



UNIVERSITY *of*  
RWANDA

**College of Education**

# **SCHOOL ATTACHMENT HANDBOOK**

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## **Prologue**

This handbook is for reference by all members of the student teaching support triad: the Mentor, the student teacher, and school attachment supervisors from URCE. The importance of open, honest, and ongoing communication between all members of the triad is essential to the success of this culminating field experience.

## Definition of key terms:

1. **Student teacher:** a person enrolled in UR-CE who is undertaking the required school attachment period to be able to complete teacher training program and to qualify for certification.
2. **Mentor or Cooperating Teacher:** an experienced teacher, with appropriate credentials, who provides oversight and guidance for a student teacher on school attachment.
3. **Supervisor:** URCE lecturer who is assigned a student teacher to supervise during school attachment.
4. **URCE:** University of Rwanda-College of Education; a teacher training institution.
5. **TTC:** Teacher Training College
6. **Hosting school :** Any school that receives student teachers on school attachment or practicum
7. **School attachment coordinator/moderator:** an academic staff member or any other persons appointed by URCE (Teacher Training institution) to serve as the resource persons for the smooth running of school attachment related activities.

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## **I. FUNDAMENTAL STATEMENTS OF URCE**

### ***Vision***

The vision of the University of Rwanda-College of Education is to become an internationally known centre of excellence in producing professionally qualified teachers, scholars, other education professionals and lifelong leaders in high-quality research environment that promotes engagement, reflection, creation and innovative response to community, national and global challenges.

### ***Mission***

The mandate of URCE is to develop curricula and offer high level educational programmes and trainings that prepare teachers for all school levels as well as other cadres of educational professionals.

### ***Core Values***

The core values of the University of Rwanda-College of Education are:

- Equity
- Tolerance and mutual respect
- Scholarship
- Quality
- Accountability

## **II. OVERVIEW OF TEACHER TRAINING AT URCE**

Throughout their learning process, students in these institutions follow the curriculum which is two-fold: academic and professional. On academic level, they do courses in science, humanities and languages. On professional level all students do educational courses which are compulsory and cross-cutting. This is to allow them to reinforce their content knowledge but also be introduced to the teaching skills and get prepared to embrace the teaching career. To further professionalize teacher education, all student-teachers have to do school attachment to get school life experiences before they embark on the teaching profession. Therefore, this handbook will serve as school attachment reference material for all stakeholders involved in school attachment at URCE.

### **III. THE NATURE OF SCHOOL ATTACHMENT**

Teacher education programmes are designed to produce effective classroom practitioners who are well prepared to address the various challenges in classroom setting. To this end, teacher education programmes must aim at developing the knowledge, skills and attributes of pre-service teachers to prepare them to teach effectively in the school systems. To achieve this, student teachers should undertake school attachment as a workplace-based learning in all teacher education programmes at the University of Rwanda-College of Education (UR-CE). School attachment is therefore conceived as an extended school-based placement in which student teachers are expected to consolidate their knowledge and experience across all facets of the role of the teacher in the school. It therefore provides an opportunity to further develop skills in teaching and for student teachers to be mentored in preparing themselves as thoroughly as possible for their early experiences of teaching.

School attachment is a credit-rated module and it is compulsory for all diploma and degree programmes at URCE. Therefore, it will be conducted in accordance with the approved guidelines and no students will be allowed to graduate unless they have passed their school attachment. According to the revised UR academic regulations for undergraduate programmes (2018), students who will not be able to complete their industrial attachment for any reason during the specified period shall be required to complete their attachment at their own expense within the next academic year.

In terms of the requirements of URCE, to go for school attachment, student teachers should have passed all the modules and during school attachment they will be assessed within the preceding professional experiences as achieving all the professional teaching standards for teacher. As such, the school attachment provides not only an opportunity for consolidation of these Standards but also preparation towards achievement of the standards appropriate for full functioning teacher at professional competence in early teaching years. Thus the school attachment is seen as a valuable opportunity for further professional learning.

To allow a strong focus on quality of preparation, reflection and deep evaluation, the expectation is that each student teacher will teach only a limited number of hours of a full teaching load. A partial teaching load allows the student teacher to become involved in as many aspects of school life as possible.

## **V. EXPECTED OUTCOMES OF THE SCHOOL ATTACHMENT**

Generally, the school attachment should include the following outcomes:

Student teachers are expected to:

- a. Develop awareness, understanding and capacity in the specific roles and responsibilities of a teacher in their subject specializations and, as far as possible, to effectively participate in these roles and responsibilities;
- b. Understand through an intensive experience the nature of schools as workplaces and their associated values, routines and cultures;
- c. Further develop and refine their skills and professional capacity for classroom teaching in their subject specialization, including those involving student management, pastoral care and relationships with parents/guardians and the wider community;
- d. Create a network of contacts with school administration, academic staff, learners and school environment.
- e. Demonstrate the ability to plan, implement, and evaluate effective teaching and learning strategies that are well grounded in educational research
- f. Demonstrate the ability to assess and report on student achievement;
- g. Demonstrate an understanding of professional and ethical practice;
- h. Develop a portfolio focused on their own practice and professional development.
- i. Put into practice theories and principles of teaching by implementing the existing curriculum;
- j. Reflect actively on what they have been practicing in their fields and experiences from classroom, school and community;
- k. Make meaning of acquired knowledge in day to day teaching.
- l. Change individual perceptions in the right direction regarding teaching and learning for better outcomes.



## **VI. MODALITIES FOR URCE SCHOOL ATTACHMENT**

### **VI.1. Duration of School attachment**

As stipulated in the programme specification, school attachment length will vary depending on the study programme: diploma, degree and postgraduate diploma in education. Student teachers are not allowed to end their placement or school duties earlier than required. The length of school attachment periods at URCE is set as follows:

**Table 1. Duration of school attachment**

| <b>Students</b>    | <b>Length of school attachment</b>                   |
|--------------------|--|
| Degree programmes  | 6 months (3 months in year 2 and 3 months in year 3) |
| Diploma programmes | 3 months   |
| PGDE               | 3 months   |

### **VI.2. Participation**

Student teachers are assigned to full working days during the school attachment periods as per the daily schedule of the hosting school. Through the school attachment coordinator, URCE will determine the exact dates upon which specific assignments take place within each period. During school attachment, the student teacher is required to attend every day schedule of the cooperating school to which he/she is assigned and they are required participate in all required curricula and extra-curricula activities to get the real school life experience. All absences (including those for illness) require sufficient notice. Absences due to illness of three or more days in succession require a doctor's excuse to be provided to the Mentors and school authorities upon return. The school administration, in consultation with the Office in charge of school attachment may determine if additional time at the placement is required.

