



Royal University of Bhutan



SCHOOL IMMERSION AND TEACHING PRACTICE HANDBOOK

Postgraduate Diploma in Education

Royal University of Bhutan

Samtse College of Education

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Preface

Teacher education or teacher preparation programmes form the bedrock of any sound education system. The quality of any education system is directly hinged on the effectiveness, currency, and relevance of teacher preparation. Teachers indeed can either make or break an education system. Teacher preparation needs to be more purposeful, meaningful, and aligned to the needs and demands of the actual classroom teaching realities in the school setting.

Therefore, school or field placement that enables pre-service teachers to acquire practical professional teaching experience within the teacher preparation curriculum is a critical component of any successful teacher education programme. Such practicum teaching experience provides opportunity for pre-service teacher candidates to professionally experience the rewards and wonders of teaching through professional activities such as daily lesson planning and classroom teaching; interactions with students, teachers, parents, educationists, policy makers, local government leaders and numerous other relevant stakeholders. In addition to the professional growth, the practicum experience in school also provides pre-service teachers to critically reflect on their own personal attributes and accordingly re-align their personal traits and characteristics to the professional values and demands of the teaching profession or their future teaching career.

To this end, the School Immersion and Teaching Practice (SITP) is designed to essentially engage student-teachers in developing awareness of their own strengths and weaknesses through constant observation of their classroom teaching, critical reflection and analysis of their learning as an integral part of the Postgraduate Diploma in Education (PgDE) programme at Samtse College of Education. It allows student-teachers to practically apply the theoretical content knowledge acquired in the College into practice in actual classroom situations. SITP accounts for 33% of the overall duration of time taken to complete this study programme. The quality of pre-service teachers' professional learning and growth; depth of personal insight and maturity gained; and overall success of SITP programme rests heavily on the collaborative efforts of pre-service student-teachers, mentor teachers, focal persons, school management, College and the Ministry of Education. A strong collaborative partnership between Samtse College of Education as a pre-service teacher education college, Teaching Practice schools as the implementing or collaborating partners, and Ministry of Education as the primary employer of pre-service teacher graduates is therefore, highly critical and instrumental.

Thus, this SITP Handbook is designed and developed to serve as a standard guiding document that can help the College (e.g. student-teachers and faculties); partner schools (mentor teachers, focal persons, and principals), and Ministry of Education (MoE) to have a common understanding of collective responsibilities different stakeholders have in the effective and successful implementation of SITP programme in particular and preparation of highly motivated and competent teachers in general. The Handbook presents information and guidelines on SITP structured and organised in four different phases (*viz. Phase I - School shadowing; Phase II - Guided teaching practice; Phase III - Independent teaching practice; and Phase IV - Post school experience*). The different phases are sequenced in a progressive manner to help student-teachers grow professionally from initial dependence on the support and guidance of mentor teachers to complete independence towards the later phases, where pre-service teachers develop the required level of professional confidence and competencies to handle their classroom teaching and other professional responsibilities in school without much support and assistance from mentor teachers.

This Handbook is a dynamic document that will be revised periodically to keep abreast of the evolving needs and developments in the Bhutanese school system and consequent need to change teacher preparation practices and beyond. All student-teachers must own an e-copy of the *Handbook* and carry with them all the time particularly during their SITP placement in school.

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Unit I: Introduction

1.1 Samtse College of Education

Samtse College of Education (SCE) is one of the constituent colleges of the Royal University of Bhutan (RUB). The College was established on 29th May 1968, as a Teacher Training Institute (TTI) by Late His Majesty Jigme Dorji Wangchuck in response to the need for home-groomed school teachers and teacher educators. Ever since its establishment, this premier teacher education institution has witnessed remarkable growth and development and continues to play a pivotal role in the overall development of Bhutan's education system, especially in the preparation of teachers, who carries the grit and tenacity to serve under trying conditions.

Inspired by its vision of *“a center of excellence committed to research and innovation in education”*, the college aspires to prepare teachers that are nationally rooted and globally competent. Samtse College of Education is well known for its aesthetically and intellectually amiable environment for learning, professional growth and personal development. The College provides high quality learning, teaching and research spaces to meet the needs of student-teachers, academics and researchers.

SCE embraces challenges as opportunities to look beyond to continuously explore for better, creative, and innovative practices of teaching, learning, and assessment that are an integral aspects of teacher education. It offers postgraduate, undergraduate and diploma programmes in education besides programmes in contemplative counselling and social work.

1.2 Postgraduate Diploma in Education Programme

The Postgraduate Diploma in Education (PgDE) is a fulltime 18-month programme, launched in 2020. The need to develop and offer this 18-month PgDE programme was necessitated by the change in government policy to discontinue Bachelor of Education (B.Ed) programme as part of the government's initiative to enhance the quality and standard of teachers teaching at secondary schools in the Bhutanese education system. The decision to extend the duration of the PgDE programme to 18 months was timely as the findings from the tracer study and feedback from the graduates of this programme also suggested for the need to have a longer

field teaching practice that enables the student-teachers enrolled in this programme to have more in-depth professional experience in the real school settings.

