

B.Ed 1 ½ year

Manual Teaching Practice -I

Course Code 8607



Department of Early Childhood Education and
Elementary Teacher Education

ALLAMA IQBAL OPEN UNIVERSITY ISLAMABAD

B.Ed (1.5-YEARS)

MANUAL

Teaching Practice-I

CODE No: 8607

Roll No:.....

Registration No:

Marks Allocated	Attendance	Field Notes	Observation Report	Total
	10	40	50	100
Marks Obtained				

Signature of Examiner

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COURSE DESCRIPTION

This course is a supervised experience in working with children in a classroom setting. Observation and evaluation of classroom experiences, learning environment and classroom management will be emphasized to develop observational skill of prospective teachers. The prospective teachers will be evaluated by the mentor teacher in the classroom, as well as in school. This course will require 42 hours in a practicum site/school. The practicum site and mentor teacher must be approved by the department at least 4 weeks prior to starting the practicum experience.

Course Learning Outcomes

After completion of the course, the trainee teachers will be able to:

- Observe and evaluate classroom experiences.
- Make observation of school activities/classroom observation
- Write anecdotal record
- Make observation checklist
- Prepare field notes
- Prepare observation report









TEACHING PRACTICE I (3 Credit hours)

This segment consists of:

- i. Workshop (three days)
- ii. School visits/internship (Two weeks)
- iii. Field notes & 2 Observation reports

i. Workshop (Three Days)

A three days workshop is a mandatory part of teaching practice I. Workshop will be conducted before field observation in the school/classroom. The workshop includes components like:

-  Purpose of school visits
-  Ethics of the activity/internship
-  Pre-observation guide
-  Observation checklist
-  Techniques for observation in school
-  observation in school classroom
-  Preparing field notes
-  Some Practical issues of teaching/learning/school & classroom management

ii. School visits/Internship:

Two weeks internship in a school (3 hours/day) is mandatory for each trainee teacher. This is a field based experience. This offers the opportunities for trainee teacher to work in a professional setting related to their specialization courses. This component has practical application but it also have intellectual content. The trainee teacher will arrange this component with the support of regional offices of AIOU. The trainee teacher will be

supervised by some teacher (mentor) in the school. It will be the responsibility of the trainee teacher taking consent from a teacher to serve as his/her mentor.

iii. Field notes & 2 Observation reports

The trainee teacher will observe the lessons taught by a teacher in the classroom for observing teacher-student interaction and flow of the lesson in the class. Sample observations are given in the appendix. The trainee teacher will keep a written record of classroom observation in his/her professional portfolio.

The trainee teacher will observe different aspect/activities of school/classroom. It may include school observation, teacher observation, student observation, observation in library/laboratory/school assembly, school leadership, professional climate, instructional practices, observing different types of records, observation of physical resources, classroom environment/teaching aids etc.

Each day, the trainee teacher will record reflective notes about his/her observation in the note book provided with manual. Reflection involves paying attention and thinking about an action/event. Reflective journal is a written record of daily reflection written by the trainee teacher to:

- ❖ Think and learn from past
- ❖ Assessing what I am now
- ❖ Improving present and future on the basis of lessons learnt from reflection

Daily reflections may include one or all of the following activities in the school/classroom:

- Observation by the trainee teacher
- Activities which were run by the trainee teacher
- Achievements of the trainee teacher in the school
- Areas in which trainee teacher needs to do learn more
- Areas in which trainee teacher needs help from supervisor/cooperating teacher
- Major goal (target) of trainee teacher in future during teaching practicum

A sample of reflective journal is given in appendix. While writing a reflective journal, a prospective teacher may ask following questions from himself/herself:

- What had happened today?
- Why had it happened so?
- What were my feelings during that experience/event? Why did I feel that way?
- What were my thoughts during that experience/event? Why did I think that way?
- What can be done in future to avoid/improve it?
- What accomplishment did I want to achieve today?
- What accomplishment did I want to achieve today but I could not?
- What was the reason behind my failure to reach today's goal? What can be done in future to avoid this failure?
- What did I set out to teach today? Was I able to accomplish your goals?