### **VI.3. Personal grooming/etiquette**

There is no written dress code for student teachers during school attachment. However, they should dress professionally in a manner similar to other school staff. Clothing may be an important factor in

the students' perception of the student teacher, both as an adult and as a teacher. Student teachers must dress professionally, be neat and well-groomed at all times.

## **VI.4. Teaching Load**

During the school attachment period, student teachers are considered learners at this stage in their program. They should not start out by carrying a heavy teaching load, but should gradually assume more responsibility throughout the experience. To allow a strong focus on quality of preparation, reflection and deep evaluation, the expectation is that each student teacher will be involved in full teaching as follows:

**Table 2. Teaching load during school attachment**

| <b>Subject area</b>                | <b>Teaching laod</b> |
|------------------------------------|----------------------|
| Sciences education                 | 6 to 8 hours/week    |
| Humanities and languages education | 8 to 12 hours/week   |
| PGDE                               | 6 to 8 hours/week    |

## **VI.6. Duties of student teacher**

Student teachers are expected to share school duties and responsibilities as governed by cooperating school rules for professional conduct and confidentiality. The duties may include such activities as classroom instruction and planning, student assessment, parent-teacher meetings, staff meetings, supervisory duties, observing other teachers.

## **VI. 7. Pedagogical documents**

During school attachment, student teachers must make and maintain a file of pedagogical documents including written lesson plans, scheme of work, class diary, student attendance record, assessment record, for all instructions they are responsible for and these documents must be readily available upon request by the school leaders, mentor and the supervisor. All these pedagogical documents should comply with the national standards

## **VI.8. Classroom Observation by the mentor**

The student teacher must be supervised by the Mentor at all times possible. The Mentor must be readily available to assist with classroom situations that arise unexpectedly. It is in this regard that they should be a mentorship session bringing together all student teachers at least once a month.

## **VI.9. Classroom Observation by Supervisors**

During school attachment supervisors will be required to conduct a lesson observation. Student teachers will be observed, supervised and evaluated by supervisors from the teacher training institutions during formal teaching sessions of at least one period (50 min) each. This will include an advisory observation and an evaluative evaluation. The number of required observations per student teacher varies as shown in the Table 3.

**Table. 3 Number of required observations by Supervisors**

| <b>Students</b>    | <b>Number of required observations by supervisors</b> |
|--------------------|---|
| Degree Programmes  | 2 per subject   |
| Diploma programmes | 2 per subject   |
| PGDE               | 2   |

At least one supervisory observation must include a briefing and debriefing session that involves all members of the Triad (Student teacher, supervisor and the Mentor).

## **VI.10. Assessment**

Protocols for assessment are found in Appendix A. It is recommended that the student teacher and Mentor discuss progress and evaluation on a regular basis throughout the placement. It should be noted that student teaching must be evaluated in reference to evaluation criteria (Appendix D) and not to norms referring to any other student teacher or teacher. Any indication that a student teacher might be failing to meet these criteria must be fully documented and remediated at the earliest possible opportunity. The Mentor final report must be signed by both the mentor and the student teacher and be filed to the institution office in charge of school attachment within one week of the completion of school attachment.

## VI.11. Grades and marks

The grade assigned for student teaching through will be ‘pass’ (50% and above), ‘fail’ (below 50%).

The overall mark for School attachment and Action Research will be weighted as follows:

| Students           | Component                             | Weight (%) |
|--------------------|---------------------------------------|------------|
| URCE undergraduate | Formative assessment                  | 40         |
|                    | Summative assessment (by supervisors) | 40         |
|                    | School Attachment Report              | 20         |
| PGDE and DTP       | Formative assessment                  | 40         |
|                    | Summative assessment (supervisors)    | 60         |

Note: PGDE and DTP student teachers are not requested to write school attachment Report.

## VI.12. Code of Conduct during School attachment

This section on code of conduct and discipline during school attachment highlights the responsibilities, conduct, misconduct, and disciplinary measures against misconduct of a student- teacher. These have been developed based on the Ministerial order n° 004/2016 of 08/01/2016 determining rules governing code of conduct of headmasters, teachers and students; University of Rwanda Policy on student conduct and discipline as well as student regulations and disciplinary procedures in higher education authored by HEC.

### Conduct of a student- teacher on the school attachment

During school attachment, a student teacher is supposed to manifest the following conduct and discipline in the host school:

- Advocate professional autonomy and strive to create a favourable working environment
- Preserve the ethics characterizing the teaching profession;
- Regularly improve professional knowledge and development;

- Demonstrate a good image of the teaching profession in relations with the others.
- be responsible for the provision of quality education;
- Promote a favourable environment for teaching and learning;
- Provide to all students with equitable learning opportunities without any discrimination;
- Help students to identify and respect the Rwandan values;
- Encourage students to think independently and form their own judgments based on knowledge;
- Teach students to respect the opinions of others in case of a debate on a given topic;
- Help students to keep clean their bodies, uniforms, tools and wherever they are;
- Instill in students the spirit of excellence in their achievements;
- Not to abuse the position held to engage students in acts for own interests;
- Be a role model;
- Treat colleagues and students with respect without discrimination;
- Co-operate with school authorities and colleagues in the interests of students;
- Be supportive to colleagues in performing their professional responsibilities and encourage them to develop their potentials;
- Observe professional dress code;
- Participate in various forms of continuous professional development such as community practices, lesson study, peer learning, etc; and
- Promote harmonious relations and avoid misunderstandings with colleagues.

