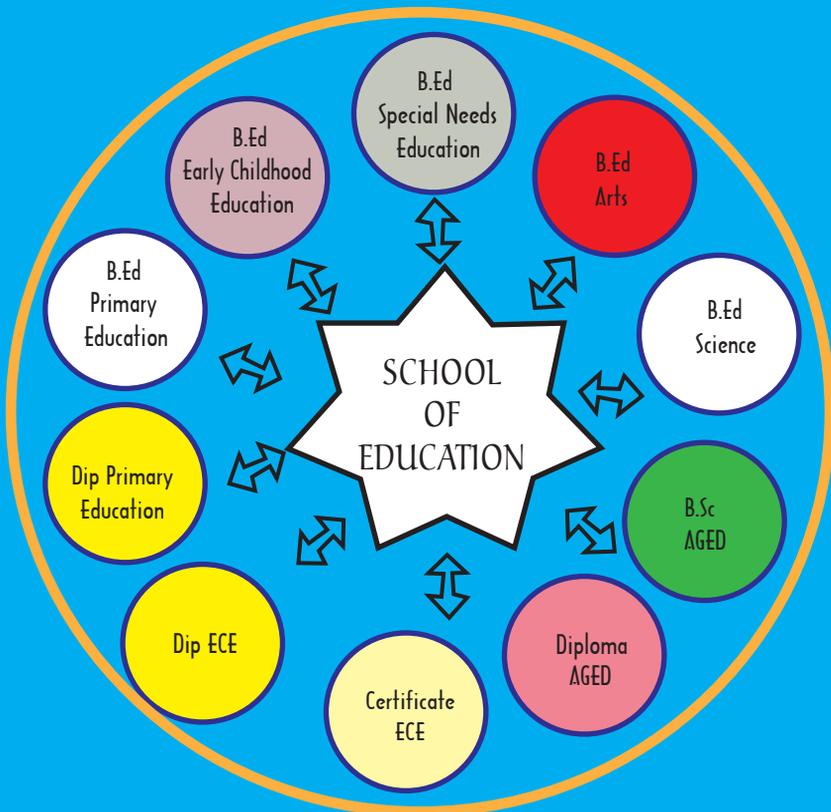


**TEACHING PRACTICE  
GUIDELINES**

**FOR  
STUDENT TEACHERS AND SUPERVISORS**





OFFICE OF THE DEPUTY VICE CHANCELLOR  
(ACADEMIC AND STUDENTS AFFAIRS)

TEACHING PRACTICE GUIDELINES

Reference

PU/SED/GDL/01

Issue/Rev.

03

# TEACHING PRACTICE GUIDELINES

FOR  
STUDENT TEACHERS AND SUPERVISORS

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## **1.0 INTRODUCTION**

Teaching Practice (TP) is a concept based on Craft Apprenticeship and is an important element in the professional preparation of teachers. The initiation of the apprentice into the mysteries of any craft would be through processes of telling, imitating, cognition and creativity. Similarly, in teaching, the experienced teacher tells the student teachers what to do, and shows them how to do it; and the students in turn imitate the master. Like any other skills, the skills of teaching are acquired through observation and practice.

### **1.1 ORGANISATION OF TEACHING PRACTICE**

#### **1.1.1 The Department**

Teaching Practice at Pwani University is coordinated by the Department of Curriculum, Instruction and Educational Technology (CIET). The department provides both the professional and administrative organization; and also liaises with the University for financial support to ensure that the exercise is conducted smoothly.

#### **1.1.2 Teaching Practice Management**

Teaching Practice is managed by a committee whose role on behalf of the Department is to carry out the following:

- Identification of zones
- Appointment of zone coordinators
- Posting of students
- Posting of supervisors
- Preparation of assessment schedules
- Procurement of Teaching Practice materials
- Drawing of zone maps
- Receiving of TP reports and marks from the supervisors and schools
- General running of Teaching Practice

#### **Membership of the TP Committee**

- Chairman of department of CIET- Chair
- Teaching Practice Coordinator - Secretary.
- TP Zone Coordinators
- The committee may co-opt members from other departments of the School of Education and from other departments of the University as need arises.

### **1.1.3 Teaching Practice Zones**

For effective administration, the TP area is divided into zones. These zones would normally follow regional or national administrative boundaries. However, there is a commuting zone which covers a 20Km. radius from the main University Campus.

### **1.1.4 Key Participants**

#### **a) The chairman of the department**

The Chairman of the Department of Curriculum, Instruction and Educational Technology is responsible for the overall organization of the Teaching Practice exercise with assistance of the Teaching Practice committee.

#### **b) Teaching practice coordinator**

The teaching Practice Coordinator is responsible for the implementation of Teaching Practice in consultation with the teaching practice committee. He/ she is specifically responsible for:

- 1) Selection of Teaching Practice schools
- 2) Establishing of Teaching Practice zones
- 3) Coordinating of the posting of students to the various schools and institutions
- 4) Requisition of Teaching Practice materials
- 5) Briefing of students and supervisors proceeding for Teaching Practice
- 6) Posting of supervisors who are scheduled for TP supervision
- 7) General coordinator of supervision and assessment of student teachers
- 8) Safe custody Teaching Practice records
- 9) Coordination of preparation of individual subject mark sheets by subject specialists
- 10) Organisation of TP workshops, seminars and conferences for stakeholders
- 11) Creating a cordial and harmonious working relationship between the university and the TP schools
- 12) Performing any relevant duty assigned to him/her by the chairman CIET

#### **c) Lecturers in Subject Methods**

These are lecturers in the Department of CIET, and Internal Examiners responsible for the following:

- 1) Preparing students in the Special Methods of various subjects
- 2) Briefing supervisors on how to assess their respective subjects
- 3) Developing Appropriate assessment instruments
- 4) Marking and approving schemes of work
- 5) Supervising students in their various subjects
- 6) Receiving and analyzing the supervision reports and making appropriate recommendations on the exercise.

#### **d) Zone Coordinator**

A zone coordinator is drawn from the department of CIET. However, where the department is unable to appoint all zone coordinators from among its members, lecturers from other departments in the school of Education may be considered for the appointment.

