

## **LESOTHO COLLEGE OF EDUCATION (LCE)**



### **COLLEGE VISION**

*We are Leaders in Teacher Education and Centre of Excellence for Continuing Professional Development for Educators.*

### **COLLEGE MISSION**

*We Produce Educators Ready to Deliver Relevant and Transformative Education to Diverse Learners. We Subscribe to Education and Development in Dealing with Challenges Confronting the 21<sup>st</sup> Century.*

## **FOREWORD**

In training of educators, teaching practice is an integral phase; this is the reason the College management, lecturers from all College faculties and our auxiliary staff join hands to ensure that teaching practice time becomes fruitful.

The schools that host practicing student-teachers are also very important as they share their human resources, their physical resources, and their learners to offer student-teachers enough training.

I therefore urge you student-teachers to read through these Teaching Practice Guidelines and understand them to maximize your performance during this most important time of your training.

I also request you to refer to the general College rules, but most importantly oblige to the rules of your practicing schools. Lesotho schools belong to various proprietors, please observe and respect the cultures of the schools.

To you, Principals and Teachers, the College is very grateful for your consent to have agreed to become our partners in the training of teachers for the development of our country. The teaching practice guidelines will help you as you partake in training these student-teachers. Therefore, feel free to make some inputs that will improve our teaching practice exercise.

Also, please accept my heartfelt appreciation for your cooperation in helping the college to achieve its vision and mission.

*“For with you is the fountain of life; in your light we see the light” Psalm 36:9.*

I wish all stakeholders a successful 2023 teaching practice.

John Dzimba (Dr)

.....

**RECTOR**

## **TEACHING PRACTICE GUIDELINES**

### **INTRODUCTION**

Teaching practice is a school-based experience for student-teachers. For the full-time three (3) years Diploma Programmes; starting from 2008, the duration of internship is one (1) year, but currently changing to six (6) months undertaken in the second semester of the year of study.

Prospective teachers are given a chance to put theory into practice. They are also required to engage in extra-mural activities during the period. Supervision, support and assessment of the student-teachers are done by at least 5 years experienced staff members with education in the hosting school and college lecturers.

### **1. COLLEGE EXPECTATIONS FOR STUDENT-TEACHERS**

This part addresses issues pertaining to what is expected from a student-teacher who is placed at practicing school for teaching practice. The expectations are divided into the following sub-headings:

- A. Academic and Professional Growth,
- B. Conduct,
- C. Relations,
- D. General Issues.

#### **A. Academic and Professional Growth:**

In order for student-teachers to practice effectively and efficiently in the classroom, this is a list of advice that shall be observed:

- i. Student-teachers are expected to be at school fifteen (15) minutes before school start and be punctual to every lesson.
- ii. Make sure that the classroom is set up well before the class begins.
- iii. The pacing of the lesson activities should allow the student-teacher to use all the time allocated for the lesson. (be well prepared before going to class)

- iv. Student-teacher should well ahead of time, plan for every lesson to be taught.
- v. Learning-teaching materials/resources for every lesson should be provided and or there should be a plan for availability of such.
- vi. Consult with both experienced teachers and college tutors on difficulties related to subject matter as well as methodologies.
- vii. Always make coherence when planning, starting from the syllabus, scheme, lesson planning on each day and recording of work done.
- viii. Establish a file for keeping all assessment records properly.
- ix. Student-teacher is expected to teach maximum of fifteen (15) periods per week or, at least seven (7) periods per week.
- x. In a case of specializing student-teachers; both specialist subjects must be allocated.
- xi. Student-teacher must be taking part in at least one (1) extra-curricular activity of the cooperating school.
- xii. Student-teacher must attend all cooperating school activities.
- xiii. Student-teacher **must not** use abusive language and corporal punishment and be engaged in any forms of abusive behaviour regarding the learners in his/her custody or in school in general.
- xiv. Stipend issued for purchase of teaching materials must be used properly.
- xv. Absence from school shall be reported timeously to the school principal.  
(Try to avoid absence from school by all means)
- xvi. A student-teacher shall be deemed out of practice if he/she misses school for more than a total of fifteen (15) working days (3 weeks).

## **B. CONDUCT**

Student-teacher is regarded as a professional, guided by the following conduct: NOTE: The college rules and regulations still apply since you are still a student.

- i. Always maintain the spirit of cooperation,
- ii. Be willing to volunteer by doing extra work,
- iii. Be easy to work with,

- iv. Avoid isolating yourself from other teachers,
- v. Respect other people's views, values, beliefs, etc. Even if they differ with yours.
- vi. Be neat every day and maintain an acceptable appearance,
- vii. Avoid indulging in fights, theft, drunkenness and illegal use of drugs, (*all sorts of unacceptable behaviour*).
- viii. Do not rush to report to the college when you encounter problems, follow channels respectively:
  - a. Report to the cooperating teacher,
  - b. The head of department,
  - c. The principal, and lastly;
  - d. Teaching Practice Coordinator (*if problem has not been resolved at school*).

