوت نما کیا ہوتا ہے؟

(iii) الجبراء میں اعداد کو کس طرح جمع کیا جاتا ہے؟

(iv) الجبراء میں اعداد کو کس طرح ضرب دیا جاتا ہے؟

(v) ضرب کرتے وقت کن اصولوں کو مدنظر رکھنا چاہئے۔

اعلان سبق

بچوں کی ساہتہ واقیت کا جائزہ لینے کے بعد اور یہ تسلی کر لینے کے بعد کہ بچوں کو اس عنوان سے متعلقہ باتوں کا علم ہے۔ بچوں کو بتایا جائے گا کہ آج وہ قوت کا ایک قانون پڑھ رہے ہیں جس کی مدد سے الجبراء کے سوالات کو آسانی سے حل کیا جاسکتا ہے۔

استفسار

اعلان سبق کرنے کے بعد بچوں سے مختلف سوالات پوچھے جائیں گے جو عنوان سے متعلق ہوں گے اور سوالات کو تختہ سیاہ پر بچوں کے سامنے لکھا جائے گا اور بوں سے قوت کے اصولوں کے بارے میں پوچھا جائے گا اور ان کو ان اصولوں کے متعلق مزید بتایا جائے گا۔ اس کے ساتھ ساتھ $a^m \times a^n = a^{m+n}$ کا فارمولہ تختہ سیاہ پر لکھا جائے گا اور مختلف سمعی و بصری معاہدات کی مدد سے بچوں کو یہ فارمولہ سمجھایا جائے گا اور بچوں سے کہا جائے گا کہ وہ یہ فارمولہ اپنا بار بار پڑھیں اور چند بچوں سے تختہ سیاہ پر لکھوایا جائے گا۔ بچوں کو یہ بتایا جائے گا کہ اگر اساس ایک جیسے ہوں تو الجبراء میں ضرب کرتے وقت طاقتیں (قوت نما) آپس میں جمع ہو جاتی ہیں جیسے:

$$x^2 \times x^3 = x^{2+3} \\ = x^5$$

اسی طرح

$$x^2 \times x^{-2} = x^{2+(-2)} \\ = x^0$$

نیز یہ بھی بتایا جائے گا کہ اس فارمولہ کو ہم دو سے زیادہ متغیرات کے لیے بھی استعمال کر سکتے ہیں جیسے:

$$a^4 \times b^{-2} \times c^4 \times b^3 \times c^{-3} \times a^2 \times c^4 \times b^5 \times a^2 \\ = a^4 \times a^2 \times a^2 \times b^{-2} \times b^3 \times b^5 \times c^4 \times c^{-3} \times c^4 \\ = a^{4+2+2} \times b^{-2+3+5} \times c^{4-3+4} \\ = a^8 \times b^6 \times c^5$$

اس کے بعد طلبہ سے ایسے سوالات کئے جائیں گے کہ خود ایسی رقمیں تختہ سیاہ پر لکھیں جو اس فارمولہ کی مدد سے حل ہو جاتے ہیں اور جن میں اس فارمولہ کا استعمال ہوتا ہے۔

اعادہ

بچوں سے عنوان کے متعلق مختلف سوالات کئے جائیں گے جیسے:

1- $(x^4 \times x^5)$ کس کے برابر ہوگا۔

2- $(b^3 \times b^2)$ کس کے برابر ہوگا۔

اس قسم کے چند مزید سوالات کرنے کے بعد ایک بار پھر بچوں کے سامنے فارمولا کو بیان کیا جائے گا تاکہ بچوں کو یہ فارمولا اچھی طرح ذہن نشین ہو جائے۔

تفویض کار

آخر میں بچوں سے کہا جائے گا کہ وہ یہ فارمولا اپنی کاپیوں پر لکھ کر لائیں اور گھر سے اپنی کاپیوں پر درسی کتاب سے اس فارمولا کے متعلق مشق کے سوالات خوشخط حل کر کے لائیں اور یہ کہا جائے گا کہ اگلے دن کاپیاں باقاعدہ طور پر دیکھی جائیں گی اور اگلے دن کاپیاں چیک کرنے کے بعد ان حصوں کی وضاحت کی جائے گی جہاں بچوں نے مشکل محسوس کی اور جہاں پر بچوں سے غلطیاں سرزد ہوئی ہوں۔ تمام بچوں کی کاپیاں چیک کی جائیں گی اور اچھا کام کرنے والے بچوں کی حوصلہ افزائی کی جائے گی۔

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