The Zone Coordinator is responsible for the following:

- 1) Coordinating the supervision of all students in their zones
- 2) Safe custody of marks and other documents before handing over to the Teaching Practice Coordinator
- 3) Assigning supervisor the supervision schedules
- 4) Coordinating all Teaching Practice activities in the zones
- 5) Creating cordial relationship between the university and the Teaching Practice school.
- 6) Creating a link between the student teacher, the university and the practice school; thus helping the student to settle in the TP environment.
- 7) Distribute relevant materials to the student teachers in schools within their zones.
- 8) Preparing an accurate map of the zone showing direction and distances between schools
- 9) Performing any other relevant assignment that may be given by the TP Coordinator
- 10) Representing the university management in the field during the TP exercise.

#### **e) Subject supervisors**

These are professionally trained lecturers who are mainly fulltime Subject Methods lecturers in the department of CIET. In the case where the number of lecturers in CIET is inadequate, subject supervision roles are assigned to professionally trained lecturers in the School of Education and other Schools.

Supervisors are answerable to Zone Coordinators and are responsible for:

- 1) Assessing and advising students in their areas of specialization as assigned to them by the Zone coordinators
- 2) Carrying out other relevant duties as assigned to them by the zone coordinators

#### **f) External Examiners**

These are examiners appointed by the university from other universities. They are invited to examine the TP and make a report to the university. They are expected to sample student teachers, and liaise with the TP coordinator and Zone Coordinators for direction.

#### **g) Head teachers/ Principals of TP schools**

They are responsible for:

- 1) Assign duties to student teachers as per the TP policy
- 2) Day to day supervision of student teachers administratively and professionally
- 3) Reporting on the overall performance of student teachers during the TP exercise.

#### **h) Cooperating Teachers**

These are the teachers who hand over the classes to student teachers during the TP exercise or the Head of Department. They are responsible for assisting the practising teachers to:

- 1) Adjust and fit into the teaching atmosphere in their respective subjects
- 2) Understand the strength and weaknesses of their pupils
- 3) Prepare for the actual teaching

- 4) Brief the university supervisors on the overall performance and attitude of student teachers in their respective subjects.
- 5) Intiate the student teachers in the organization of other formal and non formal curricular activities

### **i) Student Teachers**

The whole of TP exercise revolves around the student teachers. They are responsible for

- 1) Lessons preparation, teaching and evaluation of learners
- 2) Participation in co-curricular activities or any other activity that is assigned to them from time to time by school authorities (either academic, administrative, professional of pastoral).
- 3) Projecting a responsible and positive image of the university.

## **2.0 TEACHING PRACTICE PROCEDURES**

### **2.1 Registration For TP**

Teaching Practice is a core unit and therefore subject to all rules governing administration and examination of university courses at PU. Consequently, all students who wish to participate in it must register for it. Registration for TP by student teachers will be done at least three (3) months before the exercise commences. The official registration forms are obtainable from the Admissions Office, or the Department of CIET. The forms duly filled will be returned to the TP Coordinator in the Department of CIET, not later than one week after they have been issued.

To proceed on TP, students must have taken and passed the following courses:

1. ECI B 201 (Instructional Methods)
2. ECI B 202 (Curriculum Development)
3. ECI B 318 (Preparation for Teaching and Project work)
4. EET B 301 (Educational Technology)
5. The Two subject Methods Courses

For any student teacher to proceed on TP, they should have completed and passed micro-teaching.

### **2.2 Posting of Student Teachers for TP**

- Posting is done following a survey by CIET on the suitability of potential schools for TP use. The Zone Coordinator then compiles the posting list for the zone and avails a copy to the TP Coordinator.
- Student teachers are posted to the school of their choice but limited to the approved zones, and availability of vacancies in their schools of choice; otherwise they are posted to any other school in any other approved zone where vacancy exists.
- Provision of accommodation is not a condition for posting of students. Students are expected to make their own arrangements for accommodations
- All students are briefed by the TP Committee before proceeding for TP. The briefing covers all matters of professional expectations, requirements of a teacher while on TP, and TP administration.

### 2.3. Induction of TP Supervisors

All prospective TP supervisors must take part in induction programmes organized by the TP Committee, to prepare them for the supervision role. The points of emphasis include:

- Criteria for assessing student teachers in the various subjects
- Responsibility and conduct of supervisors on TP

### 3.0 ACTIVITIES DURING THE FIRST TWO WEEKS OF TP

During the first fortnight of TP, the following activities should take place:

- 1) Preparation of scheme of work by student teachers.
- 2) Collection of four copies of time-tables by Zone Coordinators (student copy,two copies for zone coordinator ,TP office copy).

### 3.1 Teaching Practice Materials

Each student teacher will be given the following materials before commencement of the exercise:

- i. TP Guidelines Booklets:** Each student to be issued with one hard copy.
- ii. Letter of Introduction:** addressed to Head Teachers or Principal of the TP school
- iii. TP Lesson Plan Books:** Each student teacher will be issued with two lesson plan books .These books contain official blank lesson plans which student teachers use for preparation of their lessons. The student teacher should hand a copy of the lesson plan to the supervisor and retain the original. A sample is attached as Appendix 6.
- iv. Scheme of Work format:** Each student teacher is given a blank scheme of work book. A sample is attached as Appendix 4.
- v. Record of work format:** Student teachers are given a sample of Record of Work format to help them prepare their own records of work. A sample is attached as Appendix 9, 10 and 11.
- vi. Supervision Record Form:** This is the form on which supervisors sign as evidence of their observation and assessment. Student Teachers must always have it with them in their folders. A sample is attached as Appendix 15.
- vii. Blank Time Table:** Every student teacher will be provided with a blank time-table to fill. The student must produce four copies(student [1], zone coordinator [3]). A sample is attached as Appendix 14.
- viii. TP Files:** Every student teacher will maintain two files; one for each of the two teaching subjects in which he/she will file the following documents:
  - Time-tables
  - Syllabus
  - Scheme of work
  - Records of work covered
  - Lesson assessment records
  - Students' progress records
  - Non –assessed lesson plans
  - Supervision record form

- Sitting Plan
- School Profile

For the ECE files the following records should be included:

- Health Records
- Visitors' Log Book

### 3.2 Teaching load

A student teacher pursuing a Bachelor of Education (Arts, Science or BSc . Aged) shall be expected to teach at least 12 lessons, but at most 15 lessons per week. Any load above 15 lessons or less than 12 lessons should be discussed and approved by the zone coordinator. B.Ed (ECE), Dip (ECE) and Certificate (ECE) students should be expected to teach all the activity areas Diploma in Primary Education students shall be expected to teach a minimum of 14 lessons per week.