### **C. RELATIONS**

- i. Keep good relations with the cooperating teacher, other teachers and the principal,
- ii. Establish good student-teacher relations, not intimate relationships with students,
- iii. Maintain working relations with neighbours,
- iv. Relate well with the community around you,

### **D. GENERAL ISSUES**

Other issues that should be observed by student-teachers are:

- i. Student-teacher must ensure that his/her presence in the community has been reported formally and appropriately for security purposes.
- ii. Student-teacher is bound to respect religious beliefs of learners, school teachers, senior management and auxiliary staff etc.
- iii. Student-teacher is also expected to respect and participate in practicing school's religious activities.

- iv. Student-teacher should participate in community activities that are observed by cooperating school.
- v. Student-teacher must not be engaged in collecting and keeping any monies for the school and its activities.
- vi. Student-teacher shall not in any way change his/her placement school without permission of Teaching Practice Office.

## **2. DRESS CODE FOR STUDENT-TEACHERS**

Lesotho College of Education (LCE) is a teacher training college with emphasis on business and professional presentation of its student-teachers. It also realizes and values the public's perception of the role of its products (student-teachers) as mentors and models for learners. The college has therefore designed student-teachers' dress code to guide the student-teachers and to help their mentors on the college standards of dress and appearance. The dress code will apply to all student-teachers and all are required to comply with the principles of the dress code.

### **2.1 Objectives of The Dress Code**

The dress code is necessary in order to:

- 2.1.1 Present a decent and professional image, thereby promoting student-teachers and college value.
- 2.1.2 Help student-teachers portray cooperate professional image to students, colleagues, other clients of the college and community.

### **2.2 Dress Code**

#### **2.2.1 Acceptable Student-Teacher Dress Code**

- All student-teachers shall be clean and orderly,
- Student-teachers should dress in a manner that does not hinder the free movement around the learners,
- Clothes should be neat, ironed and mended,

- Shoes should be well polished and cleaned. All student-teachers should be dressed in accordingly suitable clothes for the job to be done e.g. gardening attire, physical health education attire, etc.
- In schools where lady students-teachers are allowed to wear trousers. Only formal trousers shall be worn. In such cases the shirt, blouse or jacket should be an over garment that covers the loins,
- Male student-teachers are required to wear formal trousers with tucked-in shirts. The trouser should be well fastened with a belt,
- Lady student-teacher's hair should be dressed well, tidy, neat and well cared for,
- Male student-teachers' hair should be clean and kept short if not completely removed.

### **2.2.2 Unacceptable Dress Code**

Unless it is part of the requirements of the school or occasion, the following items of clothing are examples of unacceptable clothing during classroom teaching:

- Casual trousers
  - Jean trousers and jean skirts,
  - tracksuits,
  - casual sports T-shirts,
  - leisure shorts,
  - combat trousers,
  - sweatshirts,
  - caps/hats,
  - Overly tight or revealing clothes, including mini-skirts, low cut tops or those revealing the midriff,
  - Tekkies,
  - training shoes,
  - pump shoes,

- plastic flip-flops,
- Push-ins for males,
- Torn clothing,
- Very big earrings that become a noise to the class for lady student-teachers,
- Earrings for male student-teachers,
- Tattoos.

### **3. COLLEGE REGULATIONS FOR STUDENT-TEACHERS**

The regulations refer to the requirements and the conduct of student-teachers and the procedures to be followed during the Teaching Practice period. These regulations are clearly spelt out in the Lesotho College of Education Students Regulations.

- 3.1 A student who is prevented by illness or other sufficient cause to finish internship shall report to the office of the Registrar/TPC. A parent, guardian or Student Welfare Office may report the matter on behalf of a student where a student is unable to do so personally.
- 3.2 At the end of the year, a student could fail but qualify to repeat a course if he/she fails Teaching Practice.
- 3.3 In the case of absence from the school (TP) due to ill health, the candidate (or someone acting on his/her behalf) must submit a valid medical certificate to the school principal, TP office and Registrar's office within a period not exceeding a week. In order to be counted as relevant, a medical certificate must relate to the period referred to. Evidence of illness shall not normally be considered unless substantiated by a valid medical certificate.
- 3.4 During the internship year, all students are expected to be at their allocated schools at all times. Permission for absence from duties must be obtained from authorized school offices/officers. A student who absents himself/herself from the school for more than three weeks (15) days in any semester shall be required to repeat the semester before proceeding to the next year of study.