1.2.1 Aims of the Programme

The PgDE programme is anchored on the conviction that the school ethos, the curriculum, teaching, learning and assessment approaches must impart values, skills and knowledge that make school graduates confident, competent and effective communicator for the complex challenges of the 21st century. Consequently, the programme aims to prepare University graduates with professional training to teach at the higher secondary schools (Classes VII-XII). The programme also aims to produce teachers who are not only passionate, knowledgeable and skilful but are committed and possess the right attitude towards the teaching profession, and are responsive to the changing needs of the Bhutanese society and the wider world. Further, the programme will provide pedagogical competencies in teaching their specific subject of specialization, and will develop understanding of diverse learners within their classroom settings. Therefore, it is expected that upon successful completion of this programme, student-teachers will have acquired appropriate pedagogical knowledge, deepened their understanding of educational goals and development, and gained professional teaching confidence to serve as beginning teachers.

1.2.2 Learning Outcomes of the Programme

On completion of the programme, graduates will be able to:

- (i) use enduring content and pedagogical knowledge that can be applied in different teaching learning settings;
- (ii) teach the subject of specialization effectively catering to the needs of diverse learners at secondary level schools;
- (iii) design curriculum including learning and teaching methodologies and assessment models in accordance to school curricula;
- (iv) create conducive classroom environment that supports optimum learning opportunities for all type of learners;
- (v) integrate knowledge, skills and values in Bhutanese classroom contexts;

- (vi) perceive the good practices of a cyclical mechanism of educational action research that yields a maximum research-based evidence for their self-reflective professional development;
- (vii) develop sense of professionalism and passion for teaching profession;
- (viii) exhibit knowledge on theories of human development and learning process to positively respond to the psycho-social needs of adolescence;
- (ix) establish ethical relationships, and work collaboratively with colleagues and community in the school settings to achieve educational goals;
- (x) gain insights into the opportunities, challenges of education in schools in the country through the School Immersion and Teaching Practice;
- (xi) exhibit good classroom practices and experiences to time management, communication skills, and record keeping procedures that support and enhance student-teacher learning;
- (xii) display the sound knowledge of educational technology that can help them design, develop and implement ICT related multimedia instructional materials to improve their educational practices; and
- (xiii) exhibit the outlooks of professional beginning teachers in their teaching and commitment to continuous self-improvement process by participating in meaningful professional engagement, collaboration, reflective classroom practices and innovation that contribute to the renewal of their teaching profession.

1.2.3 Programme Structure

The programme is developed based on four identified areas of study as explained below:

- (i) **Professional Development Studies.** Professional modules provide knowledge and skills that are generic and relevant to all subjects. They are designed to facilitate the growth of professional knowledge and skills including research skills. More specifically, the modules provide student-teachers with an understanding of foundational disciplines required of classroom teachers.
- (ii) **Personal Development Studies.** This aspect of the study aims to facilitate student-teachers' personal growth such as basic counselling skills and techniques, effective social and communication skills that are essential prerequisites for effective teaching and positive interactions with their learners.

- (iii) **Subjects of Specialisation.** Subjects of specialisation or elective modules allow student-teachers to specialise or develop expertise in content knowledge of the subjects they will be required to teach in school upon graduation from the College. Through these modules, student-teachers acquire a variety of pedagogical competencies or teaching methods (i.e. teaching skills and strategies) that are specific to their subject of specialisation.
- (iv) **School Placement** - SITP is designed to provide student-teachers with an opportunity to practically apply educational theory in a real classroom teaching context and also gain a more holistic and well-rounded experience of shouldering the manifold roles and responsibilities teachers have to shoulder on a daily basis in school.

The semester-wise progressive arrangement of programme modules is detailed in Table 1.

Table 1: Programme Structure for the Postgraduate Diploma in Education

Year	Sem.	Modules			
I	I	PSY503 Introduction to Educational Psychology	EAS501 Educational Assessment & Evaluation	PDY501 Teaching Methods	Subject of Specialisation I
	II	FPT503 School Immersion & Teaching Practice			
II	I	CUS601 Curriculum Studies	RES603 Introduction to Educational Action Research	COU602 Introduction to Counselling and Career Education	Subject of Specialisation II
Subject of Specialisation I (offered in Semester I of Year I)			PHE501 Physics Education I		
			CHE501 Chemistry Education I		
			BIE501 Biology Education I		
			MAE501 Mathematics Education I		
			ENE501 English Education I		
			HIE501 History Education I		
			GGE501 Geography Education I		
			ECE501 Economics Education I		
			BUE501 Business & Entrepreneurship Education I		
			ACE501 Accountancy Education I		
Subject of Specialisation II (offered in Semester III of Year II)			ITE501 Information & Communication Technology Education I		
			PHE602 Physics Education II		
			CHE602 Chemistry Education II		
			BIE602 Biology Education II		
			MAE602 Mathematics Education II		
			ENE602 English Education II		

Year	Sem.	Modules
		HIE602 History Education II
		GGE602 Geography Education II
		ECE602 Economics Education II
		BUE602 Business & Entrepreneurship Education II
		ACE602 Accountancy Education II
		ITE602 Information & Communication Technology Education II

Unit II: School Immersion and Teaching Practice

2.1 Introduction

School Immersion and Teaching Practice (SITP) is one of the most important components and considered as the cornerstone of any teacher education programmes. It provides opportunities for student-teachers to gain optimal understanding of professional teaching learning processes through a gradual immersion into increased independent instructional responsibilities of classroom teaching in school. Student-teachers will be placed in the partner schools for SITP in the Autumn Semester of Year I and they will be expected to apply and practice the pedagogical knowledge and skills they have acquired during the first semester of the programme in the College.