In special circumstances, Bachelor of Education (Special Needs) students will be allowed to take half of the load in a regular high school and the other half in a special school (primary or secondary)

### 3.3 Confidential Reports

Self addressed and stamped envelopes containing confidential reports will be issued to the head teachers by the zone coordinators. Electronic mail addressed to [tp\\_committee@pu.ac.ke](mailto:tp_committee@pu.ac.ke) may also be used.

## 4.0 TEACHING PRACTICE PERFORMANCE ASSESSMENT CRITERIA

The teaching practice assessment criteria have four main areas as follows:

### 4.1 Preparation for teaching

This area will consider the student teachers' preparation of teaching. It includes; the scheme of work and the lesson plan .These are considered for the following:

(a) Scheme of work: (from syllabus): its availability, suitability, self-evaluation and concurrence according to the approved university format and the national teaching syllabus.

(b) Lesson plan

Its availability, statement of objectives specifying: audience, behavior, standard and condition; adequate planning of learning activities: varied, challenging and learner centered; sequential arrangement of content and concurrence with the scheme of work.

### 4.2 Presentation

This area will consider the teaching event itself, specifically the following:

*Introduction*-this section should make learners want to listen ,provoke curiosity, capture attention and direct it by either review of previous related lesson or use of learners 'experience and linking them to the current lesson. Learnes' curiosity should be sustained by using relevant set induction skills.

*Lesson development*- should be sequential i.e. simple starting from the known to the unknown. The student teacher should be able to demonstrate appropriate teaching strategies and skills that suit the current situation. Learners should be actively involved and should be given opportunities to participate and organize their work.

*Content*- the student teacher should observe the following; conformity of content to the syllabus and scheme of work, mastery of content, learning of new concepts.

*Communication*-the supervisor should evaluate the student teacher's command of language. The trainee should be fluent and accurate in his/ her use of language and avoid serious mother tongue interferences, dead moments, factual errors and inappropriate language. The student teacher should be audible, confident and be able to vary the voice.

#### **4.6 Use of Resource Materials**

Student teachers will be expected to design attractive and effective learning aids and use them appropriately. These resources will be assessed for the following;

- Introducing the resource material at the right stage to facilitate learning.
- Careful and intelligent display of the resource material.
- Accuracy of details and how relevant the resource material is to the topic
- How attractive and well designed the resource is including right colour and contrast.
- Innovative, original and creativity.
- Chalkboard layout and use.
- Learner involvement

#### **4.7 Classroom Organization and Management**

The student teacher should have knowledge of learners names and maintain classroom control. Teacher/learner rapport should be cordial to create good learning environment. The teacher should also cultivate a good environment allow adequate class participation.

#### **4.8 Conclusion**

The student teachers should review the lesson to find out to what extent objectives have been achieved. They should also reinforce the learning through group discussions and class assignments.

#### **4.9 Teacher Personality and Organization**

Teacher personality will be considered as follows:

- (a) Appearance in terms of confidence and dressing
- (b) Mannerisms; whether the student teacher is moody, anxious, restless, rigid, aggressive, sober, reserved, dull, active, passive or lively.
- (c) Organization and order of records which are kept in folders.

#### **4.10 Use of Previous Comments and Self- Appraisal**

The supervisors will read the previous comments given to the student-teacher and find out whether he/she uses them to improve the subsequent teaching. The student- teacher should also give honest appraisal of his/ her teaching.

#### **4.11 Learning Resource Project**

All students on teaching practice will be required to come up with a project during the teaching practice period. The project should cover an aspect of teaching/learning in any one of the teaching subjects for the student teacher. This should be done in close consultation between the school management, the students and the student teacher. During the first two weeks of teaching practice the student teacher will be expected to develop a project proposal in close consultation with the headteacher and the supervisor (see appendix 16 for parts of a proposal). Once the proposal is approved by the supervisor the student teacher will be required to implement it. This project will be assessed when the student teacher is supervised during teaching practice. During the last two weeks the student teacher will finally compile a report of this project indicating its benefits to the student and to his/her teaching process. This report will be submitted to the zone coordinator in the last week of teaching practice for marking ( see appendix 17).

### **5.0 CODE OF REGULATIONS FOR STUDENT TEACHERS**

#### **5.1 Introduction**

The guiding principles are self-discipline, a sense of responsibility in serving pupils, dedication, sacrifice and commitments in pupils; welfare and growth. These principles are clearly spelt out in the Teachers Service Commission (TSC) code of Regulations for Teachers and the Teaching Practice Schools Regulations for Staff. The regulations refer to the requirements and the conduct of student- teachers and the procedures to be followed in the practice schools.

- (i) Association with the school Head - Teacher and general conduct in the practice schools;
- (ii) Student teachers' association with pupils
- (iii) Student- teachers' relationship with supervisors
- (iv) Summary of disciplinary action for breaches of the Teaching Practice Regulations.

#### **5.2 Association with the Head -Teacher and General Conduct in the Teaching Practice Schools**

- a) The head teachers or their deputies shall professionally induct the student-teachers posted to their schools by treating them as any new members of staff with full authority over them.
- (b) The Student teachers shall:
  - (i) Be expected to get acquainted with the school's regulations as soon as they get to that school and to follow them as the co-operating teachers do. They shall observe the school rules governing, working hours, leave, seeking permission to be away, documentation of absence on the grounds of sickness or other causes, participation

- in co-curriculum activities, taking school duties and any other rules that the school institutes from time to time.
- (ii) Report to the Teaching Practice School on the day set by the University for Teaching Practice commencement. The student teacher shall not leave the practice school before clearance by the head- teacher at the end of the teaching practices session.
  - (iii) Not absent himself or herself from the Teaching Practice School except with written permission from the head-teacher and copied information to the Zone Coordinator. Such permission shall only be given on the weight of legitimate reasons such as sickness or bereavement.
  - (iv) Inform the head teacher of any intended absence well in advance to make necessary arrangements such as setting work for the classes to be missed, seeking replacements by colleagues so that no class is left unattended, marking any written assignment done during the absence and inform the head-teacher as soon as the student –teacher returns.
  - (v) Not only execute the lessons but mark pupils’ work and participate in other co-curriculum activities assigned to them by the headteacher. The student teacher shall be required to make thorough preparation of lessons plans, schemes of work and other necessary resources. The schemes of work shall be ready within the first two weeks of arrival in practice schools. The student teacher MUST always have a lesson plan prepared on official lesson plan format while executing any lesson.
  - (vi) Be granted sick leave or compassionate leave only after producing medical certificate or document to the head teacher and to the zone coordinator. The certificate or documents shall be required to cover the whole period of absence.
  - (vii) Refrain from drunkenness or influence and or/ intake of psychotropic drugs which are likely to cause behavior disorders.
  - (viii) Seek medical advice if pregnant (female student teachers) and consider the discontinuation of the Teaching practice for health and competence’s sake.
  - (ix) Endeavor to fit completely in the school community with due modesty and humility.
  - (x) Desist and avoid causing conflict or disharmony between the school and the university. Student teachers are expected to avoid all acts of dishonesty, truancy and indiscipline.
  - (xi) Student teachers at all times shall be good ambassadors of the university.

