

Faculty of Education

Teaching Practicum Booklet

Academic Year: 2021-22

Course Code: EPC-1903

Course Title: Teaching Practicum 1b

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Foreword

The Teaching Practicum Booklet includes all the divisional requirements and guidelines as approved by the Education Faculty Academic Committee (FAC), and it is therefore the key reference document for all us in the Education Faculty to ensure the same standards are applied and adhered to across all HCT campuses offering the Bachelor of Education program.

The Teaching Practicum courses are the foundation of the HCT Bachelor of Education program and ensure that there is a continual emphasis on the application of knowledge and skills in school classrooms. This is in alignment with worldwide best practice and most recent research in teacher development and in turn ensures that our student teacher trainees are better prepared for the reality of the school classroom environment than most graduates.

The Teaching Practicum Booklet captures the excellence behind our applied learning approach to teacher education, preparedness and development.

I hope you find this a useful and practical resource in your day-to-day support of our student teachers whilst they are on their teaching practicums in the schools.

Dr. Philip Quirke

Executive Dean Education

Section A: Introduction to Teaching Practicum

Bachelor of Education – Program Description

The Bachelor of Education program at HCT is offered in five concentrations:

1. The Bachelor of Education (English Language Teaching in Schools) aims to produce specialist English teachers qualified to teach in UAE schools at all levels.
2. The Bachelor of Education (Primary) aims to produce graduates qualified to teach English, Mathematics and Science in the medium of English in UAE primary schools.
3. The Bachelor of Education (Early Childhood Education) aims to produce graduates with the knowledge, skills, and attributes to provide care and education for young children to an international standard in a variety of Early Childhood Education settings.
4. The Bachelor of Education (Primary Mathematics Grades 1-3) aims to produce graduates qualified to teach content specific Mathematics in UAE primary schools.
5. The Bachelor of Education (Primary Science Grades 1-3) **aims to produce graduates who have the content knowledge and specialist pedagogical skill to teach science with the recognition of the value of problem solving and inquiry to doing science.**

The HCT education programmes offer students the opportunity to join one of the most rewarding careers and an opportunity to shape the future of their country. Prepared with up-to-date knowledge of educational theory, HCT education students practice the skills they have learned at their college in actual classroom situations. This hands-on approach to learning gives students the teaching skills they need to excel in their future careers.

This booklet informs stakeholders about the expectations, policies and procedures that are designed to make teaching practice as effective and enjoyable as possible for all parties. It has also been developed to bring a level of standardization across campuses at HCT.

Roles and Responsibilities

This section acts as a guide of what is expected from each stakeholder within the Practicum placement to ensure the experience is optimally beneficial and positive for everyone.

Trainee

It is crucial that students demonstrate a high level of professionalism throughout their work placement as this is required to be a successful teacher. This obviously includes basic requirements such as full attendance and punctuality but also covers more general matters such as demonstrating a positive attitude towards teaching and learning and building effective relationships across the school. While on teaching practice, students are expected to:

- Know the location of the school before the first day of teaching practice
- Obtain a timetable from the MST and share with the MCT by no later than Day 3 of the placement
- Obtain and know relevant policies of the school and follow these accordingly
- Communicate professionally throughout the placement with all stakeholders meaning communication should be polite, truthful and demonstrate initiative (i.e. proactive)
- Be proactive in communicating queries, issues and successes with the MST and/or MCT
- Build a positive relationship with their MST, and other stakeholders as required
- Display a positive attitude towards teaching and learning, even when faced with difficulties
- Complete all assignments on time, showing growing levels of independence
- Where appropriate, get involved in the life of the school beyond the basic requirements of specified tasks such as (clubs, sports, school trips, etc. based on approval from your MST)
- Prioritize the safety and security of students in all circumstances

More specific expectations of students are set out in section B (p. 9)

Mentor College Teacher (MCT)

MCTs are often very busy during Teaching Practice as they move between a number of schools supporting and assessing their students. Within their work they are expected to complete the following tasks:

- Set up placements for all trainees by visiting schools prior to the start of teaching practice
- Meet the MSTs to go over the dates, expectations and tasks for that placement and to answer any queries they may have. Where possible, it is advisable to provide some training for teaching practice
- In Week 1, visit all their trainees to ensure the placement has been set up correctly and to address any problems which have arisen
- Complete visits throughout the placement to observe, mentor, coach and evaluate their trainees
- Encourage the trainees, taking an interest in their progress and success

- Identify any struggling trainees and follow the correct procedures to ensure she gets the support needed and this is documented
- Implement the program policies regarding teaching practice, including the required documentation
- Communicate/meet with the MST near the end of the placement to discuss the trainee's performance and record comments as part of the MCT/MST feedback (see section D for the course-specific rubric/final report)
- Liaise with stakeholders and collect their feedback on a range of aspects related to the practicum component of the course.

Mentor School Teacher (MST)

Starting Teaching Practice can be a daunting prospect for trainees so, in the first few days of the placement, the MST has an important role to play in supporting the trainee by:

- Introducing the trainee to a class in such a way that status is given
- Introducing the trainee to other teaching staff and the administrative staff
- Acquainting the trainee with the classroom routines and management techniques
- Discussing the class work which is currently being covered with the trainee in a timely way, providing a timetable & allocating classes, as appropriate
- Involving the trainee in the activities of the classroom
- Providing the trainee with a textbook and a place to work
- Orienting the trainee to the school and the facilities.
- Discussing school policies and regulations with the trainee
- Delegating appropriate responsibility and authority to the trainee
- Helping the trainee acquire background information on the students (class lists)

As MSTs work with the trainees every day they have a significant role to play in the trainees' professional development. To ensure this is maximised, MSTs are asked to:

- Record and promptly report (to the MCT) any issues of attendance, punctuality, lesson readiness and professionalism
- Remain in the classroom when the trainee is teaching
- Observe trainees teaching and give feedback, advice and encouragement on a regular basis. Before sharing their observations, MSTs are asked to discuss lessons with trainees, giving them opportunity to reflect on their performance and develop their own answers. Written feedback should be given at least once a week and oral feedback should be given daily.
- Go over lesson plans with the trainee giving advice and support