#### **4. CLINICAL SUPERVISION**

The College Tutors and Cooperating Teachers shall go through all the stages of clinical supervision for observing student-teachers' lesson presentation for student-teachers' advice or assessment.

- Helping relationship to improve performance,
- Face-to-face interaction,
- Two-way communication

##### **4.1 Pre-observation Conference**

- Establish rapport with a client (student-teacher).
- Ask the client about what he/she has planned or what he/she intends to do in relation to constructing a lesson plan among other things.
- Check what he/she has done and then discuss and agree on what will be major emphasis in a process of conducting a lesson during observation stage.

##### **4.2 Observation Stage**

- A client (student-teacher) conducts a lesson,
- An observer (a supervisor) observes and records what is going on with emphasis on what was agreed upon. His/her observation behaviour should help keep to the minimum, threats to learners,
- The observer uses an instrument that will help record what will be happening in the classroom.

##### **4.3 Analysis of Data and Formulation of Strategies for Sharing Information**

- Use the data to pick-up main points for discussion,
- Decide on how you will initiate discussion about observation data,

#### 4.4 Post-Observation Conference

- Involve the client in relating what went on in the classroom, and to discuss classroom activities/performance,
- Provide feedback: spell-out strengths that were realized in the classroom to encourage the client to keep up; and discuss areas that may need attention for improvement.

#### 4.5 Self-Reflection on Supervisory Behaviour

- Reflect what you have done to support client's learning,
- Check if there were supervisor's behaviour that should be avoided,
- Decide on how best the client should be supported to do even better.

### 5. LESSON PLANNING

Student-teachers shall use different LCE lesson plan formats appropriately:

#### 5.1 Lesson Plan Format (A)

##### LCE LESSON PLAN FORMAT (A)

**Class:** .....

**Subject:** .....

**Topic:** .....

**Sub-topic:** .....

**Class Size:** .....

**Duration:** .....

**Date:** .....

#### **OBJECTIVES:**

At the end of a lesson, learners should be able to:

- .....
- .....
- .....

#### **Teaching (Learning) resources / material / aids:**

- .....
- .....

c. ....

**Teaching Methods / Strategies:**

a. ....

b. ....

c. ....

**Introduction:**

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

**Link-in-statement:**

.....

**Development:**

Stage	Content Level	Teachers' Activities	Learners' Activities	Assessment per Stage	Conclusion per Stage	Estimated Time
1						
2						
3						

**Lesson Conclusion;**

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

**Lesson Assessment:** (*questions asked or activities given to check if the lesson has been successful*)

a. ....

b. ....

c. ....

**Evaluation / Comments:** (*written only after the lesson has been taught*)

.....  
.....

## 5.2 Explanation of Lesson Plan Format (A)

The following gives a brief explanation of each part of the lesson plan and what is expected. Departments will provide sample lesson plans to illustrate how the plan is applied in various subjects. Based on your own experience and personal preference, you may exercise some flexibility in using the plan.

**Class:** grade level

**Subject:** write the name of the subject that is indicated on the syllabus,

**Topic:** broad syllabus topic

**Sub-Topic:** it should be a lesson topic

**Class:** in planning, teachers are expected to consider the level to be taught,

**Class Size:** this is important to consider when writing objectives and selecting appropriate methods and teaching materials.

**Objectives:** stating your objectives clearly makes it easier to select appropriate teaching methods to accomplish them, and to evaluate the extent to which learners exhibit the desired behaviour. Lesson Plan objectives begin with:

By the end of the lesson, learners should be able to:

- i. ....
- ii. ....
- iii. ....

This will help you to be sure that the objective is something .....

- Achieved by learners not the teacher,

- Which identifies the learners' behaviour,
- That clearly specifies the topic at which the behaviour is directed,
- Resulting from the learning experience and not the experience itself.

**Methods:** Select appropriate methods relevant to the objectives.

**Teaching / Learning Materials:** Listing materials here will remind teachers of all items they will need when conducting the lesson. In selecting materials, you should consider:

- Class
- Class size
- Objectives
- Teaching methods
- Appeal to as many senses as possible.

NB. Chalkboard and its accessories should not be listed.

**INTRODUCTION:** It is important to vary the way in which lessons are introduced. The introduction may serve a number of purposes, including the following:

- Arouse learners' interest in the lesson through the use of a display of pictures, maps or other materials, a controversial statement, question or puzzle.
- Review and call to mind previous knowledge from a previous lesson or from learners' experience to provide a smooth transition from the known to unknown.
- Establish 'readiness' that is, to put the learners in the right frame of mind for the lesson, and relevance, a reason for learning the lesson.

**LINK-IN / LEAD-IN STATEMENT:** (optional). This is a statement that connects introduction with development of the lesson. Its purpose is to specify what the lesson is intended to achieve. If the lesson is introduced by following the last bullet above, the lead-in statement may not be necessary, that is why it is said to be optional.