### **Misconduct of a student- teacher on the school attachment**

Student-teachers misconduct are classified into two: Minor offences and gross misconduct.

1. ‘Minor offences’, is defined as misconduct which inconveniences, offends or harms staff, other student teachers or learners or puts them at risk, or causes damage to the institution’s property and reputation, but does not make it difficult or impossible for the institution to trust the offender or work with staff or other students. For the purposes of this disciplinary procedure, the term “Minor offences” includes, but is not restricted to, cases of:
  - Smoking in non-smoking areas
  - Unsatisfactory behavior towards staff or in class
  - Use of mobile telephones in lectures or other teaching sessions, or in the Library
  - Misuse of social media

- Breach of safety regulations in laboratories or others areas of the hosting school
  - Misuse of school facilities
  - Misuse of disabled students' facilities by an able-bodied student
  - Willful refusal to carry out a reasonable request or instruction.
2. Gross misconduct' is defined in this Policy as misconduct serious enough to make any further working relationship with staff and or other students very difficult, if not impossible. Gross misconduct includes, but is not limited to, cases of:
- Theft
  - Fraud, including deliberate falsification of documents and marks
  - Fighting
  - Irregular attendance.
  - Going to school when drunk;
  - Assault on another person (including sexual assault) bullying and harassment)
  - Discrimination or harassment on the grounds of gender, sexual orientation, marital status, disability, race, ethnic origin, nationality, age, religious or political beliefs or socio-economic background.
  - Abuse of an individual or individuals through social media, and damage to the University's reputation by similar media
  - Deliberate damage to the University's property.
  - Incapability on campus through alcohol or being under the influence of illegal drugs.
  - Negligence which causes or risks unacceptable loss, damage or injury
  - Willful refusal to carry out duties assigned by school authorities as stipulated in the law pertaining to civil servants; and
  - Willful and/ or confirmed breach of safety rules
  - Disregard of or failure to comply with the provisions of a final written warning for repeated less serious misconduct.
  - Not complying with the rules of University of Rwanda as well as the school where the student undertakes school attachment;
  - Insulting, intimidating or fighting with students, teachers and school authorities;

### **Disciplinary measures against misconduct of a student- teacher on the school attachment**

A student teacher who exhibits misconduct during school attachment shall be subjected to the following disciplinary measures:

- The school authorities shall advise the student- teacher first before taking disciplinary actions
- In case the student-teacher continues misbehaving alongside the advice given, the school authorities shall give a warning letter and report the case to the concerned University authorities.
- The campus students' disciplinary committee shall summon the student teacher and advise, counsel and give warning.
- The student teacher shall be permanently excluded from the school attachment in case of engaging in sexual affairs with students or demonstration of genocide ideologies in school.
- In addition to the above disciplinary measures, the rules and regulations of the University regarding students on school attachment as well as those of the school where the student teacher pursues school attachment shall be applied.

### **VI.14.School attachment Placement**

An agreement must be developed between URCE and the cooperating schools for placement of student teachers and effective conduct of school attachment. Student teachers will not be placed in schools as a matter of personal convenience such as where members of their immediate family live, or schools where they previously attended as students.

### **VI.15. Termination of school attachment**

The school attachment shall be terminated in case of gross misconduct. This should be recommended by the disciplinary committee. However, academic regulations will also apply in normal circumstances.

## VII. ROLES AND RESPONSABILITIES DURING SCHOOL ATTACHMENT AND ACTION RESEARCH

### VII.1. Student teachers

#### **To the Student teacher:**

Welcome to school attachment, the culminating school experience of your professional preparation! Much of your success in this experience will depend upon your initiative in applying what you have learned about teaching. Help will be available from your school administration, mentors and supervisors, with whom you form a triad whose purposes are building our profession and serving our students and communities. To the extent that this team communicates and collaborates, we can all achieve our goals.

Take every opportunity to become familiar with the recommendations, rules, standards and criteria in this book and the working relationships that depend upon them. At all points of this process, the college office in charge of school attachment is ready to assist you in completing your assignment at the highest possible level of accomplishment. Please let us know how we can help you in building your career in teaching profession.

#### • **Responsibilities of Student teachers**

The student teacher will:

##### ☐ **General rules:**

- ✓ Abide by standards of professional decorum established by the hosting school for personal comportment in interactions with students, staff, administrators and community members;
- ✓ Prepare, deliver a lesson and assess the learning outcomes
- ✓ Introduce him/herself to the school administration and mentor at the beginning of school attachment so that he/she can learn specifics of the school and daily schedule.
- ✓ Report to the school attachment coordination unit any challenge that may lead to halting or not completing school attachment within 5 working days.

##### ☐ **Planning & Teaching**

- ✓ Become familiar with approved curricula;
- ✓ Understand and adopt the format of all the required pedagogical documents
- ✓ Understand the procedures and importance of feedback from the mentor and supervisors



- ✓ Prepare lessons well in advance of actual classroom teaching and maintain the records;
- ✓ Assist in maintaining a conducive learning environment;
- ✓ Collect data on student learning, analyze them, reflect on the work and develop strategies to improve student learning;

#### ☐ **Observation & Feedback**

- ✓ Observe lessons of subject teachers during the observation period and continue to learn;
- ✓ Show initiative and willingness to work;
- ✓ Be receptive to suggestions and criticism (Constructive feedback from the mentor and supervisors is essential for growth);
- ✓ Keep close collaboration with mentor and supervisors;
- ✓ Discuss and agree with the mentor on the process of lesson observation and gathering feedback;
- ✓ Participate in regular mentorship session to ensure that regular feedback is provided – not just when problems arise;

#### ☐ **Assessment**

- ✓ To be familiar with the assessment protocol by reading through on their own or with the Mentor and supervisors early in the placement;
- ✓ Identify areas of strength, and for improvement
- ✓ Establish strategies for growth
- ✓ Include all supervisor and Mentor evaluations reports in the portfolio;
- ✓ Submit school attachment report to the office in charge of School attachment within 5 working days after completion of the school attachment period .