### **5.3 Student - Teachers Association with School Staff.**

- (a) The student teacher shall show due respect and cooperation to all staff in the practical school.
- (b) The-student-teacher shall refrain from unprofessional criticism of colleagues in the school.
- (c) The student teacher shall maintain good terms and cordial working relation with cooperating teachers.

#### **5.4 Student-Teachers' Association with Pupils**

- (a) The student teacher shall be responsible for the pupils' welfare and shall exercise the necessary pastoral care in all areas of the school curriculum and co curriculum activities such as clubs, games, school duties etc.
- (b) The student- teacher shall display professionalism when dealing with the students.
- (c) Student teachers shall exercise caution and refrain from any unprofessional or indecent association in their interpersonal relations with pupils.

#### **5.5 Relationship with the Supervisors**

- (a) The student-teacher shall be required to give respect and offer assistance to his/her supervisors.
- (b) The student -teachers shall exercise refrain from flirting with their supervisors during teaching practice

#### **5.6 Summary of Disciplinary Action for Breaches of the Teaching Practice Regulations.**

- (a) Any repeated cases of neglect of duty by a student-teacher which will prompt letter of warning from zone coordinator which will lead to repetition of teaching practice exercise in the following year.
- (b) Unauthorized absence from school by the student- teacher will result in immediate suspension from an on -going Teaching practice exercise.
- (c) Any misconduct by the student-teacher arising from insubordination and lack of respect will lead to dismissal from the Teaching Practice school and this will in turn lead to withdrawal of the student -teacher from the teaching practice exercise.
- (d) A student –teacher who publicly criticizes the co-operating teachers and colleagues within the pupils' hearing will receive a warning from the Head-teacher and zone coordinator on the grounds of lack of respect for colleagues.
- (e) If at the end of the Teaching Practice the student-teacher has failed to mark pupils' examination scripts and hand in marks and other school property, his/her teaching practice results will be withheld and this may lead to a letter of warning and /or repetition of the teaching practice exercise.
- (f) A student-teacher with proven evidence of drunkenness or drug abuse will be liable to suspension from teaching practice and /or repetition of the teaching practice and may face university disciplinary committee.
- (g) A student –teacher reported to flirt or engage in sexual relations with colleagues will receive a warning from a head –teacher and/ or a zone coordinator and may be suspended from teaching practice.
- (h) A student- teacher reported to flirt or engage in sexual relations with pupils will be discontinued from teaching practice. If it is proven after TP that the student teacher had sexual relations with pupils the marks will be withdrawn and the student teacher forced to repeat TP. Furthermore, the student will face university disciplinary action.

**NB:** The Zone Coordinator must report all cases of irregularity to the TP coordinator immediately such cases occur.

## **6.0 CODE OF REGULATIONS FOR SUPERVISORS**

### **6.1 Seminars**

Supervisors will be required to take part in the departmental teaching practice seminars, briefings or workshops that will be called from time to time before, during or after the teaching practices session. This is a prerequisite for appointment as a supervisor.

### **6.2 Incomplete supervision**

Supervisors should refrain from;

- (a) Arriving to class late for supervision.
- (b) Walking out of class during the lesson.
- (c) Supervising a double lesson or any other lesson for less than the prescribed time.
- (d) Interrupting a student teacher during a lesson.
- (e) Leaving the school before discussing a supervised lesson with the student teacher

### **6.3 Supervision of Unscheduled lessons**

Supervisors are expected to follow the timetable as provided by the student teachers. They shall refrain from pressuring students to teach according to their convenience. However under special circumstances, arrangements may be made for the student-teacher, with the approval of the school head, to teach unscheduled lesson and the student teacher will be given adequate time to prepare the lesson.

### **6.4 Cumulative Supervision**

Supervisors shall refrain from overwhelming a student teacher by inflicting too much supervision within a short time. Neither shall two consecutive supervisions in one subject be carried out in one day.

### **6.5 Awarding of marks**

Award marks for each lesson supervised, that is whether single or double. Supervisors shall refrain from awarding a double lesson with two sets of marks so as to reflect the supervision as two separate lessons.

### **6.6 Writing of comments for student -teachers**

Supervisors shall provide complete assessment of lessons and offer comprehensive, clear and meaningful comments. Avoid sketchy and inadequate comment, for example goodwork!

### **6.7 Collective Supervision**

Each lesson shall be supervised by one assessor only. No more than one assessor shall report about one lesson at the same time.

## **6.8 Signing of observation Reports**

The supervisors should refrain from signing a supervision report without actually supervising a student -teacher. This shall be considered as evidence of lack of professionalism and may lead to dismissal from supervision exercise and disciplinary action.

## **6.9 Handling of students' Marks and Grades**

The supervisors shall refrain from showing marks and grades to student teacher and or any other unauthorized persons.

## APPENDICES



PU/SED/FORM/01

### Appendix 1: LESSON ASSESSMENT REPORT FOR B.E.D (ARTS), B.E.D (SCIENCE), BSC (AGED), DIPLOMA (AGED), DIP. (PRIMARY OPTION)

Name \_\_\_\_\_ Reg. No. \_\_\_\_\_  
 School \_\_\_\_\_ Zone: \_\_\_\_\_ Subject: \_\_\_\_\_  
 Class/Form \_\_\_\_\_ Week: \_\_\_\_\_ Lesson No \_\_\_\_\_ Time: \_\_\_\_\_