**DEVELOPMENT:** This part of the lesson plans where actual teaching and learning of new concepts take place. It is therefore important for the development to be laid-out in logically, sequential stages/steps, which clearly illustrate teacher activities and learners' activities. The lesson should be learner-centered and develop various ways of reaching objectives and indicate expected behaviours fully.

**Content:** It is important to specify content to be addressed at every stage of the lesson. This is achieved by breaking the lesson topic into smaller chewable bits.

**Teacher's Activities:** Here the teacher points out specific activities to engage in, thus to clarify concept to the learners at each stage/step in a variety of ways.

**Learners' Activities:** This is the part of the Development of a lesson plan where the teacher puts in the activities' responses expected from his/her learners as a sign that they have followed the clarification of a concept.

**Stage Assessment:** After both the teacher and learner's activities, before moving to the next stage/step, the teacher needs to find out the extent to which the content for each stage/step has been grasped. Various ways can be employed to achieve this, based on the lesson objectives.

**Stage Conclusion:** It is essential that the main points for each stage/step are highlighted and reiterated. The teacher leads the learners in repeating the main points before introducing them to the next stage/step.

**LESSON CONCLUSION:** It is a summary of main points of the entire lesson and serves to relate the different stages/steps of the development into a cohesive whole.

**LESSON ASSESMENT:** It is important for learners to receive feedback in order to determine their level of performance. This is the assessment of the entire lesson; it is meant to reflect whether lesson objectives have been achieved.

**EVALUATION / COMMENTS:** This space provides teachers, the opportunity for self-evaluation about the lesson. This section can only be completed once the lesson has been taught, for example, what well, what needs to be improved upon, indicating how can this be accomplished;

what do you want to remember when you present this lesson again, could this learning be integrated with lessons in other subjects.

## 6. PLANNING FOR TEST WRITING

### LCE LESSON PLAN FORMAT – FOR TEST (B)

**Grade** ..... **Learning Area:**.....

**Concepts:** ..... **Class Size:** ..... ..

**Duration:** .....

**Date:** .....

#### **OBJECTIVES:**

The test aims to assess learners' understanding of:

- i. ....
- ii. ....
- iii. ....

**MATERIALS:** (list all items that will be required for test writing)

**INTRODUCTION:** (show test instructions)

#### **DEVELOPMENT**

<b>TEACHER'S ACTIVITIES</b>	<b>LEARNERS' ACTIVITIES</b>
Distribute question papers to learners	Answer test questions on the scripts or drawing paper.
Instruct learners to start writing / drawing	
Invigilate learners	
Collect test scripts for marking	

#### **ASSESSMENT:**

- Attach test question paper or write questions,
- Attach a marking guide for the test.

**EVALUATION / COMMENTS:** **Evaluation / Comments:** (it is delayed until marking has been completed)

.....  
.....

## 7. PLANNING REVISION LESSON

### LCE LESSON PLAN FORMAT – FOR REVISION (C)

**Grade:**..... **Learning Area** .....

**Concepts:**..... **Class Size:** .....

**Duration:** .....

**Date:** .....

**OBJECTIVES:** *(for the concepts to be revised)*

At the end of a lesson, learners should be able to:

- i. ....
- ii. ....
- iii. ....

**Teaching (Learning) resources / material / aids:**

- a. ....
- b. ....
- c. ....

**Teaching Methods / Strategies:**

- a. ....
- b. ....
- c. ....

**Introduction:**

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



**Link-in-statement:**

.....

**Development:**

Activity Content	Teachers' Activities	Learners' Activities	Assessment criteria

**Lesson Conclusion.**

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

**Lesson Assessment:** *(questions asked or activities given to check if the lesson has been successful)*

- a. ....
- b. ....
- c. ....

**Evaluation / Comments:** *(written only after the lesson has been taught)*

.....  
.....

## 8. LESSON PLANNING FOR GRADES 1 - 4

### LCE LESSON PLAN FORMAT – GRADES 1 - 4 (D)

**Learning Outcomes:** ..... **Concepts:** .....

**Grade:** ..... **Class Size:** ..... **Date:** .....

#### **OBJECTIVES:**

By the end of the day, learners should have begun to:  
should be able to:

By the end of the day, learners

- i. ....
- ii. ....
- iii. ....

- i. ....
- ii. ....
- iii. ....