#### ☐ **Professionalism**

- ✓ Embrace professional and ethical values ;
- ✓ Demonstrate confidentiality in all aspects of your job;
- ✓ Make observations in other classrooms to expand your experiences in areas you find to be challenging;
- ✓ Participate in staff meetings, parent-teacher meetings and other school activities ;
- ✓ Ask permission for absences in writing from the Head teacher and copy to the mentor and Director of Studies at least one day before ;
- ✓ Respect official communication channels with all relevant stakeholders and never abuse social media

- ✓ Submit your portfolio to your supervisors for ongoing review and final assessment;
- ✓ Meet and share experience with other student teachers within the school or in other neighboring schools.

- **Monthly Schedule**

Make monthly report as part of your school attachment portfolio. This applies to students who produce Action Research Report. The report must include two things: reflection of learning from the month just completed and a detailed schedule for the upcoming month in which student teacher involvement in the classroom is clearly indicated and strategies for improvement are keenly mapped out.

## **VII.2. Cooperating Teachers/Mentors**

### **To the Mentor**

This handbook is for your reference in meeting requirements for student teaching that are set by the URCE. In order to meet this purpose your professional cooperation is indispensable. With your assistance, along with commitments by educators at your school, the work of preparing professional teachers can succeed in meeting URCE standards of competence and setting criteria for exemplary professional knowledge, skills and dispositions. Quality schools depend upon highly qualified teachers and student teaching is a crucial part of quality assurance.

Through three-way interaction among you, the student teacher and the teacher training institution supervisors, this process is both a capstone of pre-service courses and a foundation for in-service professional growth.

This handbook provides guidelines for collaboration that can have strong and enduring effects upon you, your colleagues, your student/student teachers and your schools and communities. URCE extends gratitude for your contribution to this process and will express it with our support in every possible way.

Please contact us at any time if you have questions, concerns or comments.

Thanks again for your participation.

- **Selection of Mentor**

Mentors play a vital role in the development of future teachers. They are an integral part of the Student Teaching Triad and strategic to the development of future teachers. Their mentorship of student teacher contributes to a strong and promising future for our schools and their students. To be selected as mentor, one should preferably be the subject teacher.

Additionally, for one to serve as Mentor teacher, he/she must meet the following requirements set by URCE:

- ✓ At least a Bachelor's degree in education ;
- ✓ A Bachelor's degree in other field but with a PGDE ;
- ✓ At least 3 year experience as a secondary school teacher;

In addition, the following will be necessary:

- ✓ Demonstrate a strong desire to serve as a Mentor;
- ✓ Demonstrate professional and ethical behavior and attitudes;
- ✓ Demonstrate a high level of professional teaching skills;

### **Responsibilities of a mentor**

- 1 . Direct the day to day activities of the student teacher, providing opportunities for them to become engaged in all steps of the teaching assignment;
- 2 . Support and encourage the student teacher in their teaching and school attachment report;
- 3 . Observe student teacher's lesson at least once a week and give constructive feedback;
- 4 . Provide a monthly mentorship report to UR CE;
- 5 . Organize a group mentorship session on monthly basis;
- 6 . Collaborate with subject teachers to ensure that school attachment is well conducted;
- 7 . Support student-teacher in the preparation of pedagogical documents;
- 8 . Report special cases that can halt the school attachment within 7 days

9. Carry out the induction of the student-teachers to support their integration in the school environment
10. Inform student- teachers about policies, rules, regulations and procedures of the school
11. Share school plans, duties and routine matters with the student teacher
12. Encourage the student teacher to experiment with new materials, methods, and techniques;
13. Provide opportunities for the student teacher to gain experience in a variety of teaching formats (i.e. small group/large group/team teaching);
14. Assist the student teacher in understanding specific needs of learners;
15. Assist the student teacher in preparing reports;
16. Allow the student teacher to gradually assume responsibility for the teaching load;

### **VII.3. URCE supervisors**

- **Responsibilities of Supervisor**

The supervisor shall

- ✓ Conduct classroom observation and Provide constructive feedback to student teacher Immediately after the lesson observation
- ✓ To guide the student professionally in their school attachment activities
- ✓ Make a recommendation on progress of the student teacher
- ✓ Submit school attachment supervision report not later than one week after supervision
- ✓ Demonstrate professional and ethical values during the school attachment periods

### **VII.4. Roles and Responsibility of URCE**

School attachment is a URCE owned academic programme. Hence, URCE is responsible for planning, executing, funding and evaluating such an important activity. In this respect these institutions will:

- ✓ Facilitate the availability of school attachment materials
- ✓ Provide facilitation for the smooth running of the school attachment exercise;
- ✓ Select potential mentors in collaboration with hosting schools

- ✓ Appoint all parties involved in school attachment
- ✓ Organize and follow up on the school attachment activities
- ✓ Collaborate with all stakeholders to ensure that school attachment is well conducted

## **VII. 5. Roles and responsibilities of office in charge of school attachment**

The responsibilities of the office in charge of school attachment are:

- ✓ Develop school attachment plans for the school and related budgets
- ✓ Ensuring that students are properly placed, supervised and assessed during their attachment
- ✓ Organizing and coordinating school attachment supervision
- ✓ Develop school attachment plans for the school and related budgets
- ✓ Ensuring that students are properly placed, supervised and assessed during their attachment
- ✓ Organizing and coordinating school attachment supervision

## **VII.6 Role and responsibilities of host school administration**

**The administration of the host school is expected to:**

- ✓ Help the student teacher to adapt to the school environment;
- ✓ Involve the student teacher in activities and responsibilities expected of all teachers;
- ✓ Ensure the student teacher has access to the school facilities as it is for any other school staff;
- ✓ Release mentors for attending trainings and realize other mentorship activities;
- ✓ Officially document and report any problems and concerns related to the student teacher the concerned teacher training institution.

# APPENDICES

## Appendix A

### Assessment Protocols

Collaborative, ongoing evaluation is essential to the growth of student-teacher knowledge, skills and dispositions about teaching. All members of the Triad bear responsibility to this continued growth. The student-teacher must continually reflect, guided by tools that will focus them on the many aspects of teacher performance. The Mentor is responsible to provide ongoing, formal and informal, assessment of the student-teacher's performance. The UR-CE supervisor monitors student-teacher Monthly reflections, searching for evidence of growth; they also provide an important evaluative role during observational visits to the classroom.