Lesson Topic		Sub-Topic
Competencies assessed	Score	Comments
<b>Preparation (T/Marks 12)</b> <ul style="list-style-type: none"> <li>• Appropriateness of Scheme of Work (0-4 marks)</li> <li>• Suitability of lesson plan (0-4 marks)</li> <li>• Clearly stated lesson objectives (0-4 marks)</li> </ul>		
<b>Presentation (T/Marks 20)</b> <ul style="list-style-type: none"> <li>• Lesson introduction (0-2 marks)</li> <li>• Lesson development (0-4 marks)</li> <li>• Appropriate style of Teaching (Orderly presentation, Questioning) (0-4)</li> <li>• Techniques Reinforcement, Stimulus Variation (0-2 marks)</li> <li>• Learner involvement (0-2 marks)</li> <li>• Lesson Application (0-2 marks)</li> <li>• Lesson Conclusion (0-2marks)</li> <li>• Followed lesson plan format correctly (0-2 Marks)</li> </ul>		
<b>Subject Matter (content) (T/Marks-12)</b> <ul style="list-style-type: none"> <li>• Mastery of content (0-3 marks)</li> <li>• Depth of coverage (0-3 marks)</li> <li>• Relevance (0-3marks)</li> <li>• Systematicism (0-3 marks)</li> </ul>		
<b>Communication (T/Marks-06)</b> <ul style="list-style-type: none"> <li>• Verbal (fluency, voice pitch, audibility and use of appropriate language) (0-3 marks).</li> <li>• Nonverbal (appropriate use of gestures, eye contact, body movement)(0-3 marks)</li> </ul>		
<b>Teaching/Learning Resources/Aids (T/Marks-10)</b> <ul style="list-style-type: none"> <li>• Relevance (0-2 marks)</li> <li>• Timing and attractiveness (0-2 marks)</li> <li>• Adequacy (0-2 marks)</li> <li>• Creativity/Improvisation (0-2 marks)</li> <li>• Learner involvement in the use of media (0-2 marks)</li> </ul>		
<b>Teacher Personality (T/Marks-06)</b> <ul style="list-style-type: none"> <li>• Confidence (0-2 marks)</li> <li>• Rapport (0-2 marks)</li> <li>• Dressing (0-2 marks)</li> </ul>		
<b>Classroom Organization &amp; Management (T/Marks-07)</b> <ul style="list-style-type: none"> <li>• Class control &amp; knowledge of learners' names (0-3 marks)</li> <li>• Use of group work/Cater for individual differences (0-2 maks)</li> <li>• Organization of Teaching Practice file (0-2 marks)</li> </ul>		
<b>Use of previous comments and self-appraisal on the lesson (0-2 marks)</b>		
<b>Total Score out of 75 Marks</b>		

**General Remarks** \_\_\_\_\_

Supervisor's Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Appendix 2: LESSON ASSESSMENT REPORT FOR-ECE**

 Name \_\_\_\_\_ Reg. No. \_\_\_\_\_  
 School \_\_\_\_\_ Zone: \_\_\_\_\_ Zone: \_\_\_\_\_  
 Grade \_\_\_\_\_ Week: \_\_\_\_\_ Lesson No \_\_\_\_\_ Time: \_\_\_\_\_

**Strand**
**Sub-Strand**

Competencies assessed	Score	Comments
<b>Preparation (T/Marks 11)</b> <ul style="list-style-type: none"> <li>• Appropriateness of Scheme of Work (0-3 marks)</li> <li>• Suitability of lesson plan (0-4 marks)</li> <li>• Clearly stated lesson objectives (0-4 marks)</li> </ul>		
<b>Presentation (T/Marks 23)</b> <ul style="list-style-type: none"> <li>• Introduction of the activities (0-2 marks)</li> <li>• Clarity of instructions and explanations (0-2 marks)</li> <li>• Grouping of children (0-2 marks)</li> <li>• Child-teacher interaction (0-2 marks)</li> <li>• Children involvement (0-5 marks)</li> <li>• Ability to motivate or create interest in children(0-2 marks)</li> <li>• How activities were ended (0-2 marks)</li> <li>• Followed lesson plan format correctly (0-2 marks)</li> <li>•</li> </ul>		
<b>Subject Matter (content) (T/Marks-08)</b> <ul style="list-style-type: none"> <li>• Mastery of content (0-2 marks)</li> <li>• Depth of coverage (0-2 marks)</li> <li>• Relevance (0-2 marks)</li> <li>• Systematicism (0-2 marks)</li> </ul>		
<b>Communication (T/Marks-06 Marks)</b> <ul style="list-style-type: none"> <li>• Verbal (fluency, voice pitch, audibility and use of appropriate language) (0-3 marks).</li> <li>• Non-verbal (appropriate use of gestures, eye contact, body movement,)(0-3 marks)</li> </ul>		
<b>Teaching/Learning Resources/Aids (T/Marks-14)</b> <ul style="list-style-type: none"> <li>• Relevance (0-2 marks)</li> <li>• Timing and attractiveness (0-2 marks)</li> <li>• Adequacy (0-2 marks)</li> <li>• Creativity/Improvisation (0-3 marks)</li> <li>• Learner involvement in the use of media (0-5 marks)</li> </ul>		
<b>Teacher Personality(T/Marks-06)</b> <ul style="list-style-type: none"> <li>• Confidence (0-2 marks)</li> <li>• Rapport (0-2 marks)</li> <li>• Dressing (0-2 marks)</li> </ul>		
<b>Classroom Organization &amp; Management (T/Marks-05)</b> <ul style="list-style-type: none"> <li>• Class control &amp; knowledge of learners' names (0-3 marks)</li> <li>• Organization of Teaching Practice file (0-2 marks)</li> </ul>		
Use of previous comments and self-appraisal on the lesson (0-2 marks)		
<b>Total Score out of 75 Marks</b>		

**General Remarks**

 \_\_\_\_\_  
 Supervisor's Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Appendix 3: TEST LESSON ASSESSMENT REPORT**

Name \_\_\_\_\_ Reg. No. \_\_\_\_\_  
 School \_\_\_\_\_ Zone: \_\_\_\_\_ Subject: \_\_\_\_\_  
 Class/Form \_\_\_\_\_ Week: \_\_\_\_\_ Lesson No \_\_\_\_\_  
 Test Type \_\_\_\_\_ Duration \_\_\_\_\_  
 Date \_\_\_\_\_