- Give appropriate freedom to the trainee in terms of how she will deliver the material
- Support & encourage trainees to get involved in the school community
- Keep general records of the trainee's progress made against the semester's competencies and share these with the MCT at the end of placement debrief
- Provide general feedback to the MCT with suggestions of how the program might be improved
- Holding trainees accountable on matters of professional, especially attendance and punctuality

School

While the MSTs will have the most contact with trainees, the whole school community can also offer support. It is requested that they do this in the following ways:

- Provide general support by cooperating with reasonable requests such as requests for curriculum documentation, textbooks, a place to work etc.
- Provide opportunity and encouragement when a trainee takes the initiative to go beyond the basic requirements of the placement for example, if she wants to do a display or organize an event. It is recognized this will occur through collaboration and for the mutual benefit of both parties.
- Ensuring trainees are not left alone when teaching a class
- Not requesting trainees to cover classes for absent teachers.

Section B: Education Practicum Courses – Information and Progression Scheme

Program Overview

The Education Practicum Course (EPC) runs for four years as a critical part of the Bachelor of Education program. The purpose of the courses is to give trainees an opportunity to apply theory and develop their teaching pedagogy based on the HCT teaching competencies. Below you will find a year-by-year overview of all Education Practicum Courses, including a brief description on length and teaching requirements. The progression chart also sets all the details of each semester's practicum courses.

Year 1: Beginning Teaching

<u>No EPC course</u>	<u>EPC 1903</u>
No EPC course available this semester	The first phase trainees complete a 10-15 practicum in Early Childhood setting . During this placement they will observe, implement and reflect upon learning highlighted in the education methodology courses. Trainees will teach a minimum of three paired or individual teaching activities to an entire class

Year 2: Emerging Teaching Phase

<u>No EPC course</u>	<u>EPC 2903</u>
No EPC course available this semester	In the final semester of the second phase of the program trainees complete a practicum over a 12-18 day period during which coursework from corresponding courses will be implemented. This takes place in a setting appropriate for their degree concentration (ECE, ELT, EMA, EPR, ESC). Building on previous placements under the guidance of the MST, trainees will plan, deliver, and reflect upon a minimum of three paired or individual complete teaching sessions with an entire class or full lessons with small groups.

Year 3: Sustained Teaching Phase

<u>EPC 3403</u>	<u>EPC 3903</u>
In the first semester of the third phase of the program trainees complete a practicum over a 15-20 day period during which coursework from corresponding courses will be implemented. This takes place in a setting appropriate for their degree concentration (ECE, ELT, EMA, EPR, ESC). Building on previous placements and with School Mentor support, trainees will plan, deliver, and reflect upon a minimum of seven complete teaching sessions with an entire class . This includes four connected sessions in which students will use formative assessment, reflection and feedback to inform future planning.	In the second semester of the third phase of the program trainees complete a practicum over a 15-20 day period during which coursework from corresponding courses will be implemented. This takes place in a setting appropriate for their degree concentration (ECE, ELT, EMA, EPR, ESC). Building on previous placements and under the guidance of the School Mentor, trainees will plan, deliver, and reflect upon a minimum of seven complete teaching sessions with an entire class . This includes four connected sessions in which students will use formative and summative assessment, reflection and feedback to inform future planning.

Year 4: Autonomous Teaching Phase

<u>EPC 4406</u>	<u>EPC 4909</u>
In the final phase of the program, trainees complete a practicum over a 25-30 day period during which coursework includes developing a Professional Development Plan and a preliminary research project from corresponding courses. This takes place in a setting appropriate for their degree concentration (ECE, ELT, EMA, EPR, ESC). Building on previous placements trainees plan, deliver, and reflect with increasing autonomy on a minimum 50% of School Mentor teaching time . This should include one full week of teaching, taking on full time responsibility of the School Mentor.	In the final phase of the program, trainees complete a practicum over a 35-40 day internship ideally in the same setting as Practicum 4a, Coursework includes developing and implementing a Professional Development Plan and a research project. Building on previous placements, trainees plan, deliver, and reflect with greater autonomy on a minimum 60% of School Mentor of teaching time . This should include two full weeks of teaching, taking on full time responsibility of the School Mentor.

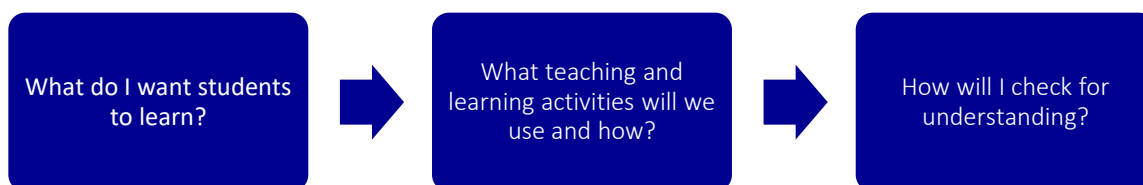
Reflection on Practice

Reflection is a vital part of teaching and is a key component of the teaching practice course as it underscores the program at HCT. One of the key course competencies is **Reflection on Practice**. Trainees will be required to reflect on all aspects of their practice during their teaching practicum. Like any part of teaching, this should be based on sound educational theory that will be a key component of each practicum course. The College Mentors will ensure that trainees have the proper theoretical background to lead them through the reflection process throughout each year of the program. The College Mentor will teach trainees how to organize and reflect on many aspects of teaching, student learning, and wider educational matters which lead to improvement and development of trainees' own pedagogy. Reflection is important as it focuses thinking on aspects of teaching allowing trainees to deconstruct the dynamics at play in both successful and less successful performances. This process leads to greater insight which then leads to learning and skill development.