#### Instructions for completing the Mentor Evaluation of Student-teacher

1. Complete the requested information at the beginning of the form.
  - *Be specific as to the subjects taught and grade levels in which the student gained experience.*
2. For each Teacher Standard, assess the level of performance demonstrated by the student-teacher. **Evidence** of their practice **must be included** to support the assigned ratings.
  - *It is important to remember that you are assessing the student-teacher's readiness to become a new member of the profession. A proficient rating indicates the student is able to apply their learning, reflect upon practice, and demonstrate growth. A proficient student-teacher is one that is prepared to be inducted into the profession where they will continue to learn and grow.*
3. Ratings of **Unsatisfactory** and **Not Demonstrated** *must* be accompanied by specific evidentiary statements. Include specific recommendations for needed growth experiences.
4. Additional comments are strongly encouraged. Consider the student-teacher's overall performance and comment on strengths and challenges this novice professional demonstrates.

## Appendix B

### Formative Assessment Form

|                                 |  |                                     |
|---------------------------------|--|-------------------------------------|
| <b>Name of Student-teacher:</b> |  | <b>Registration number:</b>         |
| <b>Name of Mentor:</b>          |  | <b>Subject Combination:</b>         |
|                                 |  | <b>Date:</b> ...../...../.....      |
| <b>School :</b>                 |  | <b>School attachment period :</b>   |
|                                 |  | <b>Start date:</b> ..... <b>End</b> |
|                                 |  | <b>date :</b> .....<br>.....        |

**Standard # 1: Mastery of content**  
**The student-teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.**

|   | Unsatisfactory | Satisfactory | Meets expectation | Excellent |
|---|----------------|--------------|-------------------|-----------|
| <i>The student-teacher...</i>   |                |              |                   |           |
| Displays accurate content knowledge   |                |              |                   |           |
| Utilizes instructional strategies that are appropriate for content and contribute to student learning |                |              |                   |           |
| Guides students to understand content from various Perspectives                                       |                |              |                   |           |
| Creates interdisciplinary learning experiences to integrate subject areas                             |                |              |                   |           |
| Demonstrates enthusiasm for content/teaching  |                |              |                   |           |
| <b>Overall Rating for Standard # 1</b>  |                |              |                   |           |

**REMARKS:**

**Standard #2: The student-Teacher understands learner characteristics :**

**The student- teacher understands how students with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.**

| <i>The student-teacher...</i>  | Unsatisfactory | Satisfactory | Meets expectation | Excellent |
|--|----------------|--------------|-------------------|-----------|
| Understands and supports students' intellectual, social and personal development |                |              |                   |           |
| Designs developmentally appropriate learning opportunities for all students      |                |              |                   |           |
| Promotes self-directed, reflective learning for all students                     |                |              |                   |           |
| <b>Overall Rating for Standard # 2</b>   |                |              |                   |           |

**Evidence/Comments:**



**Standard #3: The student Teacher demonstrates understanding of individual differences among learners:**  
**The student teacher understands how students differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of students, including those with disabilities and exceptionalities.**

*The student-teacher...*

|  |  |  |  |  |
|--|--|--|--|--|
| Draws on and values students' backgrounds, interests, and developmental learning needs                               |  |  |  |  |
| Uses a variety of instructional strategies and resources to respond to diverse student needs and learning styles     |  |  |  |  |
| Modifies instructional plans to adjust for student needs   |  |  |  |  |
| Creates a learning environment in which personal, family and community experiences, and cultural norms are respected |  |  |  |  |
| <b>Overall Rating for standard # 3</b>   |  |  |  |  |
| <b>Evidence/Comments:</b>  |  |  |  |  |
|  |  |  |  |  |

**Standard #4: the student- Teacher demonstrates appropriate pedagogical practices**  
**The student-teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage student's development of critical thinking, problem solving, and performance skills.**

*The student-teacher...*

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
| Uses a variety of instructional strategies that engage students in active learning                                 |  |  |  |  |  |
| Manages instruction in ways that facilitate higher order thinking that promotes critical thinking, problem solving |  |  |  |  |  |
| Demonstrates awareness of lesson variables and adapts them appropriately   |  |  |  |  |  |
| Uses technology appropriately in lesson design, delivery and assessment to enhance student learning                |  |  |  |  |  |
| <b>Overall Rating for standard # 4</b>   |  |  |  |  |  |

**Evidence/Comments:**

**Standard #5: The student-Teacher demonstrates effective classroom management:**  
**The student-teacher demonstrates the understanding of individual , group motivation, learners behavior, positive social interaction, active engagement in learning, and self-motivation.**

*The student-teacher...* Creates a classroom environment that supports active student learning by managing time, space, and materials

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effectively and efficiently

Provides clear expectations to students

|  |  |  |  |  |
|--|--|--|--|--|
| Establishes a climate that promotes fairness and respect |  |  |  |  |
| Manages student behavior consciously                     |  |  |  |  |
| <b>Overall Rating for standard # 5</b>                   |  |  |  |  |
| <b>Evidence/Comments:</b>                                |  |  |  |  |

**Standard #6: The student-Teacher demonstrates appropriate communication skills:  
The teacher uses effective verbal and non-verbal communication techniques support interaction in the classroom.**

*The student-teacher...*

|  |  |  |  |  |
|--|--|--|--|--|
| Makes learning expectations clear to all students  |  |  |  |  |
| Models effective communication strategies for students including questioning and dialog skills                             |  |  |  |  |
| Demonstrates sensitivity to cultural and gender differences in communication with students, parents, and community members |  |  |  |  |
| Supports student expression in speaking, writing and using media communication tools                                       |  |  |  |  |
| Communicates accurately and effectively with students, parents, all levels of colleagues, and community members            |  |  |  |  |
| <b>Overall Rating for standard # 6</b>   |  |  |  |  |
| <b>Evidence/Comments:</b>  |  |  |  |  |