Competencies assessed	Score	Comments
<b>PREPARATION (T/Marks 30)</b> <ul style="list-style-type: none"> <li>• Adherence to scheme of work (0-4 mks)</li> <li>• Lesson plan (0-4mks)</li> <li>• Clarity of expected outcomes (0-4 mks)</li> <li>• Relevance of topics (0-4mks)</li> <li>• Clarity of questions (0-4 mks)</li> <li>• Table of specification (range of coverage of content and behaviour) (0-4mks)</li> <li>• Availability and Adequacy of marking scheme (0-06mks)</li> </ul>		
<b>ORGANIZATION</b> (before the test) (15 mks) <ul style="list-style-type: none"> <li>• Seating arrangements (0-5mks)</li> <li>• Instructions to candidates (0-5 mks)</li> <li>• Timing of test (0-5mks)</li> </ul>		
<b>TEST ADMINISTRATION-(Marks 09)</b> <ul style="list-style-type: none"> <li>• Teacher activity (supervision) (0-6mks)</li> <li>• Test atmosphere (0-3mks)</li> </ul>		
<b>CONCLUSION</b> (at the end of the test) (Marks 06mks) <ul style="list-style-type: none"> <li>• Clarity of closing instructions (0-3 mks)</li> <li>• Mode of collection of scripts (0-3mks)</li> </ul>		
<b>PERSONAL QUALITIES OF TEACHER (15mks)</b> <ul style="list-style-type: none"> <li>• Confidence (0-3 mks)</li> <li>• Audibility (0-3mks)</li> <li>• Clarity (0-3 mks)</li> <li>• Rapport with the learners (0-3 mks)</li> <li>• Punctuality (0-3 mks)</li> </ul>		
<b>Total Score out of 75 Marks</b>		

**General Remarks**


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Supervisor's Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**Appendix 4: SCHEME OF WORK**

SCHOOL \_\_\_\_\_ CLASS \_\_\_\_\_ SUBJECT \_\_\_\_\_

YEAR \_\_\_\_\_ TEACHER'S NAME \_\_\_\_\_ REG. NO. \_\_\_\_\_

**General Learning Outcomes: By the end of the term the learner should be able to:**

- 1).....  
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- 2).....  
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- 3).....  
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- 4).....  
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**REFERENCES**

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WEEK	LESSON NO.	TOPIC/ SUBTOPIC	SPECIFIC LEARNING OUTCOMES	METHODOLOGY	RESOURCE MATERIALS	REFERENCES	REMARKS

**Appendix 5: RATIBA YA SOMO LA KISWAHILI**

**JINA** \_\_\_\_\_ **NAMBARI YA USAJILI:** \_\_\_\_\_

**SHULE** \_\_\_\_\_ **SOMO** \_\_\_\_\_ **DARASA** \_\_\_\_\_ **MUHULA** \_\_\_\_\_

**MATOKEO YANAYOTARAJIWA**

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**MAREJELEO**

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JUMA	KIPINDI	FUNZO	MADA	MATOKEO MAALUM YANAYOTARAJIWA	SHUGHULI ZA MWALIMU	SHUGHULI ZA MWANAFUNZI	NYENZO	MAREJELEO	MAONI

**Appendix 6: LESSON PLAN FOR BED ARTS/SCIENCE AND BED SPECIAL NEEDS.**

NAME: \_\_\_\_\_ REG. NO: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ CLASS: \_\_\_\_\_ DATE: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ CLASS: \_\_\_\_\_ WEEK: \_\_\_\_\_ LESSON NO: \_\_\_\_\_ TIME: \_\_\_\_\_

TOPIC: \_\_\_\_\_ SUB-TOPIC: \_\_\_\_\_

EXPECTED LEARNING OUTCOMES: BY THE END OF THE LESSON THE LEARNER SHOULD BE ABLE TO:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

STEP/ TIME	CONTENT	TEACHING ACTIVITIES	LEARNING ACTIVITIES	RESOURCE MATERIALS

**SELF EVALUATION**

 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Appendix 7: MPANGO WA SOMO**

JINA: \_\_\_\_\_ NAMBARI YA USAJILI: \_\_\_\_\_

SHULE: \_\_\_\_\_ ENEO: \_\_\_\_\_ TAREHE: \_\_\_\_\_

DARASA: \_\_\_\_\_ WIKI: \_\_\_\_\_ NAMBARI YA SOMO: \_\_\_\_\_

MADA KUU: \_\_\_\_\_ MADA NDOGO: \_\_\_\_\_

MATOKEO MAALUM YANAYOTARAJIWA

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

HATUA/ MUDA	YALIYOMO	SHUGULI ZA MWALIMU	SHUGULI ZA MWANAFUNZI	NYENZO

**UTHATHIMINI WA SOMO**

 \_\_\_\_\_  
 \_\_\_\_\_

**Appendix 8: LESSON PLAN FOR PRIMARY SCHOOLS**

NAME \_\_\_\_\_ REG. NO: \_\_\_\_\_ ZONE \_\_\_\_\_

DATE: \_\_\_\_\_ TIME \_\_\_\_\_ SCHOOL \_\_\_\_\_

GRADE: \_\_\_\_\_ SUBJECT \_\_\_\_\_

WEEK: \_\_\_\_\_ LESSON NO: \_\_\_\_\_ TOPIC: \_\_\_\_\_ SUB-TOPIC: \_\_\_\_\_

EXPECTED LEARNING OUTCOMES: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

RESOURCES: \_\_\_\_\_

REFERENCES: \_\_\_\_\_

STEP/TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES

STEP/TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES

**CHALKBOARD LAYOUT**

**SELF EVALUATION**

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**Appendix 9: NAKILI YA KAZI**

JINA: \_\_\_\_\_ NAMBARI YA USAJILI \_\_\_\_\_

SHULE: \_\_\_\_\_ DARASA \_\_\_\_\_

SOMO \_\_\_\_\_

TAREHE	MADA	MADA NDOGO	MAONI	SAHIHI



**Appendix 11: RECORD OF WORK COVERED**

NOMS: \_\_\_\_\_ NO. D'INSCRIPTION: \_\_\_\_\_

ECOLE: \_\_\_\_\_ CLASSE \_\_\_\_\_

SUJET: \_\_\_\_\_

DATE	TITRE	SOUS-TITRE	REMARQUES	SIGNATURE

**Appendix 12: EARLY CHILDHOOD DEVELOPMENT LESSON PLAN**

NAME: \_\_\_\_\_ REG. NO. \_\_\_\_\_

SCHOOL	LEARNING AREA	GRADE	DATE	TIME	ROLL	WEEK	LESSON NO.

**Strand**.....

**Sub strand**.....

**Specific learning outcomes: By the end of the Sub-strand the learner should be able to:**

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**Key Inquiry Questions**.....

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**Core competencies**.....

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**Values**.....

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**Pertinent and Contemporary issues**.....

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**Learning Resources**.....

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**Organization of learning**.....

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**Lesson Development**.....

**Step one**.....

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**Step Two**.....

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**Step Three**.....

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**Summary**

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**Conclusion**

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**Reflection on the lesson**.....