- What teaching materials did I use? How effective they were?
- What kind of teacher-student interaction occurred during the class? How can it be made more effective in future?
- Did I deliver my lesson smoothly today?
- What problems did I face today during teaching? How it can be solved?
- Which parts of the lesson were more successful during teaching? What was the reason behind its success?
- Would I teach in the same way if I had to teach the topic again?

He/she will then submit it to the mentor for comments. Each trainee teacher will also prepare two observation reports as per guidelines for onward submission to the department for evaluation through respective regional office.

Note:

The student will submit a certificate of teaching practice duly signed by the concerned school principal/Head. The prospective teacher will also submit field notes with comments of the mentor along with two observation reports on observations sheets provided in the manual.

School/Classroom Observation Report Guidelines:

In this segment of practicum, the prospective teachers are required to observe school/classroom. Before observation, it is desirable to contact the school to arrange a time to observe a class activity from the beginning to the end. After the observation, the prospective teachers must submit a report of the observation. Prepare observation report as per following format:

Please use below headings/subheadings in your report.

1. Background information: Include all general information about the school/children like type of school, age, number and gender of the children, date, place, time, etc.
2. Map of the classroom: Draw the classroom layout, to give a clear picture of the physical environment of the classroom, e.g., tables, chairs, bulletin boards, white board, charts, cupboard etc.
3. Nature of activity /Group of children: When you observe the class, how the activity was done? (Individual, small groups, or a whole class) If students were working in groups, state how many children were in the group.
4. Day Schedule: Record the whole schedule of the day with times and activities. Indicate on the schedule when you were there by underlining or boldfacing the line.
5. Teacher and Child/Children Interaction: Report how the teacher interacts with the children. Describe what you see with actual examples. Do not use your thoughts or opinions. You also include interview of the concerned teacher and student as well. Also give implications of your findings.

6. Description and Interpretation: Report on your overall opinions, what you think about your observation, with examples. Interpret your observation as well as interview, if any.
7. Suggestions

Also, give some suggestions to improve the children's learning experience in that class/school.

SCORING GUIDE FOR TEACHING PRACTICE I

S/No	Components	Marks allocated
1.	Daily field notes	40
2.	Classroom observation reports	50
3.	Attendance in Workshop	10
	Total marks	100
	Pass percentage	50%

<i>Workshop attendance Marks distribution</i>	
95 % & above	10 marks
90-94%	09 marks
85-89%	08 marks
80-84%	07 marks
Below 80%	Does not qualify

The prospective teacher has to pass each component of the practicum separately. In case of failure in any component, the student has to take fresh admission in the teaching Practice I.

SCHEDULE OF THE WORKSHOP

Day	Topic/Activity	Supervise by
Day-1		
Session i	Registration/Introduction	Coordinator
Session ii	Purpose of school visits	Resource Person
Session iii	Ethics of the activity	Resource Person
Session iv	Pre-observation guide	Resource Person
Day-2		
Session i	Observation	Resource Person
Session ii	Observation checklist	Resource Person
Session iii	Techniques for observation in school	Resource Person
Session iv	Practical activity	Resource Person
Day-3		
Session i	observation in school classroom	Resource Person
Session ii	Anecdotal Record	Resource Person
Session iii	Preparing field notes	Resource Person
Session iv	Some Practical issues of teaching/learning/school & classroom management	Resource Person

For academic assistance, please contact

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STUDENT TEACHER RESPONSIBILITIES DURING TEACHING PRACTICE I

- Observe professional discretion and confidentiality with children, families, and staff.
- Arrive on time during teaching practice.
- Complete 3 hours of onsite participation each day over the course during teaching practice I.
- Call early in the morning if sick. Be sure to reschedule the hours during teaching practice I.
- Dress with a professional appearance.
- Work with a positive attitude, enthusiasm, and appropriate sense of humor.
- Stay calm in tense situations.
- Practice good health, hygiene, and safety standards.
- Show flexibility with tasks and schedules.
- Communicate directly to the head of school if a concern arises.
- Don't hesitate to ask questions from your mentor. Remember you are learning.