**Standard #7: The student-Teacher demonstrates professional lesson planning  
The teacher organizes and plans systematic instruction based upon curriculum goals ,subject matter, students, .**

*The student-teacher*

|   |  |  |  |  |
|---|--|--|--|--|
|   |  |  |  |  |
| Prepares written plans for all lessons they are responsible for that reflect curriculum goals |  |  |  |  |
| Prepares learning activities that suit learners' level of learning                            |  |  |  |  |
| <b>Overall Rating for standard #7</b>   |  |  |  |  |
| <b>Evidence/Comments</b>  |  |  |  |  |
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|---|--|--|--|--|
| <b>Standard #8: Student teacher demonstrates ability to assess learners' learning :</b>   |  |  |  |  |
| <b>The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, development of students.</b> |  |  |  |  |
| <i>The student-teacher...</i>   |  |  |  |  |
| Appropriately uses a variety of formal and informal assessment strategies   |  |  |  |  |
| Uses the results of assessment to guide instructional planning  |  |  |  |  |
| Establishes clear and appropriate learning goals for students that accommodate individual learning needs  |  |  |  |  |
| Maintains accurate records of student progress  |  |  |  |  |
| Promotes student self-assessment and responsibility for learning  |  |  |  |  |
| <b>Overall Rating for standard # 8</b>  |  |  |  |  |
| <b>Evidence/Comments:</b>   |  |  |  |  |
| <b>Standard #9: Student-Teacher self-evaluation</b>   |  |  |  |  |
| <b>The student teacher evaluates him/herself continually on own choices, actions and their effect on students and the learning community</b>      |  |  |  |  |
| <i>The student-teacher...</i>   |  |  |  |  |
| Reflects on own teaching practice and takes initiative to improve   |  |  |  |  |
| Seeks the input of supervisors, teachers, and students to improve teaching practice   |  |  |  |  |
| Evaluates the effects of their choices and actions on learners  |  |  |  |  |
| Establishes priority areas for improvement  |  |  |  |  |
| Maintains self motivation and Professional commitment   |  |  |  |  |
| <b>Overall Rating for standard # 9</b>  |  |  |  |  |
| <b>Evidence/Comments:</b>   |  |  |  |  |
|   |  |  |  |  |
|   |  |  |  |  |
|   |  |  |  |  |
| <b>Standard #10: The student-Teacher collaboration with the school community</b>  |  |  |  |  |

**The student-teacher seeks to promote relationships with school leaders, students , parents, teachers and support staff**

*The student-teacher...*

|  |  |  |  |  |
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| Develops respectful and productive relationships with school personnel, parents, and the wider community |  |             |  |  |
| Participates in activities designed to make the entire school a productive learning environment.         |  |             |  |  |
| Respects the privacy of school personnel, students, and teachers   |  |             |  |  |
| Respects confidentiality of individual information   |  |             |  |  |
| Maintains professional ethics  |  |             |  |  |
| profession   |  |             |  |  |
| <b>Overall Rating for standard #10</b>   |  |             |  |  |
| <b>Evidence/Comments:</b>  |  |             |  |  |
| <b>Standard 11 : Student-teacher personal professional attributes</b>                                    |  |             |  |  |
| <i>The student-teacher...</i>  |  |             |  |  |
|  |  |             |  |  |
|  |  |             |  |  |
| Seeks assistance as needed   |  |             |  |  |
| Demonstrates willingness to grow professionally  |  |             |  |  |
| Is resourceful to the school community   |  |             |  |  |
| Resolves interpersonal conflicts   |  |             |  |  |
| Conveys a professional attitude & appearance   |  |             |  |  |
| Maintains punctual and regular attendance  |  |             |  |  |
| Participates in all aspects of teaching  |  |             |  |  |
| <b>Overall Rating for Professionalism</b>  |  |             |  |  |
| <b>Evidence/Comments:</b>  |  |             |  |  |
| <b>Additional comments:</b>  |  |             |  |  |
|  |  |             |  |  |
| <b>Required Signatures</b>   |  |             |  |  |
| <b>Mentor:</b>   |  | <b>Date</b> |  |  |
|  |  |             |  |  |
| <i>My signature below signifies that I have read this evaluation.</i>                                    |  |             |  |  |
| <b>Student-teacher:</b>  |  | <b>Date</b> |  |  |
|  |  |             |  |  |

## Appendix C

### Classroom Observation Form (Mentor and UR-CE Supervisor)



**UNIVERSITY of  
RWANDA**

### COLLEGE OF EDUCATION

#### Appendix C

#### Classroom Observation Form ( for Supervisors)

**Student teacher name:**..... **Registration Number**.....

**Combination** .....**School name** :..... **District** .....

**Mentor's name in host school** :.....

**Class:** .....**Number of registered learners:** .....**Number of learners present:** .....

**Subject:** .....**Topic:**.....

**Observation period: from**.....**to**.....

| <b>Planning/ Pre- lesson phase</b>  | <b>Unsatisfactory<br/>(1)</b> | <b>Satisfactory (2)</b> | <b>Meeting<br/>expectation<br/>(3)</b> | <b>Excellent (4)</b> |
|---|-------------------------------|-------------------------|--|----------------------|
| 1. Availability and quality of Pedagogical Documents (Scheme of work, lesson plan, notebook, Class Diary , Quiz/ Test Books, curriculum document) |                               |                         |  |                      |
| 2. Coherence between all pedagogical documents  |                               |                         |  |                      |
| 3. Lesson content is aligned with learning outcomes.  |                               |                         |  |                      |
| 4. Lesson outcomes are well worded and coherent   |                               |                         |  |                      |
| 5. Teaching, learning and assessment strategies are aligned to the achievement of specified learning  |                               |                         |  |                      |

|  |          |  |  |  |
|--|----------|--|--|--|
| outcomes   |          |  |  |  |
| 6. Instructional materials are relevant and readily available. |          |  |  |  |
| Overall rating for Planning                                    | ...../24 |  |  |  |
| Remarks  |          |  |  |  |