#### **Development:**

<b>Start Time Duration</b>	<b>Activity Content</b>	<b>Teaching Materials</b>	<b>Teaching Methods</b>	<b>Teacher's Activities Stage / Step NB.Include on-going assessment through- out development.</b>	<b>Learners' Activities</b>	<b>Assessment Criteria</b>	<b>Assessment Method (how to assess)</b>
Start Time				<b>Sesotho (W)</b> Introduction/link Lead-in-Statement, Development: - - Conclusion			
Start Time				<b>English (W)</b> Introduction/link Lead-in-Statement, Development: - - Conclusion			
Start time				<b>Numeracy (W)</b> Introduction/link Lead-in-Statement,			

				Development: - - Conclusion			
Start Time				<b>Physical Activity</b> (significant exercises)			

**NB.** Include at least 40 minutes from numeracy window, 30 minutes from Sesotho Window, and 30 minutes from English Window.

**Evaluation / Comments:** *(written only after the lesson has been taught)*

.....  
.....

## 9. LESSON PLANNING FOR UPPER GRADES

### LCE LESSON PLAN FORMAT – UPPER GRADES → (E)

**Learning Area:** ..... **Concepts:**.....

**Date:** ..... **Time:** ..... **Duration:** .....

**Grade:** ..... **Class Size:** .....

#### **OBJECTIVES:**

By the end of the lesson, learners should have begun to: By the end of the lesson, learners should be able to:

- |          |          |
|----------|----------|
| i. ....  | i. ....  |
| ii. .... | ii. .... |

Teaching methods .....

Teaching Materials: .....

Introduction: .....

.....

### Development:

<b>Activity Content</b> Formulated from the lesson Objectives	<b>Teacher's Activities</b>	<b>Learners' Activities</b>	<b>Assessment Criteria</b> (assess learners' ability in performing certain skills, based on lesson objectives )	<b>Assessment Methods</b> (how to assess) E.g. oral questions, quiz, topic Test etc.

**Conclusion** ( write points of emphasis here)

.....  
.....

**Lesson assessment** (write questions based on lesson objectives as well as their answers)

.....

**Evaluation / Comments** (Only written after the lesson has been taught)

.....  
.....

## 10. SCHEME AND RECORD OF WORK

The scheme of work is a planned programme of teaching for a stipulated period of time, e.g. a quarter in any subject from the syllabus. It shows a list of topics planned in a logical and sequential order along with:

- The time that each topic will take,
- The proposed methods of teaching to be used for each topic,
- The resources needed to teach each topic, and
- The way each topic will be evaluated.

### 10.1 Why Scheme?

It is important to know well ahead what one is going to teach. The scheme of work will help the teacher to:

- Organize appropriate materials, methods, activities,
- Find topics from other subjects which can be integrated,
- Follow the timetable,
- Avoid duplication of efforts and wandering away from the syllabus,
- Provide reference in the future, and
- Get direction.

## **10.2 When to Scheme**

The scheme must be prepared well in advance, before the beginning of a quarter. If the scheme book is not available, teachers should improvise i.e. use an exercise book.

## **10.3 How to Make Scheme of Work**

- One must study the syllabus thoroughly in order to know the contents one has to teach.
- One must know what one's pupils have learned from the previous class and what they should learn in the present class.
- Select the topic from the syllabus and break it into sub-topics to be taught in that quarter.

Find the following with each topic or sub-topic:

Why is it learned?	OBJECTIVE
When is it to be learned?	TIME
How is it to be learned?	METHOD
What is to be learned?	CONTENT
How to get feedback?	EVALUATION

- Include periods for revision and test,
- Include the work which was planned but was not done in the previous quarter/class,
- Use a separate scheme book for each standard, and a different page for each subject.

#### **10.4 Use Useful Hints**

It does not sound reasonable and useful for the scheme of work to be the same, year after year, schemes can always be improved. So, for each year, consult the previous year's scheme for the class, and make use of experience gained in the past. Make notes against your weekly schemes as the year proceeds, indicating sections that have proved too long to cover in the time allocated, where the ground has been covered within the stipulated time or where the given time was more than necessary. The following year you can re-arrange the material to remedy the defects.

#### **10.5 Conclusion**

Having answered the question what, when and how in drawing the scheme of work, one has a strong belief that teachers will develop positive attitudes towards scheming. They will no longer deceive themselves and the authorities. They will employ all methods, techniques and strategies which will make them better teachers.

### **11. FROM SCHEME OF WORK AND DAILY LESSON PLANS COMES THE RECORD OF WORK**

#### **11.1 What is recording?**

A record of work is a written statement taken from the information imparted to the pupils during the course of the week for each subject. It is written very briefly and clearly indication what has been taught.

#### **11.2 Why do we record?**

It helps the teacher to know how much she/he has covered during the course of the week, month, quarter and year.

- It helps the teacher to construct test items,
- It helps the new teacher taking over.

### **11.3 When do we record?**

It is best to record at the end of the week especially on Friday when the work is still fresh in one's mind.