During the entire SITP period, student-teachers will work under the close guidance and supervision of their school-based mentor and acquire a variety of professional knowledge and skills in a diverse learning environment. In addition to the guidance and support of mentor teachers in school, the supervising lecturers from the College will visit the partner schools to observe and provide timely constructive feedback to student-teachers for their improvement, monitor the progress of documenting their lesson plans, writing of analysis reports and SITP journals. The supervising lecturers during the visit to the partner schools will also conduct joint evaluation of student-teacher's performance for a minimum of two times during the SITP. SITP is also expected to provide student-teachers with a more holistic school experience, which may include engaging them in the wider school community through extra co-curricular activities and other initiatives taken for the overall development of the school as a learning community.

2.2 General Aims & Objectives

SITP aims to provide student-teachers with an opportunity to apply and practice principles of teaching and learning in the real classroom settings, and develop the professional attitudes and qualities expected of a beginning teacher. It will enable them to develop an understanding of pupils and respond appropriately to diverse needs, interest and capacities. SITP will also provide insights into how a school operates as a miniature society including its vision, goals, policies and practices. Further, it will provide an opportunity to meet the expectations of

becoming a successful beginning teacher as mandated by the Bhutan Professional Standards for Teachers (BPST).

2.3 Learning Outcomes

On completion of SITP, student-teachers will be able to:

- exhibit an understanding of learning styles, interests, multiple intelligence and ways to cater to needs of diverse learners;
- apply pedagogical theories and approaches learned in the College into a real classroom teaching context in school;
- employ diverse teaching skills, strategies, learning materials and educational technology to create a meaningful learning environment;
- show the mastery of the pedagogical knowledge to teach classes VII to XII;
- apply a variety of formative and summative assessment tools and techniques to provide feedback on students' learning and to inform teaching processes;
- engage professionally with colleagues, teachers, mentors, supervising lecturers and school community;
- participate actively in various school activities to enhance academic leadership skills;
- evaluate his/her own classroom teaching practices for continuous professional growth and development;
- recognise the school as a social and cultural institution addressing local educational needs;
- show an understanding of the school's visions, goals, policies and practices; and
- create safe and conducive learning environments for learners.

2.4 Learning and Teaching Approaches

Phases & Timeline		Approaches	Hours per week	Total credit hours
School Shadowing	Contact ¹	- Consultation - Discussion		

¹ Contact here refers to student-teacher's direct consultation with mentors and supervising lecturers

Phases & Timeline		Approaches	Hours per week	Total credit hours
(2 weeks)		- Evaluation	6	90
	Independent	- Observation - Familiarisation - Reflection		
Guided Teaching Practice (6 weeks)	Contact	- Lesson planning - Pre-conference - Practice classroom teaching - Post conference	14	210
	Independent	- Self-analysis - Written reflection		
Independent Teaching Practice (7 weeks)	Contact	- Lesson planning - Classroom teaching - Seminar/conference	14	210
	Independent	- Written reflection - Self-analysis		
Post School Experience (3 weeks)	Independent	- SITP reflection write up - Completion of all assigned teaching learning tasks	6	90
		Total	40	600

2.5 General Guidelines

The general guidelines on SITP for student-teachers, mentors, focal persons, school principals and supervising lecturers are as follow:

- 2.5.1 The partnership between SCE and partner schools is of paramount importance for the success of SITP. The partnership should be a long-term investment in a relationship that is mutually beneficial to partner schools and SCE as a teacher education college.
- 2.5.2 The College will make a pre-visit to partner schools to confirm the identification of mentors, clarify the role of the school and school principal, optimum number of student-teachers to be placed in a school and the classes that the mentor is teaching.
- 2.5.3 The Field Placement Unit (FPU) will prepare a planned schedule indicating the class and subjects that student-teachers are expected to teach before the student-teachers are placed in school for SITP.
- 2.5.4 During SITP, each student-teacher will be attached to a mentor and will follow the teaching time table of the mentor.
- 2.5.5 The mentor will guide and supervise the student-teacher during the entire SITP.
- 2.5.6 The College will provide regular professional development workshops for 2-3 days on mentoring to facilitate effective guidance and supervision of student-teachers during SITP in school.
- 2.5.7 Faculty members with appropriate teaching experience and proven professional competence will be identified as supervising lecturers to guide and supervise students during SITP.
- 2.5.8 The supervising lecturers will make two rounds of observation and evaluation during the entire SITP process.
- 2.5.9 Both the supervising lecturer and mentor will jointly evaluate the classroom teaching of the student-teachers.
- 2.5.10 The supervising lecturer and mentor will provide constructive feedback and ensure continuous professional support to the student-teacher.
- 2.5.11 The final grading of student-teacher's performance shall be done jointly by the supervising lecturer and mentor based on the overall performance of the student-teacher.
- 2.5.12 The attendance requirement during SITP is 100%. However, under extenuating circumstances, student-teachers can avail leave up to a maximum of one week but ensuring that the student-teacher concerned fulfils all other SITP requirements.