PRACTICUM TEACHING SITE APPROVAL FORM

The prospective teacher is responsible for finding his/her own practicum-teaching site. This site can be the prospective teachers' current place of employment. If the prospective teacher is not currently working in a school he/she must find an appropriate site/school that will allow them to volunteer. Prospective teachers sites can be public/private school.

This form must be completed and submitted with the manual.

Name of trainee teacher:

Name and Address of School:.....

Mentor teacher's name:.....

Mentor signature:

Phone Number of school:.....

Principal/Head Teacher Name:

Signature & Stamp of Principal/Head Teacher

Parent/Guardian Permission Form
(This form is needed only for video recording)

Dear Parent/Guardian:

I am enrolled in B.Ed teacher Education preparation course at AIOU and am required to participate in a fieldwork experience in your son/daughter's classroom. One of the primary purposes of this requirement is to improve prospective teachers' observation skill and socialization.

This assessment requires:

- Samples of student work as evidence of the quality of my teaching practice. These students work samples may include some of your child's work.
- 2-10 minute video of lessons taught in classroom by a schoolteacher or any other activity related to classroom/school. The video is to be submitted to the Early Childhood Education & Elementary Teacher Education Department, AIOU, Islamabad.

Although the videos will show both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class. In the course of taping, your child may appear on the video. No students' names will appear on any materials that are submitted.

Along videotaping, observations of the classroom will also be conducted. The focus of the classroom observations will be children of the classroom. If you consent to your son/daughter working with me as I complete this fieldwork please carefully read, then complete and return the attached Practicum Permission Form to the undersigned

Sincerely, _____

(Principal/School Head Teacher Signature)

AUTHORIZATION FORM

Student Name:.....

School/Class:

I am the parent/legal guardian of the child named above. I have received and read your letter regarding the Practicum student fieldwork requirements, and agree to the following: (Please check the appropriate box below.)

I do give permission to include my child's image on video/pictures as he or she participates in a class conducted at _____ (Name of School)

by _____ (Teacher-Candidate's Name) and/or to reproduce materials that my child may produce as part of classroom activities. I understand that no first or last names will appear on any materials submitted by the trainee teacher to her/his teacher preparation program.

I do give permission to record video of my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian

Date:

Name: ()

Sample Observation Report 1

Name of the Trainee:

Name of the school:

Name of the class teacher:

Class:.....

Date & Time:

Observation of Teaching for Rules/Routines/Procedures

What evidences are there of rules, routines or procedures in the classroom?

For example,

Rule: Raise your hand to answer question.

Routine: Homework must be submitted to teacher for checking before studying next lesson.

Procedure: An activity that requires clear instructions during the class.

Rules	Routines	Procedures

Other Issues that you consider related to rules/routines/procedures and noted:

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Sample Observation Report 2

Observation of Teaching for teacher's Responses to Students' Comments

Name of the Trainee:

Name of the school:

Class:.....

Name of the class teacher:

Date & Time:

Note down the positive, neutral or negative statements that teacher uses in response to students' comments.

For example, "Good", "Excellent", "No, that's not the right answer", "Anyone else?", "No, not even close to the right answer"

Positive Statements	Neutral Statements	Negative Statements

Other Issues that you consider related to teacher's responses to students' comments and noted:

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Sample Observation Report

Name of Trainee Teacher:

Name of school:

Name of class:

Name of class teacher:

Date & Time:

Below is a report I wrote while observing a classroom at Allied school Rawalpindi.

Abstract

The following report will examine all the elements of a classroom that I will observed in Mrs. Fouzia class. I will discuss the classroom environment, the school, the student's participation, and the teacher's overall effectiveness. I will then talk about how much the experience had an impact on my aspiration to teach.

Teacher Observation Report

Part I: Observation

For my teacher observation, I chose to go back to my roots and observe in a classroom at Allied school in Rawalpindi. The school as a whole is rather large and has around 600 students and over 30 teachers thus creating a stable student-to-teacher ratio. Since my area of interest is Elementary education, I chose to observe an elementary classroom.