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**Appendix 13: EARLY CHILDHOOD DEVELOPMENT SCHEME OF WORK**

SCHOOL \_\_\_\_\_ CLASS \_\_\_\_\_ SUBJECT \_\_\_\_\_

YEAR \_\_\_\_\_ TERM \_\_\_\_\_ TEACHERS NAME \_\_\_\_\_ REG. NO. \_\_\_\_\_

GRADE	LEARNING AREA	TERM	YEAR

WEEK	LESSON	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	SPECIFIC LEARNING EXPERIENCE	LEARNING RESOURCES	ASSESSMENT	REFLECTION

**Core competencies to be developed**

Links to PCI'S	Link to values
Links to other learning areas	Suggested community service learning activities
Suggested non-formal activity to support learning	Suggested assessment

**Appendix 14: STUDENT TEACHER'S TIME TABLE**

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

REG NO \_\_\_\_\_ SUBJECT (S) \_\_\_\_\_ TEL \_\_\_\_\_

PERIOD/TIME FROM -TO DAY	1	2	3	4	5	6	7	8	9	10
MONDAY										
TUESDAY										
WEDNESDAY										
THURSDAY										
FRIDAY										

**NOTE** If a lesson takes place in a room other than classroom, please indicate in the timetable eg 3E Chemistry Lab

Additional important information:

Co-operating teachers:

Term dates: \_\_\_\_\_

Subject 1 \_\_\_\_\_

Subject 2 \_\_\_\_\_

Break: Coffee/Tea: \_\_\_\_\_

Half-term(if any): \_\_\_\_\_

Lunch: \_\_\_\_\_

Any special date: \_\_\_\_\_

Exam Dates: \_\_\_\_\_

**Appendix 15: STUDENT TEACHER'S OBSERVATION FORM**

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

REG NO. \_\_\_\_\_ SUBJECT (S) \_\_\_\_\_ TEL \_\_\_\_\_

**PART A: INTERNAL EXAMINER**

SUBJECT	DATE	TIME	CLASS	NAME OF SUPERVISOR	SIGNATURE

**PART B: EXTERNAL EXAMINER**

SUBJECT	DATE	TIME	CLASS	NAME OF SUPERVISOR	SIGNATURE

**PART C: LEARNING RESOURCE PROJECT**

TOPIC			
	DATE	NAME OF SUPERVISOR	SIGNATURE
PROPOSAL			
IMPLEMENTATION			
REPORT			

**PART D: CO-OPERATING TEACHER**

SUBJECT	DATE	TIME	CLASS	NAME OF SUPERVISOR	SIGNATURE

- NOTE:**
1. This form **MUST** be handed over to zone coordinator or his / her representative at the expiry of Teaching Practice
  2. Part A & B to be completed by university supervisor and part C to be completed by cooperating Teacher

ZONE COORDINATOR \_\_\_\_\_ SIGNATURE \_\_\_\_\_

## Appendix 16: FORMAT FOR LEARNING RESOURCES PROJECT

### PROJECT PURPOSE:

To enable the student teacher to develop instructional materials to aid in effective instruction during the process of teaching and learning. The current syllabus emphasizes the use of local materials and improvisation to make the teaching as practical as possible. The project method offers a chance to student teachers, during teaching practice to initiate projects aimed at developing relevant teaching materials for chosen topics from the syllabus.

### A. INSTRUCTION

#### Characteristics

- a) Should have instructional value to the learner and to the student teacher.
- b) Should benefit the school, department and the community in terms of learning, finances, supplementing the school teacher or school budget.
- c) Should be solving an instructional problem of the school.
- d) Should be an activity that is completed within the T.P. period.

#### Procedure for undertaking the project

- a) Determine what is available during the 1<sup>st</sup> week of T.P.
- b) Make a list of possible projects in conjunction with the regular teachers.
- c) Determine the approximate cost of each project.
- d) Discuss the list with the head teacher during the first week of T.P.
- e) There are three stages for the project: Proposal, Actual project display (implementation) and Project report.
- f) After choosing a project, prepare project proposal during the 2<sup>nd</sup> week of the T.P.  
Make three copies: 1<sup>st</sup> copy - Zonal T.P. Coordinator, 2<sup>nd</sup> - Principal 3<sup>rd</sup> copy - Personal copy.
- g) Discuss the most important points (*budget, procedure, calendar of work, revenue projection*) of the proposal with the Head teacher.

### B. PROJECT PROPOSAL

#### a) Format

##### 1. Project title: Contain three piece of information

- i) Title of the project in bold capital letters at the top (←1.5" by 1.0"→)
- ii) School for which project is prepared.
- iii) Author and registration number appears at the bottom. Write address, date at the bottom. Sometimes you may have a cover page.

##### 2. The inside (Approval page) - Contains certificate of approval page bearing

##### 3. Abstract page- Project report in miniature form, condensed to 1-1½ pages.

#### 4. Chapter one: Introduction

Under the Introduction justify the choice of the project.

#### Background information -

The purpose is to show the proposer *knows the area* the project is situated,

*Possible difficulties* involved during the implementation

**Possible projects:** List of possible projects

**The Project:** Chosen from the possible projects.

Statement: This is the project to be implemented.

**Project Justification-Purpose:** To explain why the chosen project was given the first priority.

#### Importance of the Project

#### Objectives of the Project

#### 5. Chapter two: project description

**Purpose:** To introduce the chosen project to the reader. Give important technical information pertaining to the project (i.e. theory of project. This section is also referred to as *Literature Review*.

## 6. Chapter three project design

**Project Plan-** Give a diagrammatic representation of the project applicable

### Resources required

**Methods** - Give a description of the methods to be used in preparing the teaching materials chosen for the project i.e how different components of a project will be assembled and combined to make a project.

**Calendar of work** - Outline the calendar of activities (*work schedule*)

Date	Description of Activity	Person responsible	Remarks
			Easy forgotten information
			Reasons: Success and failure

### Budget-

Date	Quantity of item	Item description	Cost per Unit	Total Cost	Remarks
	100 ' running feet	3' by 2' Timber	7.00	700	Bought

### References-

1. First name of the author, Initials, (Year in bracket): Title underlined, City Published, Publisher

## C. PROJECT REPORT

On completion of the project, the student teacher is expected to write a report of the project which will include:

**Title page:** To read **Project Report For.....(and NOT Proposal)**

Content outline

**Forward and Acknowledgement:** before Abstract page.

**Introduction:** Rationale for this project, how the project was decided upon

**Project description (Design):** If a construction, indicate dimensions

**Description of method used:** in making the material. Explain in detail how the material made can be used during instruction, mentioning the syllabus topic(s) for which the materials are useful. An explanation of what objectives would be met through the use of the said material is important.