### **11.4 How to record**

Take the main points of the lesson and put them briefly but clearly giving examples e.g. Ethnic groups and where they come from.

### **11.5 What should be in the remarks column?**

In order to fill this column, the teacher should answer the question: have I been successful in teaching this topic? If the answer is yes: how? If the answer is no: why?

- Also include suggestions

## **12. SCHEME AND RECORD OF WORK BOOK**

### **12.1 Scheme of Work Book for Secondary and High Schools**

#### **SCHEME OF WORK**

Academic Year ..... Quarter:.... Class: ..... Subject: .....

<b>TOPIC / SUB-TOPIC</b>	<b>No. of Periods</b>	<b>Suitable teaching methods</b>	<b>Teaching resources / materials</b>	<b>Assessment</b>

### **12.2 Record of Work Done Book for Secondary and High Schools**

## RECORD OF WORK DONE

Academic Year ..... Quarter ..... Class: ..... Subject: .....

Week Beginning	Work Done	Number of Lessons	Resources	Remarks
1.				
2.				
3.				
4.				
5.				

## 13. SCHEME AND RECORD OF WORKBOOK FOR INTEGRATED CURRICULUM

### 13.1 Scheme of Workbook for Integrated Syllabus

#### SCHEME OF WORK

Academic Year .....Grade: .....Learning Area: .....

Week Beginning	IP LOs to be covered	Concepts/s kills	No. of Periods (estimated)	Teaching Methods	Teaching Resources / Materials
1.					
2.					
3.					
4.					
5.					



### 13.2 Record of Work Done Book for Integrated Syllabus

#### RECORD OF WORK DONE

Academic Year ..... Quarter.....Grade: .....Learning Area: .....

Week Beginning	Work Done	Actual Number of Lessons	Teaching Materials/Aids	Teacher's Comments
1.	LOs, Concepts, skills			
2.				
3.				
4.				

### 14. SELF-EVALUATION FOR STUDENT-TEACHERS

#### 14.1 Purpose of Self-Evaluation

In preparation for lesson observation by cooperating teachers and college tutors, and also to monitor progress in mastering teaching, student-teachers are provided with self-evaluation form which should be filled periodically after a lesson has been taught.

This form will not be used for assessment purposes; hence student-teachers are advised to be genuine to them. The college tutor or school principal may sometimes request to observe the form only to check if student-teacher is fulfilling his/her obligation. The form may also be requested, should the student-teacher encounter serious academic problems which require special attention.

**LESOTHO COLLEGE OF EDUCATION**

**TEACHING PRACTICE**

**SELF-EVALUATION FORM**

**Student-teacher:** ..... **Student Number:** .....

**Date:** ..... **Time:** ..... **Duration:** .....

**Grade:** ..... **Class Size:** ..... **Learning Area:** .....

At the end of the lesson, before you forget how the lesson went, complete your evaluation, below are a list of questions which may assist you in your evaluation. You should evaluate a minimum of one lesson daily. “Yes” or “No” is not enough, elaborate and explain briefly:

**GUIDING QUESTIONS**

1. Were the objectives achieved?

.....  
.....

2. How did you assist in creating a learning environment?

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

3. Were there some indications that the pupils were learning, that is did they show some interest by participating in whatever manner?

.....  
.....

4. What content was covered?

- .....  
.....
5. Did you vary questions, i.e., mixing high order and low order questions?  
.....  
.....
6. Did you distribute your questions to the whole class without ignoring other learners?  
.....  
.....
7. Did the lesson flow well?  
.....  
.....
8. Were the learners kept busy and encouraged the think?  
.....  
.....  
.....
9. Were there some problems in achieving objectives?  
.....  
.....  
.....
10. Were there some problems in class control?  
.....  
.....  
.....
11. What improvements could be incorporated if the lesson was to be taught again?

.....  
.....  
.....  
**LESSON OBSERVATIONS FORMS.**

**14.2 Use of the Instrument.**

Lesotho College of Education has designed an instrument that shall be used to measure performance of student-teachers **WHEN TEACHING** during Teaching Practice period, Teaching Practice Preparation period or Micro Teaching sessions.

- As mentioned in the third bullet of 4.2, *“The observer uses an instrument that will help record what will be happening in the classroom”*.
- This instrument should be used by Cooperating Teachers and LCE visiting Tutors; it may also be used by the School Principals if they conduct class observations.
- This instrument should be filled in duplicate, of which the student-teacher must be given the original copy which shall be helpful to him/her as it bears advisory comments from the observer.
- This instrument shall be used as a valid record of Student-teacher’s assessment; therefore, the original copy should be safely filed by the student-teacher.
- This instrument shall be used as a valid record of Student-teacher’s assessment; therefore, the duplicate copy held by the Tutor must be returned to the Team Leader, who shall compile all visit records and return to the Teaching Practice Office.
- This instrument shall be used as a valid record of Student-teacher’s assessment; therefore, the duplicate copy held by Cooperating Teacher shall be submitted to the office of HOD or Principal.