2.6 Preparation for SITP

All activities related to preparation for SITP will take place at the College during the first Semester of their enrolment into the programme. Three key activities of the preparation include offering pre-requisite modules, faculty's pre-visit to the partner schools, and student-teachers' orientation on SITP process as explained in the following sections.

2.6.1 Pre-requisite Curricula

Student-teachers will be required to successfully complete the professional modules such as Introduction to Educational Psychology (PSY501); Teaching Methods (PDY501); Educational Assessment and Evaluation (AST501) and the first elective module on their subject of specialisation. In the first Semester of the PgDE programme, student-teachers will be learning about the psychology of learners, teaching skills and strategies, subject-specific curriculum study, and assessment and evaluation practices so that they are adequately prepared to handle SITP learning experiences confidently and successfully. The preparation for SITP also involves integration of knowledge of specific teaching methods and strategies into their subject of specialisation through a series of micro-teaching sessions following a structured professional development cycle (Figure 1).

2.6.2 Pre-visit to Partner Schools

A pre-visit to partner schools will be made by the members of SITP committee to confirm schools, mentors, clarify the role of school and collect information on the mentors' timetable. In addition to ensuring that SITP is well planned, structured and organised programme, the pre-visit also helps to further cement the institutional partnership between SCE as a teacher education college and partner schools. With a healthy professional institutional relationship built on trust and confidence in each other, pre-service teacher preparation is viewed as a collective responsibility, thus contributing towards the realisation of larger educational goals and aspirations of producing nationally rooted and globally competent teachers.

2.6.3 Student-teachers' Orientation on SITP process

Prior to the placement of student-teachers for SITP, the FPU in the College will orient student-teachers on the expectations of SITP; phases of SITP; mentoring, assessment and evaluation process; observation and evaluation forms; role of school principals, focal persons, mentors,

supervising lecturers, student-teachers; teachers' code of ethics; and student-teachers' financial entitlement.

2.7 Phases of SITP

SITP consists of four phases namely (i) Phase I - School Shadowing; (ii) Phase II - Guided Teaching Practice; (iii) Phase III - Independent Teaching Practice; and (iv) Phase IV - Post-school Experience. These phases are structured in a way to help student-teachers grow professionally in a progressive manner.

2.7.1 Phase I - School Shadowing (2 weeks)

This phase aims to acquaint student-teachers with the school environment and acquire professional knowledge and observational skills by shadowing the mentor performing his or her classroom teaching and other professional roles in school. During these two weeks school shadowing phase, student-teachers will take the role of 'Teacher Partner' and 'Observer'. ***Student-teachers shall not be given any independent classroom teaching role*** because the main purpose of school shadowing is to enable the student-teachers to vicariously experience the professional roles of teaching by observing the mentor's classroom lessons, assisting the mentor in his/her classroom teaching and other responsibilities, and gain some initial teaching confidence through observations, discussion, apprenticeship and continuous self-reflection.

- *Role as teacher-partner.* Student-teachers will act as a teacher-partner assisting their mentor(s) within the classroom environment (e.g. helping individual students/groups with tasks given by the teacher) and outside the classroom situation (e.g. preparing teaching materials, homework correction, experiment set up, et cetera).
- *Role as observer.* Student-teachers are required to observe a minimum of five lessons in their subject of specialisation over the period of two weeks. This will form a substantial part of an ongoing Self-Directed Learning Portfolio that will be assessed and evaluated by their mentor.
- The other aspects of school shadowing phase include understanding the school's educational philosophy, goals, policies and emerging practices. Upon arrival to the school, student-teachers will be required to meet the Principal, the focal person and mentor immediately. Schools are expected to arrange a formal induction programme,

in which the student-teachers will be oriented into the school culture prior to their engagement in teaching and other responsibilities.

2.7.2 Phase II - Guided Teaching Practice (6 weeks)

Guided Teaching Practice is a professional requirement that enables student-teachers to develop professional teaching competencies within a school environment. It comprises of six weeks rigorous classroom teaching practice under the close guidance and supervision of school-based mentor(s).

