**NTNU INTERNATIONAL PRACTICUM**

## Objectives

The basic International Practicum (IP) objectives are for student teachers to:

* develop observation and reflection skills as they observe experienced teachers at work;
* gain practical experiences from helping experienced teachers in lesson planning, preparing teaching materials, managing students, and executing various teaching activities or strategies
* acquire a general understanding and appreciation of the professional roles and responsibilities of a teacher

With International Practicum, student teachers are given the opportunity to

* experience school and classroom environment of a different educational system and culture;
* broaden and diversify their contextualized knowledge of teaching and learning
* ultimately add a global dimension to their perspective on education and education system
* develop into a more global-minded and culturally-sensitive individual

## Administrative Information

Student teachers have to observe and assist their Mentor Teachers (MTs) in their main field of study. They should spend at least 10-12 hours per week in the classrooms, either observing or doing assisted teaching. The schedule is as follows:

Weeks 1-2　The student teachers will observe their MTs.

Weeks 3-4　The student teachers will do assisted teaching

Student teachers will be given various observation and reflection tasks each week (Appendices A). These observation notes will be the focus of their weekly conversations with their MTs.

The student teachers will each keep a Practicum Portfolio to help them document their learning during Teaching Assistantship (TA).

Student teachers should make available or accessible their Teaching Portfolio for their MTs and the supervisor from the host institution towards the end of their TA. The TA Portfolio may include items such as the following:

* *Information on the Country and the School*
* information on the country’s education system
* information on the school, e.g., history, mission and vision, student demographics
* school organizational structure,
* school rules and regulations
* school facilities, equipment & resources
* *Planning and Instruction*
* syllabus, schemes of work, lesson plans, timetables
* notes, handouts, worksheets, PPT slides handout
* approaches, strategies, methods observed
* *Classroom Management and Organization*
* class rules and procedures
* pupil routines
* MT's handling of pupil attendance and misbehaviors
* *Assessment Procedures*
* school assessment policies
* samples of teacher-made tests and marking schemes
* evidence of pupil learning and progress
* *Personal Development*
* completed weekly reflection forms
* records of discussions with MT and supervisor from the host institution
* checklist for Teaching Competencies Form
* other forms of self-evaluation or feedback
* log of teaching activities undertaken

**REFLECTION JOURNAL FOR TEACHING ASSISTANTSHIP (INTERNATIONAL):**

**GUIDE FOR STUDENT TEACHERS**

The purpose of your reflection journal is to enhance your learning experiences by systematically guiding you through specific theory-practice links. Through a series of weekly TA tasks, you will be prompted to either relate the education-related theories learned in your study to your observations, or make observations in preparation for your future courses. These observation-reflection notes will then serve as the basis for your weekly conversations with your MTs. After each conversation, you will then consolidate your learning into a reflection write-up for submission to your MT the following Monday, except for week 4 where you will submit on Thursday of that week.

Use the following as guidelines when writing your reflections:

* Briefly summarize what you have observed, in accordance to each week’s TA task, and what you have learned after discussing with your MT. Link what you have observed in practice and your reflections to what you have learned at NTNU.
* Your journal is not meant to report or critique the events that you have observed, and definitely not an avenue for you to “assess” your MTs’ teaching. For example, if the lesson you observed is mainly teacher-directed, reflect on the purpose of teacher-directed approaches, and when it is useful to use such an approach. So, you could be writing something like this: “I observed how teacher-centered approaches could be used to provide the pupils with the background required for a new topic….” You should not be writing this: “The teacher used teacher-centered approaches throughout the lesson and failed to use student-centered approaches.”
* Use professionalism in writing about the practices, the teachers, and the pupils whom you observe or teach.

**Assessment Rubric for Assessing Reflection Journal Entries**

The Reflection Journal comprises the 4 weekly reflections. The journal is NOT a log of what you did each day, but a consolidated reflection after each weekly conversation with your MT.

Use this rubric as a guide to assess how well you are reflecting on your observations and practices, enhanced through your conversation with your MT. Your supervisor from the host institution will also be using this assessment rubric.