- This instrument shall **only** be filled during the lesson and the observer's views in awarding marks should be genuine.
  
- In a case of specializing Student-teachers, there should be a balance of subjects in observations.
  
- Completed Lesson Observation forms (*observed by Cooperating Teachers*) and Principal's Assessment forms shall be collected at Principal's office by the student-teacher; and must be submitted to the Teaching Practice Office at Maseru Campus or Thaba-Tseka Campus. Submission dates will be announced by Teaching Practice Office.
  
- Completed Lesson Observation forms (*observed by Cooperating Teachers*) and Principal's Assessment forms shall be submitted in a presentable manner, i.e., in an A4 envelope marked.
  
- The marks from the assessment forms from the TP school shall contribute to the final assessment of the student-teacher in the teaching practice office.

# Lesotho College of Education

## Teaching Practice Assessment Form



Name: \_\_\_\_\_ Programme: \_\_\_\_\_

Student Number: \_\_\_\_\_ School: \_\_\_\_\_

Site: \_\_\_\_\_ Date: \_\_\_\_\_

### LESSON PREPARATION PLAN 50

#### Indication of:

Subject  1 Topic  1 Subtopic  1 Class  1 Class size  1 Lesson Duration  1 Date  2

#### Are the objectives

Specific  1 Measurable  1 Achievable  1 Realistic  1 Time-bound  1

Comments \_\_\_\_\_

Teaching methods are indicated  2 Teaching/learning materials are indicated  2

Introduction relevant to the lesson  3 Appropriate linkage with the scheme of work  1

Comments \_\_\_\_\_

#### Development

The lesson is logically developed and the subject matter/content clear  2 Teacher's activities helping/guiding pupils to achieve stated objectives  10

Comments \_\_\_\_\_

Pupils' activities helping them achieve lesson objectives  10 Stages and whole lesson assessment assessing/relating to lesson objectives  3

Comments \_\_\_\_\_

Stages and whole lesson conclusion  3 Whole lesson evaluation and comments  1

Comments \_\_\_\_\_

General comments on lesson preparation plan: \_\_\_\_\_

Lesson Plan subtotal:  Lesson Presentation subtotal:  Total Score:

## LESSON PRESENTATION 50

### Introduction

Activates interest of students in the lesson

   1

Comments \_\_\_\_\_

Draws a clear connection between prior knowledge and the new lesson

   2

Comments \_\_\_\_\_

### Teaching/Learning Aids

Clear and neat (well written)

   2

Comments \_\_\_\_\_

Variety and effectiveness of use for the lesson.

   3

Comments \_\_\_\_\_

### Communication skills

Teacher's voice loud enough

   1

Comments \_\_\_\_\_

Use of clear, precise and varied language (body language, movements, gestures etc.)

   4

Comments \_\_\_\_\_

### Teaching Methods & Strategies

Effectiveness of methods used

   5

Comments \_\_\_\_\_

Questioning skills: use of combination of low and high order questions, probing, and handling learner responses

   5

Comments \_\_\_\_\_

### Content

Accuracy and relevance to topic and class

   5

Comments \_\_\_\_\_

### Conclusion

Ability to emphasize the main points of the lesson.

   5

Comments \_\_\_\_\_

### Assessment

Assessing achievement of lesson objectives as planned

   5

Comments \_\_\_\_\_

### Classroom management

Pupil control, ability to identify slow learners and those with special needs; maintain pupils' attention; classroom cleanliness

   5

Comments \_\_\_\_\_

### Time management

Even distribution, spends enough time on effective activities

   4

Comments \_\_\_\_\_

### General appearance

Dressed in an acceptable manner befitting a teacher (dress code, hair style).

   3

Comments \_\_\_\_\_

General comments on lesson presentation:

---



---



---

Student's Signature

Observer's name and signature

---

## **15. PRINCIPAL'S EVALUATION FORM.**

### **15.1 Use of the Instrument.**

Lesotho College of Education has designed an instrument that shall be used to measure general performance of student-teachers during their teaching practice period, the school community shall observe the student-teacher, but only the principal will fill-in this assessment form.



# LESOTHO COLLEGE OF EDUCATION

## PRINCIPAL'S EVALUATION FORM

*(To be filled bi-annually by the Principal)*

Student Name: .....

Student Number: .....

TP School: .....

TP Site: .....

Semester:

1	2
---	---

Date: .....

***Please rate the student-teacher's semester performance by circling on a 5-point scale on each performance item.***

**I. Punctuality:**

.....  
.....