During this phase, student-teachers are required to practice a minimum of 25 lessons (four lessons/week) over a period of six weeks practically applying the pedagogical knowledge and skills (e.g. teaching skills and strategies) acquired from the Semester I of the programme in the College. Student-teachers will use the prescribed observation forms (Appendices XIX & XX) during this Guided Teaching Practice. They are required to plan the lessons and teach under the close guidance and supervision of the mentor following the Professional Development Cycle (Figure 1). In the beginning of this phase, the mentor and student-teachers will co-teach five lessons and after enough scaffolding through a series of pre-and post-conferences of the co-teaching carried out, student-teachers are ultimately expected to teach independently. A total of five lessons will be evaluated by their mentor in this phase.

The Professional Development Cycle consists of the following six steps:

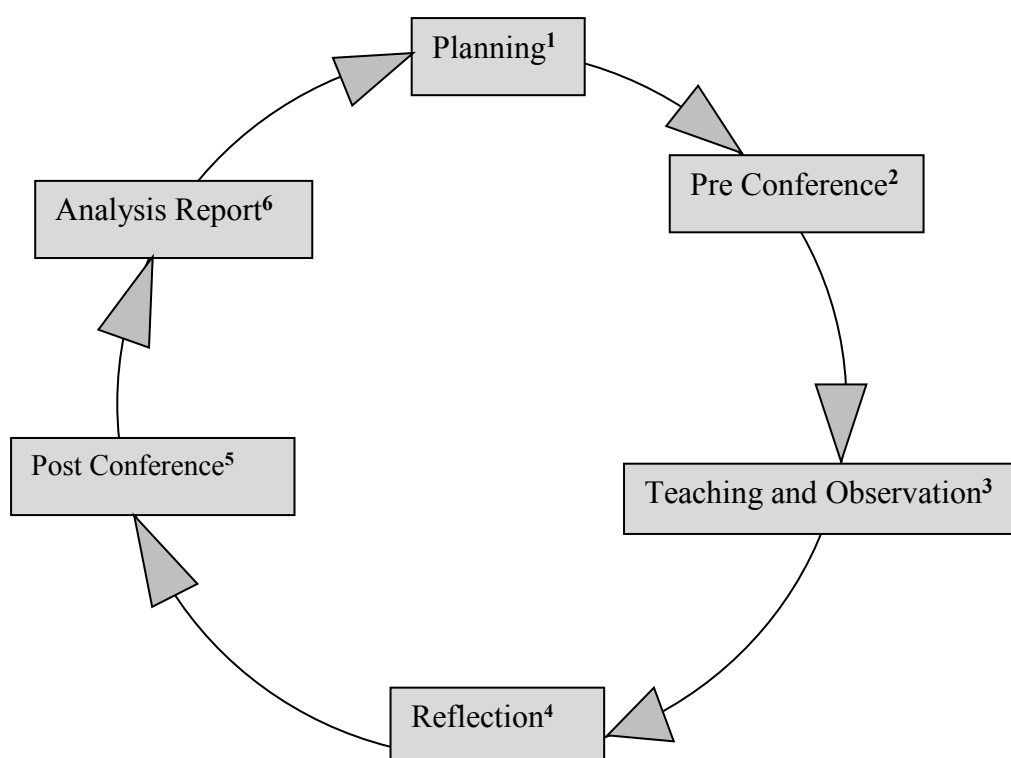


Figure 1: *The Professional Development Cycle*

Step 1: Planning

An effective lesson plan demonstrates how a teacher sets objectives for his or her pupils and measures how those objectives are achieved. It is important to note that lesson plans may contain several components that can be guided by the following probing questions: What am I teaching? How am I going to teach? And how will I assess what the students have learned? Therefore, having an overarching idea of what he/or she would be teaching in a lesson plan allows them to determine what essential questions to be asked, what resources to be used, and which teaching skills and strategies need to be front-loaded prior to lesson delivery.

It is expected that the student-teacher's responsibility for planning and delivery will change as classroom teaching practice progresses. For example, it may start as a collaborative effort between mentor and student-teacher, become consultative, and at the end be an independent effort of the student-teacher. In the early stages of the guided teaching practice, the mentor will guide and coach the student-teacher in lesson planning by checking if the lesson objectives are SMART (specific, measurable, achievable, realistic, and time bound); learning activities are appropriately designed and aligned to lesson objectives; lesson assessment and evaluation techniques are authentic and effective and the overall lesson planning is well organised, logically sequenced and well-timed. In addition, to the guidance provided in

ensuring that the key components of effective lesson planning are addressed and there is a smooth transition from one phase of the lesson to the subsequent phases, the mentor and the student-teacher also discuss the techniques that will be used to motivate and encourage the students' participation in the class.

The time-line for moving from collaborative planning to independent planning will depend on the rate of progress of the student-teacher.

Step 2: Pre-conference

During pre-conference, the student-teacher and mentor discuss what and how to teach the lesson, how to ask and respond to questions, and how to deal with unexpected events. The main purpose of the pre-conference is for the student-teacher and mentor to come to a shared understanding of what the student-teacher has planned for the classroom lesson delivery. This process involves reviewing the student-teacher's lesson plan, including lesson objectives, teaching approaches and assessment tools. This process will allow the mentor to have a clear understanding of what the lesson entails by the end of the pre-conference and need to know precisely what is to be observed and how.