Planning as Part of Practice

Planning is an essential part of teaching and a basic course requirement. A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. While not all lesson plans look alike, there are certain important components to each. A successful lesson plan includes these three overall components:

- Learning objectives
- Teaching/Learning Activities
- Strategies to check student understanding



Trainees plan according to the course requirements of their semester. As they progress through the program, the depth and expectations for planning will increase so more detail will be required and a wider range of activities included. College Mentors will provide trainees with a lesson plan template, or required components for lesson plans, which will correspond to the requirements of that semester (Appendix 1). These must be used. The minimum requirement will be that each trainee provides a plan for the School Mentor and College Mentors before they teach a lesson.

Teaching Competencies

The heart of the practicum courses at HCT are the teaching competencies (p. 13). These teaching competencies provide the basis for College Mentors to plan and instruct trainees on teaching and to formulate assessments for trainees. These competencies are designed to lead trainees through the key aspects of teaching in a developmental way to ensure they graduate with a solid theoretical basis, which has been applied in the classroom. The six competencies at HCT are:

- Professional Dispositions
- Planning for Teaching and Learning.
- Managing Teaching and Learning.
- Implementing Learning.
- Assessing Learning.
- Reflection

Each year has specific competencies under each heading, which trainees should focus on as success is dependent on achieving a competent standard in each of these. It is essential that trainees know the six competencies and understand the standards under each of these throughout their four years of study at HCT.

Section C: Mentoring

Effective mentoring plays a key role in the success of the Bachelor of Education program at HCT. Below are clear guidelines for effective mentoring, observation and assessment for the trainees, MCT and MST.

Mentoring Guidelines

Mentoring can include the roles of consulting, coaching and collaborating. Below are some general guidelines outlining the differences of these three approaches to mentoring¹. During the practicum course and mentorship process it is important that the MCT, MST, and trainee work in partnership together. The 3 C's of mentoring include:

Consulting – the sharing of knowledge and professional expertise with trainee

Consulting generally sounds like:

“A couple of approaches you might consider are...”

“Here’s what I noticed about how the children responded when you...”

“This strategy for teaching... works because...”

“An idea that has worked for other programs is...”

“In addressing issues like this, I generally do... because...”

“You may have noticed that in designing this activity I... My reasoning here was...”

Coaching – helping the trainee analyse and synthesize information and experience, and apply these to problems which are solved

Cognitive Coaching generally sounds like:

“In looking at this data, what do you notice about...”

“So, you’re wondering how this approach will work if...” “What led you to this decision?”

“How do you see this activity helping to meet your goal?”

“In other words, you think the children need...”

“How will you know if this activity worked?”

“What connections do you see between... and...?”

“It sounds like what’s important to you here is...”

Collaborating – working side by side with trainee and sharing responsibility for an activity and/or helping with possible solutions

Collaborating generally sounds like:

“Let’s think of some activities that would...”

“Here’s one idea for meeting this goal, what ideas do you have?”

“Let’s plan who will take the lead for each of these activities.”

“How might we help staff to...?” “Let’s look at this video together and see what we notice about...”

Observation

Observations are done by both the MST and MCT. For the MCT it is important to note that the primary aim of observations is not assessment but scaffolding and motivation. Additionally, these observations can either be formal (announced) or informal (unannounced). The point of the observation is to give the student feedback on the teaching competencies to identify areas for improvement and development and

¹ Qualistar Colorado, (2012), Modes of Coaching,
[https://www.qualistar.org/uploads/file/Modes%20of%20Coaching\(1\).pdf](https://www.qualistar.org/uploads/file/Modes%20of%20Coaching(1).pdf) Accessed on April, 2016.

also provide insight into areas where the trainee is progressing well in their practice. The MCT and MST will utilize the appropriate observation template (see appendix 2). The minimum number of observations for the MSTs will be set by the MCT at each individual campus based on the requirements set for each semester level.

Assessment

The MCT is responsible for the assessment of the teaching practicum in collaboration with the MST. This will be done at the end of every practicum and it will be completed based on the MCTs observations, mentoring sessions with the trainee, and feedback and observations from the MST. Trainees will be assessed on the teaching competencies utilizing their semester's rubric.

Guidelines on Managing Trainee Behaviour

Teaching Practice provides an important opportunity for trainees to develop and demonstrate a high level of professionalism. This includes compliance with basic requirements of professional behavior including attendance, punctuality, preparedness for teaching and professional communication and attitudes. Specific expectations and systems of monitoring compliance are set out below.

Specific Requirements of Professional Behavior for Trainees

- Attend school every day, for the whole day (even if the MST excuses you, unless the whole school and staff are released in which case the MCT must agree before you leave the school).
- Complete the required teaching load, taking the initiative to secure sufficient lessons and asking for support promptly if this load is not being allocated
- Be punctual and reliable, arrive 15 minutes before the school day begins (i.e. assembly) and remain at the school until all the school buses have left or the prescribed time.
- Inform your MST and MCT of your absence, prior to the day or as early as possible, and complete an absence form where if this is provided.
- Prepare a lesson plan prior to each lesson (as specified by your MCT) in the format specified by your MCT and have a plan ready should you be observed. Be flexible and adaptable to the needs of the classroom and school
- Speak and act towards students, staff and all other school stakeholders with courtesy and respect
- Demonstrate a positive attitude towards teaching and learning, even when faced with difficulties

The following flow diagrams suggest the steps, which might be followed if **absence is the issue**:

Figure 2: Student's action for non-compliance regarding absence

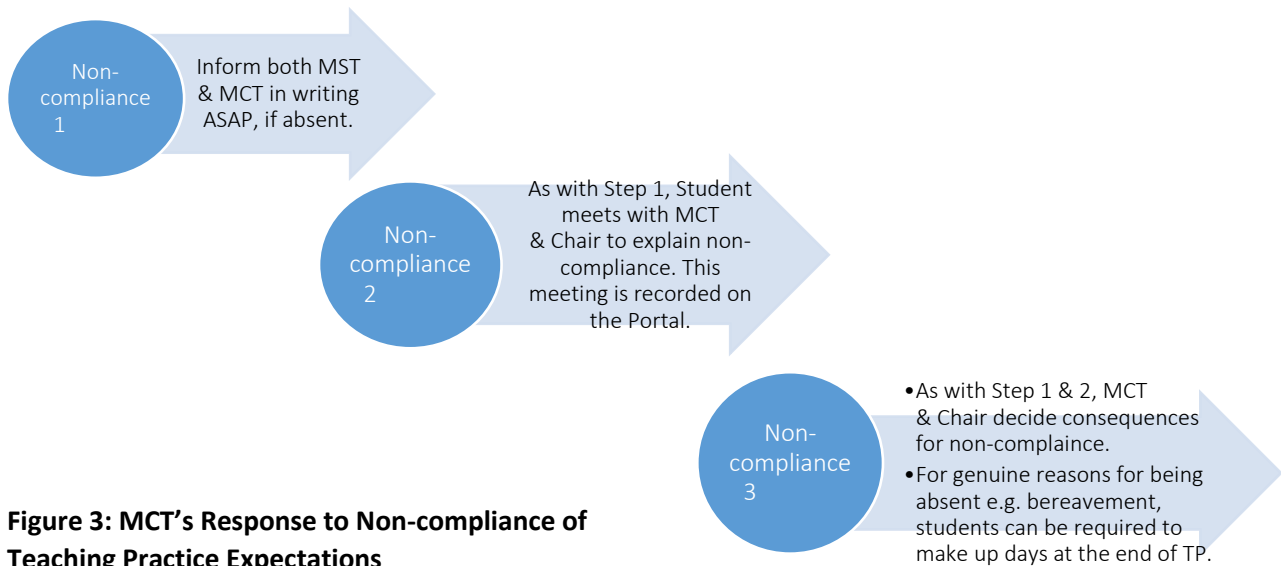
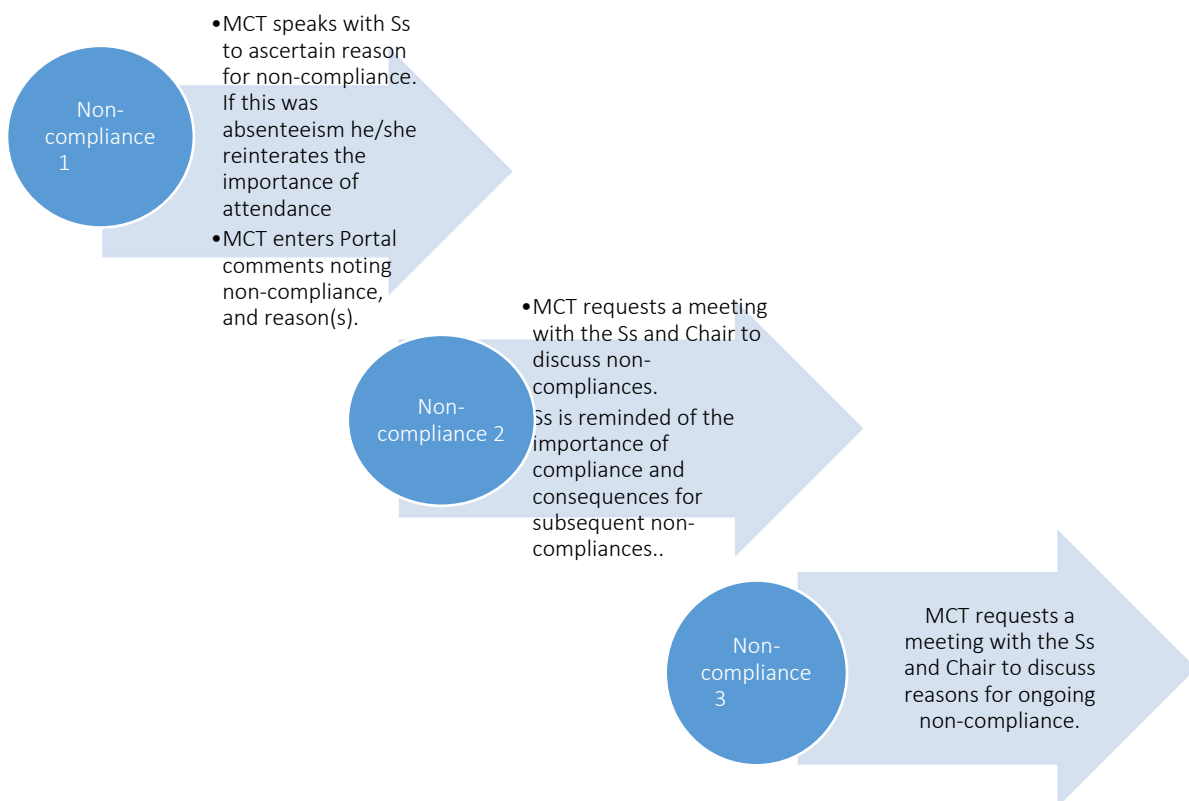


Figure 3: MCT's Response to Non-compliance of Teaching Practice Expectations



Guidelines on Managing Unsatisfactory Performance

Trainees sometimes struggle with reaching the classroom-based required course learning outcomes. If an MCT is alerted to this by the MST, or if he/she notices this, the following suggested steps-might be followed (on a case by case basis) to ensure the trainee gets both the required support. Obviously, on shorter placements there may not be time to follow each of these steps, so this process can be adapted. However, it is necessary to offer additional support and enter records of the steps taken on the portal for future faculty to refer to.

- When an MCT is concerned about performance, the issue(s) must be discussed with the trainee in a supportive but candid conversation. This discussion must result ~~of~~ an appropriate action plan which the trainee should implement. A brief record of this conversation could be entered on the portal.
- The MCT should liaise with the MST to ensure she is aware of any action plans or areas of concern and be guided in how the trainee can be supported in a relevant and consistent manner.
- Where needed, the MCT should also try to conduct additional mentoring and monitoring. If after a follow up observations, performance is still unsatisfactory, an observation with a different MCT could be arranged.