| <b>Context for Learning</b>   | <b>Unsatisfactory (1)</b> | <b>Satisfactory (2)</b> | <b>Meeting expectation (3)</b> | <b>Excellent (4)</b> |
|---|---------------------------|-------------------------|--------------------------------|----------------------|
| 1. Student teacher probs learners to establish mastery of prior learning.                                     |                           |                         |                                |                      |
| 2. Objectives are shared with students and clarified.   |                           |                         |                                |                      |
| 3. Learners demonstrate a critical thinking and reasoning   |                           |                         |                                |                      |
| 4. Student-teacher demonstrates mastery of content to achieve learning outcomes                               |                           |                         |                                |                      |
| 5. Active teaching and strategies are used to stimulate critical thinking and creativity                      |                           |                         |                                |                      |
| 6. Reinforcement techniques are used when appropriate.  |                           |                         |                                |                      |
| 7. Student teacher encourages all learners to participate in learning   |                           |                         |                                |                      |
| 8. Connections are made between students' experiences and the new learning                                    |                           |                         |                                |                      |
| 9. Instructional activities are varied to address different learning styles.                                  |                           |                         |                                |                      |
| 10. Learning activities and transitions are coherently sequenced based on students learning pace and feedback |                           |                         |                                |                      |
| 11. Expectations/standards for student work are clearly communicated.   |                           |                         |                                |                      |
| 12. Appropriate Cross cutting issues are integrated in teaching and learning                                  |                           |                         |                                |                      |
| 13. Levels of questions are varied and support the objective.   |                           |                         |                                |                      |

|  |          |  |  |  |
|--|----------|--|--|--|
| <b>Overall rating for context for learning</b> | ...../52 |  |  |  |
| <i>Remarks</i>                                 |          |  |  |  |

  

|  |                           |                         |                            |                      |
|--|---------------------------|-------------------------|----------------------------|----------------------|
| <b>Assessing Student Learning/Differentiation</b>  |                           |                         | <b>Meeting expectation</b> |                      |
|  | <b>Unsatisfactory (1)</b> | <b>Satisfactory (2)</b> | <b>n (3)</b>               | <b>Excellent (4)</b> |
| 1. Formative assessment strategies are used appropriately                                      |                           |                         |                            |                      |
| 2. Instructional strategies are adjusted based on individual learners needs and understanding. |                           |                         |                            |                      |
| 3. Students practice new learning independently.   |                           |                         |                            |                      |
| <b>Overall rating for Assessment and differentiation</b>                                       | ...../12                  |                         |                            |                      |
| <i>Remarks</i>   |                           |                         |                            |                      |

  

|  |                           |                         |                            |                      |
|--|---------------------------|-------------------------|----------------------------|----------------------|
| <b>Summarizing the Lesson</b>  |                           |                         | <b>Meeting expectation</b> |                      |
|  | <b>Unsatisfactory (1)</b> | <b>Satisfactory (2)</b> | <b>n (3)</b>               | <b>Excellent (4)</b> |
| 1. Summary provides connections to past , current and future lessons.                                  |                           |                         |                            |                      |
| 2. Student-teacher leads learners to demonstrate, reflect and evaluate attainment of learning outcomes |                           |                         |                            |                      |
| <b>Overall rating for the summary</b>  | ...../8                   |                         |                            |                      |
| <i>Remarks</i>   |                           |                         |                            |                      |

  

|   |                           |                         |                            |                      |
|---|---------------------------|-------------------------|----------------------------|----------------------|
| <b>Classroom Management</b>   |                           |                         | <b>Meeting expectation</b> |                      |
|   | <b>Unsatisfactory (1)</b> | <b>Satisfactory (2)</b> | <b>n (3)</b>               | <b>Excellent (4)</b> |
| 1. Student behaviour is managed effectively.  |                           |                         |                            |                      |
| 2. Classroom routines and procedures are evident to support positive learning environment |                           |                         |                            |                      |
| 3. Instructional space, equipment, and materials are organized.                           |                           |                         |                            |                      |
| <b>Overall rating for Classroom Management</b>  | ...../12                  |                         |                            |                      |
| <i>Remarks</i>  |                           |                         |                            |                      |





## **Appendix D**

### **Standards for Teacher training and Development**

**Standard # 1: Teachers know the subject they are teaching.**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Knowledge: SHOW CASE**

- The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
- The teacher relates his/her disciplinary knowledge to other subject areas.

**Dispositions:**

- The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
- The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the learner.
- The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
- The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and student's learning of the discipline.

**Skills:**

- The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.
- The teacher can represent and use differing viewpoints, theories, "ways of knowing," and methods of inquiry in his/her teaching of subject matter concepts.
- The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in representing particular ideas and concepts.
- The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
- The teacher can create interdisciplinary learning experiences that encourage students to integrate knowledge, skills, and methods of inquiry from several subject areas.

**Standard #2: Teachers know how student grow.**

The teacher understands how students with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

**Knowledge:**

- The teacher understands how learning occurs-how students construct knowledge, acquire skills, and develop habits of mind-and knows how to use instructional strategies that promote student learning for a wide range of student abilities.

- The teacher understands that students 'physical, social, emotional, moral, and cognitive development influence learning and knows how to address these factors when making instructional decisions.
- The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

### **Dispositions:**

- The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
- The teacher is disposed to use students 'strengths as a basis for growth, and their errors as an opportunity for learning.

### **Skills:**

- The teacher assesses individual and group performance in order to design instruction that meets learners 'current needs in each domain (cognitive, social, emotional, moral, and physical)and that leads to the next level of development.
- The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students 'experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
- The teacher accesses students thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

## **Standard #3: Teachers understand that student learn differently.**

The teacher understands how students differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of students, including those with disabilities and exceptionalities.