At the end of the pre-conference, the mentor should paraphrase or summarise the conference in order to confirm that the lesson plan prepared is endorsed and agreed by both the mentor and student-teacher for real classroom teaching.

Step 3: Teaching and Observation

The student-teacher conducts classroom teaching following the lesson plan prepared in consultation with the mentor, while the mentor observes the lesson as per the Observation Form with detailed descriptive comments and constructive suggestions that are objective and unbiased.

Step 4: Reflection

After the teaching of the lesson planned, the student-teacher especially will need to reflect back on the lesson just taught with a specific focus on the strengths and weaknesses of the student-teacher's classroom teaching. The mentor might as well flip and scan through the comments, feedback and suggestions noted in the Lesson Observation Form just before they meet for the post-conference.

Step 5: Post-conference

The post-conference is an opportunity for the student-teacher and mentor to discuss what happened during the lesson delivery, share insights and interpretations, and use problem solving to outline alternatives for future lessons. It is particularly important during this phase of the professional development process for the pair to have a collaborative, collegial relationship. Discussion should be based on what happened to intended goals, explore possible cause/effect relationships and patterns, draw inferences, and then discuss implications for future lessons rather than making value judgements. It is advisable that the post-conference takes place immediately after the lesson. Prior to the post-conference, the student-teacher should have the opportunity to reflect on his/her experience of teaching that particular lesson and be able to describe the highlights of the lesson during the post-conference. Reflection and critical self-analysis of one's own practice are fundamental in making student-teachers' learning more progressive, dynamic and meaningful.

Any decisions or commitment for future improvement and changes in this phase should be mutually agreed upon by both the parties because the commitment to change and try out the alternatives suggested for future improvement forms a critical element in this phase of the professional development cycle.

Step 6: Writing analysis report

The final phase of the professional development cycle involves the student-teacher writing the analysis report based on the outcomes of the post-conference and personal reflection on the lesson taught. The analysis report should comprise of the following key components:

- i. Lesson overview (50-100 words)
- ii. Good features of a lesson (100-150 words)
- iii. Areas for improvement (100-150 words)
- iv. Future commitment (50-100 words)

Student-teachers can use the following checklist to write the analysis report.

A. Checklist to write an analysis report of a lesson

- Do I feel good about this class? If yes, why? If not, why not?
- In what ways was the lesson most successful?
- If I were to re-teach this lesson, what would I need to do differently? How? Why?

- Was my plan adequate? In what ways do I need to change it?
- Did I achieve my objective (s)? If so, how?
- Was the class atmosphere pleasant, productive and supportive for teaching learning processes?
- Were there signs of strains or misbehaviour? If so, what were the causes? How could I overcome them?
- How much class participation was there?
- What aspects of the lesson did the pupils do extremely well or did not do well? Why?
- Were there pupils who did not learn? How could I help them?
- Were the provisions for motivational strategies adequate? Did they help pupils? If so, how? If not, how? And why?
- Was the lesson individualized so that all pupils had opportunities to learn according to their abilities, interest, needs, and their levels?
- Did the pupils have any opportunities to think? In which component of the lesson?
- Did I finish my lesson on time?
- How could I overcome the major weaknesses of my teaching in future?

2.7.3 Phase III - Independent Teaching Practice (7 weeks)

Independent Teaching Practice refers to a stage where student-teachers assume a greater degree of responsibility for their learning. It essentially demands student-teachers to work with minimum guidance and support from the mentor. Their lesson plans show evidence of the application of new learning acquired during the Shadowing and Guided Teaching Phase indicating the transition towards a more independent practice. The student-teachers are required to carry out classroom teaching following the different components of the Professional Development Cycle with minimum support from the mentors, and demonstrate their new learning by transferring and applying the learning to other contexts.

During this phase, student-teachers are expected to teach a minimum of 10 lessons per week to deepen their knowledge and skills of classroom teaching where the integration of theoretical knowledge of teaching and learning such as effective lesson planning, use of pedagogical skills and strategies that are engaging and intellectually stimulating and exciting, organising meaningful and appropriate learning activities, handling students' responses and queries effectively and creating conducive psycho-social learning environment. The use of effective and authentic assessment tools for assessing students' learning, etc. are effortlessly attended and becomes a natural norm of classroom teaching practice through this independent teaching practice phase.

For assessment, in addition to the weekly reflection reports; reflection on independent phase; seminar/conference/panel discussion; professional ethics and values; learning portfolio and joint observation and evaluation by the mentor and supervision lecturer, student-teachers are also required to video record two of their lessons taught (one in the beginning of this phase and another towards the end of this phase). Student-teachers will analyse the video lesson immediately following the classroom teaching and write video-aided reflection following the video analysis. The insights identified from the analysis of the video lessons and reflections will aid student-teachers to see their teaching from a new perspective and be accountable to change their practices. All the video analysis and reflection writing will be evaluated by the mentor/supervising lecturers during their visit to the school. There will be a second round of joint evaluation by the mentor and supervising lecturer.