Section D: EPC-1903 – Detailed Course Requirements for Students

Aim of the Course

By the end of this course, the students should be able to:

- CLO 1 Describe teachers' school duties, responsibilities and the importance of punctuality.
- CLO 2 Identify teaching and learning materials for learning centres and learning environments.
- CLO 3 Discuss the role of classroom rules, routines, and transitions in the Early Childhood context.
- CLO 4 Explain the effective ways to time instruction in a lesson.
- CLO 5 Discuss the importance of sharing success criteria with learners.
- CLO 6 Articulate a definition, purposes and key elements of reflection.

Length of Placement

Number of weeks:	4 Weeks	Number of days per week:	5 days
First day:	Week 8	Last day:	Week 11
Total number of days:			20 days

TP Tasks

- Collect information for tasks 1 – 6

Task	
1	Professional Dispositions
2	Planning for Teaching and Learning.
3	Managing Teaching and Learning.
4	Implementing Learning.
5	Assessing Learning.
6	Reflection

Task 1: Professional Dispositions

CLO 1: Describe teachers' school duties, responsibility and the importance of punctuality.

Competency: Professional Dispositions

Focus Area: Responsibility, school duties and punctuality

Instructions: Interview your MST and speak to relevant staff in the school to collect the following information and reflect on how school and student life is impacted.

TASK DESCRIPTION

Description: For this task, you will need to arrange For an interview with your MST at a convenient time for her. You will need to provide evidence of the below parts:

Part 1 - School name, location, school type, and school stage; Principal's name; Teachers' start and finish time, students' start and finish time; total number of classes in each age group; facilities available (including online facilities). The below tables can help you to fill out the information needed.

Part 2 - Class for the practicum; number of children in the class; number of children identified as having SEN in this class (including the SEN need identified), other teachers of this class (and subject taught); class schedule; HCT sign in and out sheet for teaching practice.

Part 3 - Name of Mentor School Teacher; List the roles and responsibilities of the MST throughout the school day.

Part 1:

Name of school:

Location:

Principal:

Tel:

Fax:

Address:

PO Box:

Teachers' Starting Time:

Finishing Time:

Students' Starting Time:

Finishing Time:

Total number of classroom teachers in the school department:

Total number of children in the class:

Teacher/student ratio:

Number of classes in this grade level:

Part 2:

Class for this Practicum:

Mentoring Classroom Teacher:

Classroom Teaching Assistant:

Part 2:

School Nurse:

Librarian:

Resource Room Manager:

Part 3:

Name of Mentor School Teacher:

List the roles and responsibilities of the MST throughout the school day:

Reflection:

Reflect on the interview and the information gained to answer the following questions.

1. Describe teacher's school duties and responsibilities and how it affect learners.
2. Mention 3 teachers' responsibilities that you feel significant for any teacher to have.
3. Explain the importance of punctuality and how it influence teachers' profession.

Task 2: Planning for Teaching and Learning

CLO 2: *Identify teaching and learning materials for learning centres and learning environments.*

Competency: Planning for Teaching and Learning.

Focus Area: Identifying teaching and learning materials for learning centres and learning environments.

Instructions: You need to plan carefully for your teaching lessons and identify clearly the learning outcomes and recourses that you will use. Pay attention to students' engagement because you will need later to identify the most effective resources that helped students to learn and achieve the lessons outcomes.

TASK DESCRIPTION

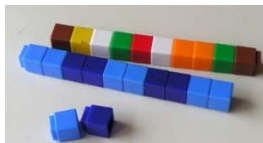
Description: After you plan and teach your lessons, you need to provide evidence of:


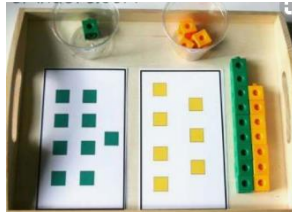



- Learning outcome for 3 different subject lessons or 2 integrated lessons.

- All resources used in the above mentioned lessons (including pictures for each stage of the lesson)
- Identify the most effective resource for engagement.
- Identify the most effective resource for students to achieve the learning outcome & suggestion for improvement.
- Identify one resource or the method of setting up the learning environment that you believe could be used to improve the lesson delivery and explain your choice.





Identify Learning Outcomes (Lesson 1)	Identify Teaching Resources Used (Lesson 2)
1.	
2.	
3.	
Identify Learning Outcomes (Lesson 1)	Identify Teaching Resources Used (Lesson 2)
1.	
2.	
3.	

You can also observe a Math or Scientific lesson to build a table as in the example below

<i>Learning Outcome, mathematical Resources, photo found in the classroom:</i>	<i>Mathematics Skill / Concept that was developed.</i>	<i>(i) Explain the learning activity (ii) Include a picture/video (without students' faces) to show the activity (iii) Evaluate the activity (using the observation form provided) using academic terminology</i>										
Compare numbers between 0-500 Unifix cubes 	Students are learning to use place value knowledge to compare numbers and write sentences: ‘(number) is [more than / less than / equal to / not equal to] Vocabulary focus: <table><tr><th>Grade 1</th><th>Grade 2</th></tr><tr><td>‘more than’</td><td>‘more than’</td></tr><tr><td>‘less than’</td><td>‘less than’</td></tr><tr><td>‘the same as’</td><td>‘equal to’</td></tr><tr><td>‘not the same as’</td><td>‘not equal to’</td></tr></table>	Grade 1	Grade 2	‘more than’	‘more than’	‘less than’	‘less than’	‘the same as’	‘equal to’	‘not the same as’	‘not equal to’	
Grade 1	Grade 2											
‘more than’	‘more than’											
‘less than’	‘less than’											
‘the same as’	‘equal to’											
‘not the same as’	‘not equal to’											