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| Assessment Grade | Journal Entry |
| Fail | Any of these:   * 4 reflections not submitted * Incomplete reflections * Very slipshod reflections, showing little or no effort |
| Pass | The reflections are:   * Very thoughtful or insightful, linking theory with practice * Well-articulated * Well-organized and supported with examples |

#### WEEKLY REPORT

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of student teacher: |  |  |  |  |  |
| School : |  |  |  |  |  |
| Period of reflection　　 : | From |  |  | to |  |

#### My Reflection for Week

(Submission deadline: Monday of Next Week)

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| Date : |  |
| Name of Mentor Teachers & Signature : |  |

## For Mentor Teacher: Writing the Final Report

The final report should be completed using the summative forms provided by NTNU. The emphasis at this stage is on evaluating the student teacher’s overall performance on the understanding that he/she has yet to fully develop in the profession. Part I of the summative form (Appendix B) will be completed by the main MT and the Principal of the host school, and Part II (Appendix C) by the supervisor from the host institution.

The summative report may take into account the following:

* Student teacher’s 4 weekly reflections
* Student teacher’s TA Portfolio
* MT’s completed Checklist on Teaching Competencies observed during Teaching Assistantship (Appendices D)
* Various interactions with the student teacher

Suggestion:

Discuss with the student teacher before writing your report. This will help the student teacher understand the final evaluation better and you can use this opportunity to give feedback on performance and to get the student teacher’s opinions on your observations about him/her.

**GUIDELINES FOR COMPLETING THE TA CHECKLIST**

The purpose of Teaching Assistantship (TA) is to provide student teachers opportunities to observe their Mentor Teachers (MTs) and other experienced teachers teach as well as to assist their MTs in various aspects of teaching. This is an important step towards eventual independent teaching.

In assessing the student teachers for their TA, not every key skill can be observed. MTs are encouraged to customize the learning experiences for their student teachers depending on their strengths and weaknesses. The checklist should therefore be used accordingly to provide a form of formal feedback to the student teachers. Where no opportunity is available to observe particular competencies, the particular box may be left blank.

#### Basis for assessment:

* your daily interaction with the student teacher
* your weekly conversations based on the TA tasks given to the student teacher
* the student teacher’s “Weekly Reflections” (you may request for them but there is no need for you to assess these weekly reflections)

At the end of the 4-week TA, please give a photocopy of this completed checklist to the student teacher for his/her information and filing.

**TEACHING ASSISTANTSHIP SUMMATIVE REPORT (Part I)**

[To be completed by the main MT and the Principal from host school]

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Student Teacher: |  | CS1: |  |
| School : |  | CS2: |  |
| Classes Attached To　　 : |  | CS3: |  |

1. **To be completed by main Mentor Teachers**
2. Student teacher’s attendance [Put a tick (🗸) in the appropriate box].
   * 100% attendance
   * absent for day(s)

Date(s) :

Reason(s) for absence :

1. Comment on the student teacher’s general competency in areas of assisted learning as well as professional attributes and attitudes (based on the “Checklist on Teaching Competencies observed during Teaching Assistantship”)

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1. Overall Performance (to be decided in consultation with mentor/supervisor from host institution):

**PASS / FAIL**\*　　(\* Please circle)

1. Follow-up action recommended for unsatisfactory performance or areas of concern.

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| Name of main Mentor Teachers: | |  |
| Signature / Date : |  | |

1. **Principal’s comments**

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| Name of Principal : |  |
| Signature / Date : |  |

**TEACHING ASSISTANTSHIP SUMMATIVE REPORT (Part II)**

[To be completed by the supervisor from host institution]

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| --- | --- |
| Name of Student Teacher: |  |
| School : |  |
| Classes Attached To　　 : |  |

1. The student teacher completed the Weekly Reflections for all 3 weeks [Put a tick (🗸) in the appropriate box].

**YES□　　　　NO□**

1. Comments regarding coverage and quality of work based on review of weekly reflections and Teaching Assistantship File.