2.7.4 Phase IV - Post School Experience (3 weeks)

The post-school experience phase extends up to 3 weeks from the day student-teachers complete their regular independent teaching role. During this phase, student-teachers are expected to engage themselves in completing all assigned teaching associated tasks (e.g. assisting their mentor in preparation of question paper for end of the term examination; correction of answer scripts and assignments; compilation of pupils' result and moderation etc.). Besides, they will also engage themselves in writing SITP reflection as part of SITP assessment.

Unit III: Administration and Management

3.1 Introduction

School Immersion and Teaching Practice (SITP) is a critical component of the PgDE programme because the hands-on practical learning student-teachers acquire through real classroom teaching experience and direct exposure to other professional practices in the school context provides invaluable experience in the formation and development of their professional identity as future teachers. SITP also allows student-teachers to critically reflect on their personal traits and professional competencies and accordingly explore for measures to align their personal and professional attributes to the professional demands of teaching profession. Therefore, the successful implementation of SITP programme is of paramount importance.

In order to ensure that SITP programme is well planned and executed meticulously and successfully, the College has established the Field Placement Unit (FPU) manned by a Field Placement Officer to coordinate student-teachers' field placement across the academic programmes, and defined clear roles and responsibilities of concerned organisations, committees and individuals associated to SITP programme.

3.2 Field Placement Unit

The College considers field placement of student-teachers important as it provide student-teachers a real time opportunity to apply the theoretical knowledge, skills and values acquired in the College into real classroom teaching context in the school settings. FPU has been established in the College to specifically provide strategic direction and leadership in the smooth management and administration of student-teacher's field placement under SITP programme.

3.2.1 Field Placement Management Committee

The Field Placement Management Committee shall comprise of:

- President - Advisor
- Dean, Academic Affairs – Chair
- Field Placement Officer – Member Secretary
- Concerned Programme Leaders – Member

- One faculty representative from the concerned programme - Member
- One student representative from concerned programme – Invitee
- Finance Officer – Member

3.2.2 Roles and Responsibilities

Advisor

- Shall provide overall strategic direction and leadership for the smooth management and administration of student-teachers' field placement to enhance their learning experiences and outcomes.

Chair

- Shall chair the FPMC meetings.

Field Placement Officer

In consultation with the concerned Programme Leader, Field Placement Officer shall:

- Coordinate and communicate with Department of School Education, Ministry of Education, Dzongkhag Education Offices, schools, development agencies, CSOs, local governments and other relevant agencies and stakeholders for student-teachers' field placement;
- Maintain and update all formal contracts with agencies, mentors, supervisors and other relevant stakeholders;
- Identify agencies for student-teachers' field placement in consultation with the student-teachers and other relevant individuals;
- Maintain and update database of field placement records of student-teachers, agencies, mentors and supervisors;
- Coordinate the nomination of agency based mentors and supervisors;
- Coordinate nomination of faculty for field placement supervision following approved procedure;
- Coordinate the conduct of orientations programmes for faculty and agency based mentors and supervisors as and when required;

- Provide field placement materials and resources to supervisors, mentors and student-teachers as and when required;
- Coordinate the planning and conduct of pre-field visit, orientation programmes for student-teacher and post field placement meetings, seminars and other events;
- Continuously remain in touch with student-teachers through VLE or other online platforms and report to Programme Leader of their learning progress, grievances and other issues that require immediate interventions;
- Coordinate moderation of student-teachers' practicum teaching results and performances;
- Prepare results and present to FPMC prior to declaration of the results;
- Coordinate and convene meetings and apprise the college management and the faculty members of the key decisions;
- Collect and analyze feedback on student-teachers' performance and other field placement related issues from student-teachers, supervisors and mentors as and when required;
- Plan budgets for field placement activities and ensure its efficient utilization in accordance with defined practices and procedures;
- Make recommendations to Programme Leaders on the field placement policies, procedures and practices for further improvement; and
- Perform any other field placement related tasks assigned by the Programme Leader.

Programme Leader

- Provide overall guidance and direction to Field Placement Officer to ensure effective management and administration of student-teachers' field placement;
- Liaise with Department of School Education, Ministry of Education, Dzongkhag Education Offices, schools, development agencies, CSOs, local governments and other relevant agencies and stakeholders for student-teachers' field placement;
- Develop, seek approval, implement and monitor the implementation of policies and procedures related to field placement;
- Provide leadership in ensuring quality mentoring and supervision practices as per the guidelines provided in the concerned academic programme's field placement handbook;

- Assist supervisors, mentors and student-teachers in resolving their issues, concerns and problems;
- Strategically liaise with faculty and provide continuous learning support for student-teachers when they are on field placement;
- Initiate interventions to improve field placement practices based on the stakeholders' feedback;
- Initiate interventions to improve field placement exercises based on student-teachers' performance or results;
- Coordinate the development and provision of need-based capacity development programmes for supervisors, mentors and student-teachers such as orientations, colloquia, workshops, seminars and other scholarly programs including recognition; and
- Guide Field Placement Officer in planning budgets for field placement activities and ensure its efficient utilization in accordance with defined practices and procedures.