Starter	<div></div> <p>Starter: Teacher modelled to students how to identify place value (ones, tens and hundreds, and then used an online game to model the math skill comparing.</p>				
Main Activity	<p>Emerging:</p> <div></div> <p>Students compared numbers from 0-50 and then write a sentence in their notebook using the phrases.....is more than...; ...is less than...; ...is equal to...; ...is not equal to...</p> <p>Developing</p> <div></div> <p>Students had to use the signs to compare numbers from 0-100 and then write a sentence in their notebook using the phrases...</p> <table><tr><td>'more than'</td></tr><tr><td>'less than'</td></tr><tr><td>'equal to'</td></tr><tr><td>'not equal to'</td></tr></table>	'more than'	'less than'	'equal to'	'not equal to'
'more than'					
'less than'					
'equal to'					
'not equal to'					
	<p>Mastered</p> <div></div> <p>Students compared numbers using signs 0-500 and then write a sentence in their notebook using the phrases.....is more than...; ...is less than...; ...is equal to...; ...is not equal to...</p>				
Closing	<div></div> <p>Each student was given a number. Students had to:</p> <ol style="list-style-type: none">(1) Half of the class had to Find someone who had a number that was less than theirs(2) Half of the class had to find someone who had a number that was greater than theirs.				

<p><i>Learning Outcome, science resources, photo found in the classroom:</i></p>	<p><i>Science Skill / Concept that was developed.</i></p>	<p><i>Explain the learning activities.</i></p>
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<p>3PW1 Identify, describe and explain the basic behaviour of magnets</p> 	<p>Magnets are made of iron or steel and can attract other pieces of iron or steel. They do not attract any other material.</p> <p>Magnets can attract or repel each other (make them move away) depending on which way the poles are aligned.</p> <p>Magnets can attract other pieces of iron or steel through various materials (including glass and through water) depending on the materials thickness.</p> <p>We can use magnets to draw pictures on magnet boards.</p>
<p>Starter:</p>	<p>Students were introduced to the basic properties of magnets and brainstormed what they already knew about magnets.</p> 
<p>Main activity:</p>	<p>Students experimented with different magnets to identify the strength of the magnets and categorise magnets into groups (objects attracted or repelled).</p> 
<p>Closing:</p>	<p>Groups – Students chose their magnet and had magnets races. This allowed the teacher to identify if students understood the concept of strength of magnet</p> 

Reflection:

Reflect on the information gained to answer the following questions.

1. What is the importance of identifying teaching and learning materials for different learning centres?
2. Why is it significant to plan for learning outcomes and how it can help learners?
3. How can teaching and learning materials help teachers and learners in a learning environment?

Task 3: Managing Teaching and Learning

CLO 3: Discuss the role of classroom rules, routines, and transitions in the Early Childhood context.

Competency: Managing Teaching and Learning.

Focus Area: Classroom rules, routines, transitions.

Instructions: You need to have a discussion with your MST regarding the classroom rules to be made and how to incorporate these rules in the lesson and throughout the school day. You will also need to identify or create strategies that help to implement routines and transition. Pay attention to observe students' behaviour and how rules affect students learning environment.

TASK DESCRIPTION

Description: You will collect evidence of the below points:

- Classroom rules (table 3) including any rules which need to be made explicit. Provide photographs where possible.
- Opportunities to reinforce these rules through the lesson and school day.
- Strategies used to implement routines and transitions throughout the day (with photographs if possible).
- General behavioural characteristics of the children in the class, 2 behaviours that negatively affect teaching and/or learning, at least 2 reasons for these behaviours, and suggest ways to address them.

Table 3: 'Classroom Rules' Record Sheet

Classroom rules	Opportunities to reinforce these rules
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Reflection:

Reflect on the information gained to answer the following questions.

1. What is the importance of building classroom rules and how it affect students' learning?
2. Propose two best strategies that would help to reinforce rules through the lesson.

3. What is the relationship between dealing with classroom rules and Students' behaviour? Do you think that classroom rules have positive or negative influence on students' behaviours?

Task 4: Implementing Learning

CLO 4: Explain the effective ways to time instruction in a lesson.

Competency: Implementing Learning.

Focus Area: Timing of instruction - pace and flow.

Instructions: For 3 planned lessons, identify the planned time for each activity in the different stages of the lesson (opening, main activities, and closing). Observe the lesson and using a timer, record the actual time spent on the activity. Identify the factors that indicate the pacing was too slow, too fast or just right.

TASK DESCRIPTION

Description: You will collect evidence of the below points:

- The learning outcomes for three selected planned lessons.
- The activities planned for each stage (opening, main activities, and closing) of the lesson.
- The questions used for each activity and how they were matched to the learning outcomes.
- The timing for each activity: (1) planned time and (2) actual time
- The factors that indicate the pacing was too slow, too fast or just right

Lesson 1 : Title of the lesson	
Learning outcomes: 1. 2. 3.	
Opening stage: Identify the activities used: 1. 2.	Identify timing for each activity: Planned Time: Actual Time: Planned Time: Actual Time: Factor:
Main activities Questions: 1. 2.	Identify timing for each activity: Planned Time: Actual Time: Planned Time: Actual Time:

	Factors
Closing Questions:	Identify timing for each activity:
1	Planned Time: Actual Time:
2.	Planned Time: Actual Time:
	Factors:

Reflection:

Reflect on the information gained to answer the following questions.

1. Do you think it is significant to select time to teach in every stage of the lesson? Justify your answer.
2. What are some of the effective ways to time instruction in a lesson?
3. Have you faced problems in time instruction when implementing your lesson? Provide clarification for your answer.

Task 5: Assessing Learning

CLO 5: Discuss the importance of sharing success criteria with learners.

Competency: Assessing Learning.

Focus Area: Developing success criteria (Mini- rubric).










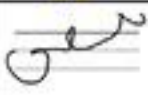
Instructions: Observe two Arabic lessons and identify the strategy used to share the learning outcomes and success criteria in the lessons. Discuss the success criteria with your MST and identify an assessment tool that allows for self-assessment.