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1. Final overall grade (with input from host school):

**PASS / FAIL**\*　　(\* Please circle)

### Comments (if any) regarding school’s assessment and follow-up action recommended by school, especially in cases where student teacher’s performance is unsatisfactory or warrants attention.

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| --- | --- |
| Name of supervisor: |  |
| Signature / Date : |  |

**TEACHING ASSISTANTSHIP CHECKLIST ON TEACHING COMPETENCIES:**

**FEEDBACK FOR STUDENT TEACHER**

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| --- | --- | --- | --- |
| Name of Student Teacher: |  | CS1: |  |
| School : |  | CS2: |  |
| Classes Attached To　　 : |  | CS3: |  |

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| **A. TEACHING PROCESSES　教學歷程** | | |
| **1. LESSON PREPARATION　課程準備** | | Please tick 🗸 |
| Demonstrates understanding of learning objectives　清楚了解學習目標 |  | |
| Explores teaching strategies, learning activities and resources　嘗試各種教學策略、學習活動與資源 |  | |
| Displays adequate subject knowledge　對學科知識的充分了解 |  | |
| Is aware of the importance of a workable time schedule　了解可行的進度表的重要性 |  | |
| Is aware of pupils’ diverse needs　察覺到學生的多元需求 |  | |
| **2. LESSON IMPLEMENTATION　課程執行** | | Please tick 🗸 |
| Understands appropriate lesson introduction and closure　了解如何適當的進行準備活動與綜合活動 |  | |
| Understands lesson flow and pacing　清楚掌握課程進行與節奏 |  | |
| Knows the importance of arousing and sustaining pupil interest　了解引起及維持學生學習興趣的重要性 |  | |
| Understands the importance of pupil participation in learning　了解學生參與課堂學習的重要性 |  | |
| Understands what giving clear instructions and explanations means　了解給予明確教學指令並詳細說明的意義 |  | |
| Understands good questioning and responding techniques　了解適當的提問與回饋技巧 |  | |
| Understands the appropriate use of the voice　適當的運用說話音量、語調 |  | |
| Uses language appropriately　能運用適當的教學語言 |  | |
| Understands the use of ICT/media/resources　了解如何運用多媒體、資源配合教學 |  | |
| **3. FEEDBACK and ASSESSMENT　回饋與評量** | | Please tick 🗸 |
| Understands the importance of giving appropriate feedback to pupils　了解給予學生適當回饋的重要性 |  | |
| Understands the importance of monitoring pupil understanding　了解確實掌握學生對於課程理解程度的重要性 |  | |
| Understands the purpose of written work　了解書面作業的目的 |  | |
| Understands good assessment practices　了解如何運用適當的評量方式 |  | |
| **4. CLASSROOM MANAGEMENT　班級經營** | | Please tick 🗸 |
| Understands the importance of getting to know pupils　了解認識學生的重要性 |  | |
| Recognizes elements of a supportive learning environment　認識支持性學習環境所需的要素 |  | |
| Understands the need to support good behavior　了解支持良好行為的必要 |  | |
| Understands the use of class rules and routines　了解如何運用班級規則 |  | |
| Understands the importance of preventive and intervention strategies　了解預防與介入策略的重要性 |  | |
| **B. PROFESSIONAL ATTRIBUTES AND ATTITUDES　專業特質與態度** | | |
| **1. LEARNER-CENTRED VALUES　學習者為中心的價值觀** | | Please tick 🗸 |
| Shows care and concern for pupils　重視並關心學生 |  | |
| Demonstrates warmth and enthusiasm　能展現關懷及熱情 |  | |
| Is sensitive to socio-cultural diversity　能敏覺多元的社會文化 |  | |
| **2. TEACHER IDENTITY AND ATTRIBUTES　教師認同與品性** | | Please tick 🗸 |
| Is receptive to feedback　能接受回饋 |  | |
| Shows evidence of being reflective　展現反思能力 |  | |
| Is punctual　準時 |  | |
| Dresses professionally　穿著正式、符合專業 |  | |
| Interacts well with school community　與學校社群有良好互動 |  | |