All of my observation hours were spent observing Mrs. Fouzia's classroom. After walking into the classroom, you immediately feel welcome. On the floor is a doormat full of colour. The rug says welcome and makes you feel just that. On the walls there are a number of pictures encouraging learning. There are pictures of colours, shapes, letters, animals, numbers, objects and much more. There are pictures of animals at desks and animals writing and reading. This is supposed to provide a fun twist on learning for the students. I also noticed that there was a schedule on the board showing the allocated time for each subject and a calendar with the current and previous days dates flipped over. Also on the board is a "discipline tracker" as she calls it. It consisted of 3 plates; one red, one yellow, and one green. This will be explained later. The room was also divided into 3 spaces: the teacher's desk, the student's desks, and the reading corner. Overall, the classroom environment was very homey.

I have chosen to discuss two of Mrs. Fouzia's lessons that combined, covered a two hour interval. She started the class every morning with her reading lesson. Mrs. Fouzia walked over to her chair, sat down and called the children over and told them to all sit as "Indian Style". After every child was seated with their hands in their lap, Mrs. Fouzia began

explaining what story she would be reading to the class that morning. As she read, she used group alerting by periodically asking the students questions pertaining to the character or words in the story. Such as “which words rhyme in this sentence?” or “what is the feeling word?” This made the engaged time with the students last longer since they knew they would be asked to answer.

After reading the lesson, she would then tell the kids to disperse into their groups and tell them what corners to go to. Mrs. Fouzia later explained that the kids were grouped based on their scores from a test given at the beginning of the year. This way, she knew she would have to work longer with a certain group or not as long with another based on how much they previously knew. The kids then either went to the computer corner, the teacher’s aide, or to work with Mrs. Fouzia. At each corner the children worked on word identification, reading, phonics and spelling. The children who needed help more worked with Mrs. Fouzia longer on worksheets and activities while the others worked at various corners.

While Mrs. Fouzia was teaching the individual groups, I noticed how often she would have to take time away from her teaching to discipline the other kids. It seemed almost ridiculous how often she would have to stop to make sure nobody was talking, being disruptive, or not doing their work. I felt upset for those kids who wanted to learn but couldn’t because Mrs. Fouzia was playing policeman. This showed me how much time really goes into non-instructional activities. If any of the disruptions ever got out of control beyond a warning, then she would use the “discipline tracker”. She would move a clothespin with the students name from green to yellow. This meant that student didn’t get a sticker at the end of the day. Although this seems petty to an adult, that sticker meant the world to the child and the student’s behaviour automatically improved. I had to praise Mrs. Fouzia on this. I thought it was an innovative way of teaching the student’s good behavior through a reward system.

The school environment was very clean and well maintained. When I left the Fifth grade in 2000, the school was newly built and in pristine condition. Eight years later, it is still in excellent shape and has no signs of vandalism, gum on the ground, or stains on the carpet. The bathrooms were also spotless. Any visitor would feel comfortable using the facilities and would not be reminded of how many 5-10 year olds use them as well.

Every room and sidewalk was handicap accessible and everything was quite easy to get into for the students. From what I saw just by walking by, it appeared that there was at least one computer in every classroom. There was also a computer lab that had twenty to thirty computers and a few computers in the library. The school as a whole and each individual classroom seemed technologically up to date and made sure to incorporate the use of a computer in their learning. The school seems to be quickly expanding to accommodate incoming students as there just been a new two story building added in the back for additional classrooms. The staff and students alike seem to really enjoy the school and the environment around them. There is no better place to learn than somewhere you are comfortable.

Part II: Reflection

I believe that overall, this was a great experience. I honestly could not have been happier with how well my observation of Mrs. Fouzia's classroom went. I would strongly recommend her to any interested student looking for somewhere to learn the ways of teaching. Not only she was strong academically, but also you could tell she had an intense passion for making sure each and every one of her students learned at least something in class every day. Not only she was strong, but patient as well. Having fifteen kids running around a room cannot be easy for anyone, yet she handled it with grace and poise.

I picked up so many teaching methods while observing Mrs. Fouzia. I loved how she had little note cards with each student's name and would flip from card to card after each question, giving every student a chance to participate and ensuring participation. She also had a different student every morning to lead the morning exercise. She later explained that this was to wake the kids up and get their blood going in preparation for learning. I thought this was a unique and clever way to keep the kids active and ready for their day ahead. So many of the things Mrs. Fouzia did in her classroom showed her enthusiasm to teach.