TASK DESCRIPTION

Description : You will to collect evidence of the below points:

- Plan with your MST to have class observation for two Arabic lessons.
- Discover strategies used to share learning outcomes and success criteria for learners.
- Identify what areas your MST needs to pay attention to when building success criteria.
- Discover if there is any assessment tool developed for self-assessment.
- Build success criteria (Mind-rubric) as in the example below.

Check your work! Can you get ☆☆☆☆?

	☆	☆☆	☆☆☆	☆☆☆☆
Name		ROBERT	ROBERT	Robert
Picture				
Coloring				
Writing		of Joe	ICANPIA	I can play.

Rubric courtesy of Samantha Trezza (@samlertreza.blogspot.com)

Reflection:

Reflect on the information gained to answer the following questions.

1. Why do you think it is important to build success criteria for learners and teachers?
2. What are the criteria the teachers need to look at when building the assessments rubrics for learners?
3. Do you think that success criteria are helpful for students? Justify your answer.

Task 6: Reflection

CLO 6: Articulate a definition, purposes, and key elements of reflection.

Competency: Reflection.

Focus Area: Reflection- definition, purpose and key elements.

Instructions: On the discussion board, add 1 reflection post per week for 1 lesson, and comment on at least 3 of your classmates' comments.

- Identify a lesson
- Who is the lesson for?
- Where did the lesson take place?
- What were you trying to achieve in your lesson?
- What did the students do?
- Why do you think the students responded the way that they did?
- How well did your teaching relate to the students' prior understanding?
- How well did you engage the students?

- *Explain the nature of the experience from the students' perspective*
- *Did your lesson meet your teaching goals?*
- *How might you enhance student learning of this lesson in the future?*
- *What are the implications for your professional practice?*

TASK DESCRIPTION

Description: You will to collect evidence of the below points:

- Provide your own definition of “Reflection” and how it helps you learn.
- Mention two main purposes of applying lesson reflections.
- Take screenshots of your own participation posts in the discussion board to include them in the e-portfolio.

Reflection:

Reflect on the information gained to answer the following questions.

1. Why do you think it is important to write lesson reflections?
2. What are the keys elements for reflection?
3. Express how reflections helped you develop.

Appendix 1: Lesson Plan

Note: This can be modified depending (Student teacher to agree with teaching practice instructor from HCT).

LESSON PLAN	Subject:		
Trainee:	Topic or Theme:		
Class:	Date & Duration:		
Trainee Personal Goal 1. Choose and describe an aspect from a teaching competency that you need to work on (Goal) – I will work on.... 2. Describe what you will do to help achieve your goal (Strategies Used) – I will ... to help me. 3. Describe how you can tell if you're achieving your goal (Evidence) I know I have developed mybecause....(should be measureable)			
Lesson Focus			
Lesson Outcomes Students will be able to:			
Links to Prior Learning			
21st Century Skills			
Key vocabulary			
Possible problems for learners		Solutions to possible problems	
Resources/equipment needed			

TASKS/ACTIVITIES	
Resources & Time	Introduction

	Students will:	Teacher will:
Resources & Time	Main activities	
	Students will:	Teacher will:
Differentiation activities (Support)		
Differentiation activities (Stretch)		

Resources & Time	Plenary/Conclusion		
	Students will	Teacher will	
Homework			
Assessment Strategies:			
<input type="checkbox"/> Observation	<input type="checkbox"/> Student self-assessment	<input type="checkbox"/> Oral questioning	<input type="checkbox"/> Peer assessment
<input type="checkbox"/> Quiz	<input type="checkbox"/> Student presentation	<input type="checkbox"/> Written work and feedback	<input type="checkbox"/> Verbal feedback

Reflection:
See appendix 2 for the template (and questions) to assist.

Appendix 2: Lesson Reflection

(Completed after EVERY lesson taught)

Select (S):

Identify a lesson and what standards are you addressing

Describe (D):

Who is the lesson for?

Where did the lesson take place?

What were you trying to achieve in your lesson?

What did the students do?

Analyze (A):

Why do you think the students responded the way that they did?

How well did your teaching relate to the students' prior understanding?

How well did you engage the students?

Appraise (A):

Explain the nature of the experience from the students' perspective

Did your lesson meet your teaching goals?

Transform (T):

How might you enhance student learning of this lesson in the future?

What are the implications for your professional practice?

MCT/MST Formative Observation Report Form

Course Code		CRN	
Student Name		Student HCT ID	
Placement School		Date of Assessment	
MCT Name		MST Name	

The MST (Mentor School Teacher) and the MCT (Mentor College Teacher) will use this form to formally observe the trainee's performance and to give formative feedback based on the selected teaching competencies.

Professional Dispositions
<u>Strengths:</u> <u>Areas for improvement:</u>
Planning for Teaching & Learning
<u>Strengths:</u> <u>Areas for improvement:</u>
Managing Teaching & Learning
<u>Strengths:</u> <u>Areas for improvement:</u>
Implementing Learning
<u>Strengths:</u> <u>Areas for improvement:</u>
Assessing Learning
<u>Strengths:</u> <u>Areas for improvement:</u>
Reflection
<u>Strengths:</u> <u>Areas for improvement:</u>

Action Plan (Objectives, actions, implementation timeline, resources):

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MCT/MST Summative Teaching Practicum Assessment Rubric

Course	EPC 1903	Course CRN	
Student Name		Student HCT ID	
Placement School		Date of Assessment	
MCT Name		MST Name	

EXPLANATION OF RATINGS
<ul style="list-style-type: none"> Outstanding (A-, A) = Consistent modelling of the competency and all of the performance indicators* for each focus area
<ul style="list-style-type: none"> Exceeds Expectations (B, B+) = Consistent demonstration of the competency at a high level of performance and all or most of the performance indicators
<ul style="list-style-type: none"> Meets Expectations (C, C+, B-) = Regular and proficient demonstration of the competency and most of the performance indicators
<ul style="list-style-type: none"> Developing (D, D+, C-) = Demonstrating progress toward competency but not yet consistently proficient
<ul style="list-style-type: none"> Below Expectations (F) = Inconsistent and/or poor performance of the competency and/or one or more performance indicators
<ul style="list-style-type: none"> Unable to Observe = No opportunity to assess this competency either through direct observation or through review of teacher candidate's lesson plans or other materials.