1	2	3	4	5
---	---	---	---	---

**II. Regular Attendance:**

.....  
.....

**III. Planning:**

1	2	3	4	5
---	---	---	---	---

**a) Scheming & Recording:**

.....  
.....

1	2	3	4	5
---	---	---	---	---

**b) Lesson Planning:**

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

1	2	3	4	5
---	---	---	---	---

**IV. Participation in Extra-curricular Activities:**

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

1	2	3	4	5
---	---	---	---	---

V. Personality (*Sociability, Corporation & Approachability*):

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

1	2	3	4	5
---	---	---	---	---

VI. Conduct: (*Discipline, Appearance*)

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

1	2	3	4	5
---	---	---	---	---

VII. General Comments:

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

*School Stamp*

**TOTAL**

1	2			5
			40	

Principal Name: .....

Principal's Signature: .....

## **16. COLLEGE EXPECTATIONS FOR PRINCIPALS**

- All assessment forms done by Cooperating Teachers shall be filed and kept in the principal office.
- The principal shall assess student-teachers throughout their practicing period.
- The principal shall complete the Principal's Assessment form at the end of every session,
- The principal shall communicate with Teaching Practice Office on the progress and problems concerning student-teachers.
- Assessment forms must be filled as genuine as possible.

## **17. COLLEGE EXPECTATIONS FOR COOPERATING TEACHERS**

- A Cooperating Teacher must be qualified and experienced; at least five (5) years teaching experience is expected.
- Cooperating Teacher shall be a mentor of a student-teacher attached to him/her both professionally and socially.
- Cooperating Teacher shall give a demonstration lesson before letting student-teacher start teaching, and shall subsequently, closely supervise him/her on lesson planning.
- Cooperating Teachers may do as many observations as possible as this exercise is meant to improve Student-teacher's performance in teaching; a minimum of two observations is recommended per quarter for recorded marks. Lesson observations may not be done during tests, revision or examination periods by Cooperating Teachers, only normal and well-planned lessons shall be observed by Cooperating Teachers.
- Cooperating Teacher shall discuss student-teacher's progress with college visiting tutor.
- Assessment forms must be filled as genuine as possible; lesson plan just before the lesson and lesson presentation during the lesson.

## **18. COLLEGE EXPECTATIONS FOR VISITING COLLEGE TUTORS**

- College Tutors will visit and observe student-teachers at least two (2) times per session,
- College Tutors shall report to the principal upon arrival at the school.
- College Tutor shall give students-teachers general support in host schools and assess the students' general work on top of lesson plans and lesson presentations.
- College Tutor shall discuss student-teacher's progress with college Cooperating Teacher and Principal.
- College Tutor shall represent the college to interpret college issues and attend to student-teacher's concerns upon proxy granted by Teaching Practice Coordinator,
- College Tutors shall advice student-teachers on both professional and social issues in relation to teaching practice,
- College Tutors shall observe prescribed clinical supervision when assisting student-teachers,
- College Tutors shall arrange all student-teachers' assessment forms before handing them to the Team Leader,
- College Tutors shall return all assessment forms to the Team Leader once the visit to schools is completed.
- Assessment forms must be filled as genuine as possible.

## **19. STUDENT-TEACHERS' RESPONSIBILITIES IN SCHOOLS**

- Student-teachers shall stay at school during school hours and will seek permission when there is a need to go outside the school.
- The student-teacher shall develop scheme/record of work, lesson plans and teaching materials.
- The student-teachers shall attend the classes they are allocated regularly.
- The student-teacher shall give tests and mark his/her learners' work at the teaching practice school.
- The student-teacher shall keep the record of his/her class for any work done for future reference at the school.
- The student-teacher shall participate in other school activities e.g., sports, music, assembly, study etc.
- Student-teachers shall welcome college lecturers and cooperate during TP schools visits.

- Student- teacher shall ensure he/she gets assessed by the cooperating teacher in class at TP school and shall have the portfolio (filled assessment forms, principal's evaluation form and TP report) ready for submission to TP office when required.

## **20. RESPONSIBILITIES OF TEAM LEADER**

Team Leader is one of College Tutors who are visiting student-teachers at cooperating schools, above his/her responsibilities as a tutor he/she:

- Leads and supervises all the activities on site,
- Arranges meetings where work is distributed amongst College Tutors,
- Emergencies are reported to him/her and deals with them accordingly,
- She/he is the link between Teaching Practice Office and the team,
- Ensures that assessment forms, marks record forms and attendance forms are properly filled,
- Attends to matters related to accommodation and well-being of the team,
- Collects all the forms and equipment from tutors and returns them to the Teaching Practice Office,
- Manages and authorizes college vehicle(s) on-site during the visit.
- Manages official telephonic communication for college staff on-site.