I loved the environment of school. As I walked down, whether coming or leaving, a member of the staff always smiled or said good morning, and meant it. The students had smiles on their faces and it was clear that they loved coming to school every morning.

This experience has truly opened my eyes and made me realize that teaching really is what I would like to do for the rest of my life. To see children, finally have something click in their heads or smile, when you tell them they answered the question correctly makes all the hard times worth it. Although I'm sure, it will be a lot of work, I have no doubt in my mind that molding young minds is the right path for me.

References

- Browne, K.W. and Gordon, A.M. (2009). To Teach Well: An Early Childhood Practicum Guide. Upper Saddle River, NJ: Pearson Education, Inc.
- Machado, J. and Botnarescue, H. (2008). Student teaching: Early childhood practicum guide. (6th ed.) Belmont, CA: Delmar, Cengage Learning.
- Ministry of Education. (2009). Teachers guide for Early Childhood Education. Author. Islamabad:
- https://norwalk.digication.com/ashliebray/PreSchool_Observation)
- Venn, J. J. (2000). Assessing students with special needs (2nd ed.). Upper Saddle River, NJ: Merrill.

Classroom Observation Form

School Name	
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Class teacher: Course:

Grade: No of students:

Observer:

..... Time:

Component	Comments/Notes
1. SUBJECT MATTER/ CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	
2. ORGANIZATION (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors course)	
3. RAPPORT WITH STUDENTS (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)	
4. TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	
5. LESSON PRESENTATION (Establishes classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard Urdu/English)	
6. CLASSROOM MANAGEMENT (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective classroom management)	

7. SENSITIVITY TO STUDENTS (exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active learning environment)	
8. PERSONAL (evidences self-confidence; maintains professional comportment and appearance)	
9. LEARNING ENVIRONMENT OF CLASSROOM (State location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery)	

Strengths observed:

Suggestions for improvement:

Overall impression of teaching effectiveness:

Field Notes

School Name	
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Day 1: Date:

Reflective note

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Mentor’s Comments:

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Signature:

Field Notes

School Name	
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Day 2: Date:

Reflective note

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Mentor’s Comments:

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Signature:

Field Notes

School Name	
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Day 3: Date:

Reflective note

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Mentor's Comments:

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Signature:

Field Notes

School Name	
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Day 4: Date:

Reflective note

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Mentor’s Comments:

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Signature:

Field Notes

School Name	
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Day 5: Date:

Reflective note

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Mentor’s Comments:

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Signature:

Field Notes

School Name	
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Day 6: Date:

Reflective note

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Mentor’s Comments:

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Signature:

Field Notes

School Name	
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Day 7: Date:

Reflective note

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Mentor’s Comments:

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Signature:

Field Notes

School Name	
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Day 8: Date:

Reflective note

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Mentor’s Comments:

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Signature:

Field Notes

School Name	
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Day 9: Date:

Reflective note

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Mentor’s Comments:

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Signature:

Field Notes

School Name	
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Day 10: Date:

Reflective note

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Mentor’s Comments:

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Signature:

Field Notes

School Name	
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Day 11: Date:

Reflective note

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Mentor’s Comments:

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Signature:

Field Notes

School Name	
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Day 12: Date:

Reflective note

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Mentor’s Comments:

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Signature:

Field Notes

School Name	
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Day 13: Date:

Reflective note

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Mentor’s Comments:

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Signature:

Field Notes

School Name	
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Day 14: Date:

Reflective note

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Mentor’s Comments:

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Signature:

Classroom Observation Report 1

School Name	
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Class Teacher:

Course:

Grade:

No of Students:.....

Observer:

Date & Time:.....

Reflective Note

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This image shows a full page of a handwriting practice worksheet. It consists of numerous horizontal rows, each defined by two parallel dotted lines. The rows are evenly spaced and extend across the entire width of the page, providing a guide for letter height and placement. There is no text or other markings on the page.

This image shows a full page of a document template. It consists of approximately 28 horizontal dotted lines spaced evenly apart, providing a guide for handwriting or typing. The lines are light gray and extend across the entire width of the page. There is no text or other content on the page.

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.