### **Knowledge:**

- The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.
- The teacher understands and can provide adaptations for areas of exceptionality in learning, including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
- The teacher understands how students 'learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

**Dispositions:**

- The teacher believes that all student can learn at high levels and persists in helping all student achieve success.
- The teacher appreciates and values human diversity, shows respect for students 'varied talents and perspectives, and is committed to the pursuit of "individually configured excellence.
- The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
- The teacher is sensitive to community and cultural norms.
- The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

**Skills:**

- The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
- The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
- The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.
- The teacher can identify when and how to access appropriate resources to meet the needs of students with particular talents.
- The teacher brings multiple perspectives to the discussion of subject matter, including attention to students 'personal, family and community experiences and cultural norms.
- The teacher creates a learning community in which individual differences are respected.

## **Standard #4: Teachers know how to teach.**

The teacher understands and uses a variety of instructional strategies, to encourage student's development of critical thinking, problem solving, and performance skills.

### **Knowledge:**

- The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e. g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).
- The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e. g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

### **Dispositions:**

- The teacher values the development of students 'critical thinking, independent problem solving, and performance capabilities.
- The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

### **Skills:**

- The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, learning differences, and interests).
- The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.
- The teacher constantly monitors and adjusts strategies in response to learner feedback.
- The teacher varies his or her role in the instructional process (e. g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
- The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students 'understanding and presenting diverse perspectives to encourage critical thinking.

## **Standard #5: Teachers know how to manage a classroom.**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

### **Knowledge:**

- The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, and sociology to develop strategies for organizing and supporting individual and group work.
- The teacher understands how social groups function and influence people, and how people influence groups.
- The teacher knows how to help people work productively and cooperatively with each other in complex social settings.
- The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
- The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

### **Dispositions:**

- The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.
- The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
- The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning
- The teacher recognizes the value of intrinsic motivation to students 'life-long growth and learning.
- The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

### **Skills:**

- The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
- The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students 'personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

- The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
- The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
- The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
- The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
- The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

## **Standard #6: Teachers communicate well.**

The teacher uses effective verbal and nonverbal communication techniques as well to foster active inquiry, collaboration, and supportive interaction in the classroom.

### **Knowledge:**

- The teacher understands communication theory, language development, and the role of language in learning.
- The teacher understands how cultural and gender differences can affect communication in the classroom.
- The teacher recognizes the importance of nonverbal as well as verbal communication.
- The teacher understands and can use effective verbal, nonverbal techniques.

### **Dispositions:**

- The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
- The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
- The teacher is a thoughtful and responsive listener.
- The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

### **Skills:**

- The teacher models effective communication strategies in conveying ideas and information and in asking questions (e. g. monitoring the effects of messages, restating



ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

- The teacher supports and expands learner expression in speaking, writing, and other media.
- The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learning understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
- The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences (e. g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

### **Standard #7: Teachers are able to plan different kinds of lessons.**

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

#### **Knowledge:**

- The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
- The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.
- The teacher knows when and how to adjust plans based on student responses and other contingencies.

#### **Dispositions:**

- The teacher values both long-term and short-term planning.
- The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
- The teacher values planning as a collegial activity.

#### **Skills:**

- As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e. g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

- The teacher plans for learning opportunities that recognize and address variation in learning styles, learning differences, and performance modes.
- The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.
- The teacher responds to unanticipated sources of input, evaluates plans in relation to short-and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

## **Standard #8: Teachers know how to test for student progress.**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the students.

### **Knowledge:**

- The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e. g. criterion-referenced and norm-referenced instruments) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
- The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
- The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

### **Dispositions:**

- The teacher values ongoing assessments as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
- The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

### **Skills:**

- The teacher appropriately uses a variety of formal and informal assessment techniques (e. g. observation, port-folios of student work, teacher-made tests, projects, student self-assessments, and peer assessment) to enhance her or his knowledge of learners, evaluate students progress and skills, and modify teaching and learning strategies.
- The teacher solicits and uses information about students' experiences learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
- The teacher uses assessment strategies to involve learners in self-assessment activities,

to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

- The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
- The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.
- The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

### **Standard #9: Teachers are able to evaluate themselves.**

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on students, parents, professionals in the learning community and others who actively seek out opportunities to grow professionally.

#### **Knowledge:**

- The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
- The teacher understands critical frameworks for reflecting on teaching practice (e. g. frameworks from social, cultural, and philosophical foundations of education).
- The teacher is aware of major areas of research on teaching and of resources available for professional learning (e. g. professional literature, colleagues, professional associations, professional development activities).

#### **Dispositions:**

- The teacher values critical thinking and self-directed learning as habits of mind.
- The teacher is committed to reflection, assessment, and learning as an ongoing process.
- The teacher is willing to give and receive help.
- The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
- The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

#### **Skills:**

- The teacher articulates and defends a philosophy of education to guide his/her practice and contributes to the stated philosophy of the school building/district.
- The teacher uses classroom observation, information about students, cultural, social, and philosophical frameworks, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.

- The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.
- The teacher draws upon professional colleagues within the school and other professional areas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

## **Standard #10: Teachers are connected with other teachers and the community.**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student learning and well-being and acts with integrity, fairness and in an ethical manner.

### **Knowledge:**

- The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.
- The teacher understands how factors in the students' environment outside of school (e. g. family circumstances, community environments, health, and economic conditions) may influence students' lives and learning.
- The teacher understands and implements laws related to students' rights and teacher responsibilities (e. g. for equal education, appropriate education for students with handicapping conditions, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible student abuse).

### **Dispositions:**

- The teacher values and appreciates the importance of all aspects of a student's experience.
- The teacher is concerned about all aspects of a student's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
- The teacher is willing to consult with other adults regarding the education and well-being of his/her students.
- The teacher respects the privacy of students and confidentiality of information.
- The teacher is willing to work with other professionals to improve the overall learning environment for students.

### **Skills:**

- The teacher participates in collegial activities designed to make the entire school a productive learning environment.
- The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, teachers of other classes and activities within the schools, and professionals in other community agencies.
- The teacher can identify and use community resources to foster student learning.

- The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.
- The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
- The teacher acts as an advocate for students.

## Appendix E

### Student/Student-teacher Teacher Upcoming Monthly Schedule Form

| Topics/Problems | Activities<br>/interventions/strategies | Participants | Period/Duration |
|-----------------|---|--------------|-----------------|
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