Teaching Practice Competencies – Year 3

Name of Student: Reem Mohamed Saeed Khamisouh Al Shehhi

Date: 1st Visit: 7/5/14  2nd Visit 18/5/14

School: RAKAAG

<table>
<thead>
<tr>
<th>Professionalism and Understanding</th>
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<tbody>
<tr>
<td>Professional growth</td>
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<tr>
<td>• Continues to show commitment to the teaching profession and personal growth as a teacher and learner</td>
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<tr>
<td>• Shows initiative, enthusiasm, active participation and engagement in the classroom and school</td>
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<tr>
<td>- Is involved with translating for the teacher. Gets involved with the teacher – made a worksheet. Ss did in the class.</td>
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<tr>
<td>• Shows evidence of working collaboratively and cooperatively with mentors, peers, colleagues, and (where appropriate) parents, in a sensitive and effective manner</td>
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<td>• Gives peers constructive feedback</td>
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<td>• Displays a high standard of professional behavior, which includes punctuality, personal organization and presentation</td>
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<table>
<thead>
<tr>
<th>Planning for Learning</th>
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<tbody>
<tr>
<td>Planning activities and lesson aims</td>
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<tr>
<td>• Plans in consultation with MST and MCT with greater autonomy</td>
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<tr>
<td>• Plans lessons which provide challenge</td>
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<tr>
<td>• Presents clear scientific aims</td>
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<tr>
<td>- Aims and goals are well established and activities match to the objectives.</td>
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<td>• Presents lesson plans in a clear, detailed professional way showing evidence of the analysis of target content and process skills used in lessons</td>
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<td>• Differentiates activities across a range of abilities to help students reach their potential</td>
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<td>• Develops materials showing recent approaches to teaching</td>
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<td>• Shows a clear, student-centered focus on the lesson plan and limits teacher talk time (TTT)</td>
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<td>• Continues to create appropriate pair and group work activities to facilitate learning</td>
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<tr>
<td>• Prepares carefully structured activities aimed at teaching in your subject specialism:</td>
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</tbody>
</table>
  - Content |
  - Processes |
Critical Thinking

- Prepares enough materials for all students

### Implementing and Managing Learning

#### Language and delivery

- Grades own language to the level of students
- Uses a range of student-centered interaction patterns and manages pairwork, groupwork, individual and whole class tasks appropriately.
  - Carpet work
  - Group work
- Uses a variety of effective teaching/learning techniques
  - Has an example of liquids to draw out the language. – thick, thin
- Maintains target language focus throughout the lesson
  - Uses the language of the topic – liquid
- Uses clear instructions to orchestrate classroom activities
  - Instructions need to be more explicit.
  - ## Try to get one or two people to explain what they have to do. This will allow you to see if they understand or not.
- Provides clear and effective models/demonstrations of classroom tasks
- Uses a range of effective questioning and elicitation techniques
  - What can you see in the jars? What can we say about liquids? Can we mix liquids? What do you think Abdulrahman?
- Manages smooth transitions between activities.
  - Is there enough instruction for the Ss? Do they understand what they have to do?
  - You will have 4 cups of water? If we mix oil with water? What will happen?
  - Trying to get the Ss to predict.
  - Sends Ss to tables group by group. Gives out the star for the best group.

#### Classroom management

- Uses classroom space and furniture effectively and safely to improve learning
- Uses resources and equipment effectively to engage all students (e.g. board, ICT, AV equipment for listening, posters, realia, displays, textbooks, storybooks)
  - Uses the e-board to elicit the information from the Ss.
- Manages class time effectively
  - Moves the lesson along.
  - Carpet time – eliciting information.
- Maintains pace and motivation
  - Pace is
- Provides a math and language rich environment (displays, including student work)
- Establishes and maintains rules and clear routines for behavior in the classroom consistently
- Acts responsibly and decisively in response to exceptional circumstances.
- Uses appropriate (positive) strategies to manage student behavior.
- Uses appropriate strategies to encourage and maintain active student participation.
- Establishes and maintains a safe and supportive learning environment.

**Communication skills**

- Builds rapport through interaction with students while maintaining a professional teaching demeanor.
- Uses appropriate body language, eye contact, gestures and voice to maintain an effective classroom presence.
  - Has a good manner. Keeps control but sounds a bit stiff.
- Creates a positive and active learning environment in the classroom.

### Monitoring and Assessment

- Assesses how well learning objectives were achieved.
- Provides appropriate feedback to children to enhance learning and encourage cooperative behavior.
  - Demonstrates it to the Ss.
- Marks and monitors learners’ work providing constructive oral and written feedback.
- Assesses and records each learner’s progress through observation, questioning (concept checking), testing and marking.
- Recognizes the level to which each learner is achieving.
- Uses different kinds of assessments appropriately for different purposes.