**Performance indicators for each focus area will be added in 202120*

I. Professional Dispositions (25%)		
1.	Responsibility, school duties and punctuality NAEYC Standard (6a, 6b, 6c, 6e) TELS ECE Standard (6.1, 6.2, 8.1, 8.4)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
2.	Collaboration, positivity and organizational skills NAEYC Standard (2b, 6d) TELS ECE Standard (1.2, 1.5, 7.4)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
3.	Care, initiative and consistency of performance NAEYC Standard (6c, 6e) TELS ECE Standard (4.1, 4.2, 5.1)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
4.	Respect, contribution to collegial environment of school and professional ethics (confidentiality and fairness) NAEYC Standard (6b) TELS ECE Standard (1.1, 1.2, 1.5)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
5.	Honesty, compliance with education regulations, cultural awareness and sensitivity NAEYC Standard (1b) TELS ECE Standard (1.1, 1.4)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
6.	Integrity and professional growth NAEYC Standard (6d) TELS ECE Standard (7.2, 7.3, 8.3)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe

II. Planning for Teaching and Learning (20%)		
1.	Identify teaching and learning materials, learning centers and learning environments NAEYC Standard (5b, 5c) TELS ECE Standard (4.1)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
2.	Bloom's Revised Taxonomy and S.M.A.R.T learning outcomes (all domains) NAEYC Standard (5b) TELS ECE Standard (3.1, 3.2)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
3.	Lesson and unit planning (Developmentally and culturally appropriate), and time planning NAEYC Standard (1b, 4b, 5b) TELS ECE Standard (1.1)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
4.	Differentiation and 21st century skills NAEYC Standard (1b, 1d, 4b) TELS ECE Standard (3.2)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
5.	Integration of plans, scope and sequence NAEYC Standard (4b, 5a, 5c) TELS ECE Standard (3.1, 3.2)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
6.	Homeroom teaching NAEYC Standard (1b, 1d, 2b, 2c, 4a, 4b) TELS ECE Standard (3.1, 3.2, 4.1, 4.2, 5.1, 6.1, 6.2)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe

III. Managing Teaching and Learning (20%)		
1.	Classroom rules, routines, transitions NAEYC Standard (4a) TELS ECE Standard (5.1)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
2.	Managing the physical learning space and learning environments NAEYC Standard (4a, 4c) TELS ECE Standard (5.1)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
3.	Classroom management strategies NAEYC Standard (4a, 4b) TELS ECE Standard (5.1)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
4.	Teacher and student expectations, rights and responsibility NAEYC Standard (1b) TELS ECE Standard (5.1)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
5.	Emotional safety and learning, developing and maintaining positive student/ teacher relationships NAEYC Standard (4a) TELS ECE Standard (5.1)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
6.	Teacher presence NAEYC Standard (4a) TELS ECE Standard (5.1)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe

IV. Implementing Learning (15%)		
1.	Timing of instruction – pace and flow NAEYC Standard (4b) TELS ECE Standard (3.1)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
2.	Cooperative learning NAEYC Standard (4c) TELS ECE Standard (3.1)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
3.	Student-centered teaching strategies and techniques, use of appropriate learning technologies NAEYC Standard (1d, 4c) TELS ECE Standard (3.1)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
4.	Differentiation by process, product, content and environment NAEYC Standard (1d) TELS ECE Standard (3.1, 3.2)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
5.	Strategies to engage and motivate NAEYC Standard (4a, 4b, 4c) TELS ECE Standard (3.1, 3.2)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
6.	Understanding flexibility and adaptability for the context (reflection in action) NAEYC Standard (5c) TELS ECE Standard (3.1)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe

V. Assessing Learning (10%)		
1.	Developing success criteria (Mini- rubric) NAEYC Standard (3a) TELS ECE Standard (1.3)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
2.	Elements of constructive feedback to students (clarity, immediacy, regularity, accessibility, individualized, affirming, future-oriented, justifiable, educative) NAEYC Standard (3a) TELS ECE Standard (1.3)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
3.	Use assessment data to inform planning NAEYC Standard (3a) TELS ECE Standard (3.1)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
4.	Implementing types of assessment (including self-assessment, peer-assessment, diagnostic, formative and summative assessment), Observation techniques NAEYC Standard (3a, 3b, 3c) TELS ECE Standard (3.1)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
5.	Questioning techniques NAEYC Standard (3a, 3c) TELS ECE Standard (3.1, 3.2)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
6.	Recording evidence of learning for reporting to stakeholders NAEYC Standard (3a, 3d) TELS ECE Standard (3.3, 8.4)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe

VI. Reflection (10%)		
1.	Reflection- definition, purpose and key elements NAEYC Standard (6e) TELS ECE Standard (N/A)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
2.	Reflection models and types NAEYC Standard (6e) TELS ECE Standard (N/A)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
3.	Reflecting on teaching and learning NAEYC Standard (5c, 6e) TELS ECE Standard (7.1, 7.3)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
4.	Reflection on impact of relationships on teaching and learning NAEYC Standard (6e) TELS ECE Standard (7.1, 7.3)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
5.	Reflections on resources, physical environment, and sociocultural contexts NAEYC Standard (6e) TELS ECE Standard (7.1)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe
6.	Reflecting on dispositions, PDP development, self-improvement, and importance of education NAEYC Standard (6a, 6e) TELS ECE Standard (7.1)	<input type="checkbox"/> Outstanding (A-, A) <input type="checkbox"/> Exceeds Expectations (B, B+) <input type="checkbox"/> Meets Expectations (C, C+, B-) <input type="checkbox"/> Developing (D, D+, C-) <input type="checkbox"/> Below Expectations (F) <input type="checkbox"/> Unable to Observe