**Evaluations/Critique:** of project work in terms of methods used, its effectiveness during instruction and durability.

**Conclusion and Recommendation:** (Include other project titles that would be found useful in the school). Go back to the objective restate and evaluate each of the project objective. Statement cautioning any individual(s) or person about things they should emphasize or avoid to those who will implement similar projects.

### Bibliography/References:

#### Any appendices:

NB

Everything in the proposal remains the same except you change to past tense for the Project Report i.e Procedure- Write what was done.

Design - Change to past tense

Budget - becomes Expenditure and write what was actually spent.

**Appendix 17: MARKING SCHEME FOR LEARNING RESOURCE PROJECT**

School.....Student's name.....Reg No.....

Project Title.....Zone.....

Item	Performance	Max. score	Actual Score
<b>PROPOSAL</b>			
i.	Background	1	
ii.	Justification	1	
iii.	Clarity of objectives	1	
iv.	Problem statement	1	
v.	Clarity of Methodology	1	
vi.	Originality and novelty of ideas	1	
vii.	Work plan	1	
viii.	Budget	1	
<b>SUB TOTAL</b>		<b>8</b>	
Supervisor's Name			
<b>ACTUAL PTOJECT</b>			
i.	Layout	1	
ii.	Originality	1	
iii.	Fineness in finish	1	
iv.	Oral presentation	1	
v.	Relevance	1	
vi.	Learner participation	1	
vii.	Contribution to Teaching and Learning	1	
viii.	Adherence to time framer	1	
ix.	Relationship between actual and proposed budget	1	
x.	Participation of administration	1	
<b>SUB TOTAL</b>		<b>10</b>	
Supervisor's Name			
<b>GRAND TOTAL</b>			
i.	Format	1	
ii.	Clarity of Language and flow of ideas	1	
iii.	Description of project	1	
iv.	Applicability	1	
v.	Usefulness	1	
vi.	Conclusions and recommendations	1	
vii.	References	1	
<b>SUB TOTAL</b>		<b>7</b>	
Supervisor's Name			
<b>GRAND TOTAL</b>		<b>25</b>	

General Remarks.....

.....

.....

Zone Coordinator.....Sign.....Date.....

**Appendix 18: HEAD TEACHER'S CONFIDENTIAL REPORT**

Name of School.....

Name of Student.....

Registration No.....

School Address.....

Head Teacher's Name .....

Period of Teaching Practice.....

Date Student teacher left.....

Days absent from work.....

Comment on the performance of the student teacher as per the criteria given below;

	<b>Assessment criteria</b>	<b>Comment</b>
1	Punctuality	
2	Obedience	
3	Duty consciousness	
4	Orderliness (well organized in work performance)	
5	Dependability (requiring little supervision)	
6	Industriousness	
7	Personality (mannerism, respectful)	
8	Observation of code of conduct and ethics (following work regulations)	
9	Attitude towards work	
10	Technical knowledge of work details	

Overall Remarks.....

 .....  
 .....  
 .....

OFFICIAL RUBBER STAMP AND SIGN

**Appendix 19: STUDENT TEACHER'S CLEARANCE FORM**
**Name of School**.....

**Name of Student**.....

**Registration No**.....

**Period of Teaching Practice**.....

**Date Student teacher left**.....

<b>Clearance By</b>	<b>Name of clearing officer</b>	<b>Signature</b>	<b>Date</b>
Cooperating teacher			
Head of Department			
School Store/Canteen			
Librarian			
Laboratory in charge			
School Bursar			
Academic Master			

This clearance form has been verified and approved by;

Name .....

Designation.....

Signature..... Date.....

**OFFICIAL SCHOOL RUBBER STAMP**

## Appendix 20: BASIC INFORMATION FOR SCHOOL PROFILE

During teaching practice, it will be important to collect the following information that will make your teaching exercise easier.

1. **School location:** Geographic position, division, name of the location and its administrator.
2. **School plan:** location of office of the headmaster, bursar, washroom, library, bookstore, main hall, assembly room.
3. **Administration:**
  - (a) The school rules and regulations
  - (b) School vision and mission
  - (c) General school performance in the national exams.
  - (d) Learn names of the following individuals- headmaster, deputy headmaster, senior teacher, bursar, teaching members of your department
4. **Records:** determine the location and accessibility of the school records
5. **Policies and procedures:** determine for:
  - (a) Absence - whom to report to
  - (b) Using the library,
  - (c) Extra Curricular activities,
  - (d) Reading the time table
6. **Audio visual materials:** determine location, physical condition and accessibility
7. **Routine procedures:**
  - (a) Conducting the class-Begin promptly, know names of students, making announcements, ending the class, establishing policies for courteous behaviour
  - (b) Making records and reports-check attendance, keeping and updating student records, making reports for administration

**Appendix 21: TEACHING PRACTICE FILE ORGANISATION**

**TABLE OF CONTENTS**

**STUDENT'S NAME** .....

**REG. NO** .....

**SUBJECT(S)** .....

**TERM DATES** .....

**S.NO. CONTENT**

1. TIME TABLE
2. SCHOOL PROFILE
3. OBSERVATION SCHEDULE
4. COPIES OF SUPERVISED LESSON PLAN
5. COPIES OF ASSESSMENT REPORTS
6. SCHEME OF WORK
7. SYLLABUS
8. RECORD OF WORK COVERED
9. STUDENTS' PROGRESS RECORD
10. CLASS SITTING PLAN
11. COPIES OF UNSUPERVISED LESSON PLAN

## **SCHOOL OF EDUCATION**

### **ACADEMIC PROGRAMMES**

#### **Certificate Programme**

- ✓ Certificate in Early Childhood Education

#### **Diploma Programmes**

- ✓ Diploma in Agricultural Education & Extension
- ✓ Diploma in Early Childhood Education

#### **Undergraduate Programmes**

- ✓ Bachelor of Education Arts
- ✓ Bachelor of Education Science
- ✓ Bachelor of Education Early Childhood Education
- ✓ Bachelor of Education Special Needs Education
- ✓ Bachelor of Education in Agricultural Education & Extension

#### **Masters Programmes**

- ✓ M.Ed in All areas of Education
- ✓ M.Sc Agricultural Education
- ✓ M.Sc Agricultural Extension

#### **PhD Programmes**

- ✓ All areas of Education

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