### Reflection

- Reflects thoughtfully upon own practice with relation to HCT teaching competencies.
- Reflects on their own, and their peers’ teaching, through online discussion, oral post-lesson discussion, reflective writing, and peer observation.
- Reflects upon own teaching and uses this process to improve practice.
- Discusses and justifies own pedagogical decisions.
- Demonstrates ability to discuss students’ development with mentors.
- Uses feedback from mentors to improve future performance.
## Feedback
(Focus on competency areas)

### Summary

**Planning activities and lesson aims**
Engagement and exploration were good – well done.
Objectives and activities are well coordinated.
Ss were engaged but the instructions need to be more explicit (see below).
Materials were really good – well-made and suitable. Big cups allowed the Ss to really see what is happening.
Flashcards to activate vocabulary was really good.

**Classroom management**
Has a firm hand. Makes sure that the Ss follows the rules. Teacher is in charge.

**Management of groups** - Learnt from past lessons about Ss playing with things. Explicit instructions about not touching were given.
Groups worked well but can we make them smaller?

**Pace** was good – well timed sections.

### Suggestions

**Where the oil? Where is the oil?**

**Classroom management**
Is it wise to leave Ahmed Faisal on his own for too long?
He needs to be part of the class. Can you involve him more? You need to reward him for his behaviour as well as punishing him (on the carpet). If he is away for too long, he will not learn why he is being punished.

Is talking above the students really working? Clean your tables. Line up at the door.
What else does the teacher do to gain control before she talks?

Think about the transitions to the tables from the floor/carpet area. How can you make it better?

What else can you do whilst the Ss are on the carpet? Should they have papers in their hands? If yes, then what is a good way for them to sit?
Summary

Planning activities and lesson aims
Lesson objectives were clear and activities matched the objectives.
Has planned extra work for the Ss who finish early.

Language and delivery
Questioning is at their level. Scaffolds their understanding. Does it change when not in a container?
Does it have shape?
Speaking is a lot slower/more controlled. Time was taken to make sure everyone/thing was ready before they started.
Was able to question Ss to find out what they understand. This related especially to Gas. Ss were able to justify why they chose certain pictures.

Classroom management
Has them all on the carpet to start with.
Made sure that Ahmed Faisal answered a question and was involved in the class discussion.
If you want to answer, put up your hands.
Much better control of the classroom. Waited until Ss were quiet before talking. There was no talking over the noise.
Sitting down around the carpet was a good plan. You are closer to their level. Makes them feel less intimidated by the teacher.

Management of groups
Transition to tables for second activity. Time was taken – leaders went to get papers. Ss went to tables.
Everything was set up before the scissors were given out.
Instructions were clearly given. Ss had to repeat the instructions for the class.

Pace
Carpet – 10 minutes
Tables – 20 minutes
carpet – 5 minutes
tables – 10 minutes
Good breakup of the lesson. Was not too much of one thing. Kept the interest of the Ss.

Suggestions from previous lesson in black. Notes from 18/5/14 lesson in blue.

Classroom management
Is it wise to leave Ahmed Faisal too long on his own?
He needs to be part of the class. Can you involve him more? You need to reward him for his behaviour as well as punishing him (on the carpet). If he is away for too long, he will not learn why he is being punished.
Improvement in this area is evident. Ss respond to the questions. Ss are involved in activation of schemata.
Much better control of the classroom. Waited until Ss were quiet before talking. There was no talking over the noise.
Is talking above the students really working for you? Clean your tables. Line up at the door.
What else does the teacher do to gain control before she talks?
Much more improvement in this area. Time was taken to stop them first and then begin to talk.
Think about the transitions to the tables from the floor/carpet area. How can you make it better?
You really improved in this area. You made sure that they were ready before you started.
What else can you do whilst the Ss are on the carpet? Should they have papers in their hands? If yes, then what is a good way for them to sit?
You had stimulus pictures. Good questions to elicit definition and examples.
Professional growth

Planning activities and lesson aims

Language and delivery

Classroom management

Communication skills

Monitoring and assessment

Reflection
The purpose of this form is to provide an assessment report of the student’s work in the placement. **This report is to be filled in by the Supervising College Teacher (MCT)**

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<thead>
<tr>
<th>Name of student:</th>
<th>Course: Teaching Practice 3b</th>
<th>Year: Three</th>
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Name of school: RAKAAG

Supervising School Teacher:

Absence dates / reasons:

At the beginning of the TP, Reem was quite apprehensive about teaching grade 1. She found the pace, the level of understanding and the need to be really patient quite daunting. This was discussed with her MST and by week 5, Reem had worked out all of the above.

She was able to develop group work, smooth transitions to and from the carpet and handling student behaviour in a professional manner.

Reem has good reflective practices. She uses feedback from mentors to improve future performance.

**For college use only**

Dates of Teaching Practice: April 20 to May 22

Dates on which absences are to be made up:

**Holistic Grade:**

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After the report has been read and discussed please sign. *Denotes that the student teacher has read and discussed this report with the supervising college teacher. This does not necessarily mean the student agrees with the report.