Student-teacher representative

- Attend field placement committee meetings on behalf of the programme's student-teachers as and when required;
- Report student's concerns, grievances and feedback ; and
- Communicate relevant key decisions of the meetings to the student-teachers.

Supervising Lecturer

The roles and responsibilities of the supervising lecturer are to:

- (i) Attend SITP orientation programme organised by SITP Committee before leaving for field supervision;
- (ii) Collect forms and relevant materials from SITP coordinator before leaving for field supervision;
- (iii) Plan and submit supervision schedule to SITP coordinator before leaving the college;
- (iv) Give a courtesy call to the school principal/agency head/mentor a few days before or on the eve of field supervision;

- (v) Meet the principal/agency head/mentor on arrival at the field supervision site before the start of actual supervision work;
- (vi) Act as a bridge between the field practice schools/agencies and the College;
- (vii) Discuss and explain the role of mentors and focal persons to the student-teachers;
- (viii) Discuss concerns, issues and challenges related to student-teachers' performance and wellbeing during the meeting with mentors and student-teachers.
- (ix) Hold pre-conference with the student-teachers prior to the lesson to discuss:
 - lesson objectives
 - teaching procedures
 - instructional methods
 - pupil activities
 - assessment and evaluation of student-teacher's learning
- (x) Observe student-teacher's lesson and provide descriptive feedback on the skill/s being practised;
- (xi) Hold post-conference with the student-teachers right after the lesson to discuss and review:
 - student-teacher's feelings and reflection on the lesson taught
 - achievement of the lesson objectives
 - practise of teaching methods and assessment/evaluation techniques employed
 - student-teachers' participation and learning
 - commitment for future improvement
- (xii) Address problems faced by the student-teachers in the field;
- (xiii) Review student-teacher's profile and discuss with the concerned student-teacher;
- (xiv) Check lesson plans, analysis, reflections, leave taken or other issues related to the student-teachers;
- (xv) Take note of extra responsibilities assigned to the student-teachers and intervene if necessary;
- (xvi) Evaluate student-teachers' performance jointly with mentors during guided phase and independent phase;
- (xvii) Evaluate student-teachers' online reflective journal and SITP reflection;
- (xviii) Submit written report to the SITP Coordinator on the completion of the field placement; and

- (xix) Submit marks to the SITP Coordinator after the field visit within a week after the completion of the field supervision.

Role of the School Principal

The role of the school principal is key to the success of SITP. Specifically, the school principal's role includes:

- Brief student-teachers about their roles and expectations from the school at the outset of the field practicum;
- Orient student-teachers to the school's practices and programmes and the expectations from the school;
- Provide necessary support to student-teachers, mentors, focal person and supervising lecturers during the SITP;
- Assist and guide mentors in effective supervision and assessment of student-teachers' performance during the SITP;
- Render necessary professional support to student-teachers in the provision of teaching materials and logistics;
- Monitor student-teachers' professional growth and development over the entire period of SITP; and
- Advise focal person and mentors to provide necessary support and assistance to student-teachers during emergencies.

Role of the Focal Person

Responsibilities of the focal person include:

- Nominate mentors for student-teachers in consultation with the head of the schools;
- Coordinate and collaborate amongst student-teachers, mentors, and supervising lecturers;
- Correspond with the concerned officials in the College of Education;
- Identify and allocate appropriate classes for student-teachers in coordination with mentors;

- Orients student-teacher(s) to the school campus;
- Introduce student-teacher(s) to the school principal, teachers, staff and pupils;
- Brief student-teacher(s) on the rules and regulations of the school;
- Assign other roles and responsibilities to student-teacher(s);
- Maintain adequate records of individual student-teachers such as their attendance and general behaviour in the school;
- Report of individual student-teacher's conduct and progress to the College whenever required;
- Take lead role to guide student-teachers;
- Be aware of student-teachers' Code of Ethics as outlined in the SITP handbook;
- Assist student(s) for accommodations during the field placement in school;
- Encourage student-teacher(s) to participate in all school activities, wherever appropriate and useful; and
- Work together with the mentor and supervising lecturer in assessing the overall performance of the student-teacher.

Mentor

A mentor is one who guides and assists the student-teacher academically, professionally, and logistically during the entire teaching practice period in the school.

The success of student-teachers during the fieldwork period and the amount of learning they gain through this practicum experiences largely depends on the type of mentoring and guidance the student-teachers receive from the mentors in schools. The academic and professional growth that the student-teacher experience during this period of field teaching is directly proportional to the professional calibre and commitment of the mentors. Thus, the mentors play a paramount role in not just guiding the student-teacher during the fieldwork but more importantly assists the College in grooming teachers who are highly professional and competent in their practice.

Given below are some of the key roles and responsibilities that the mentors will perform in assisting the College in the conduct of fieldwork and training of pre-service teachers:

A. Orientation to the Classroom Teaching and School Shadowing Phase I

- Allot subjects, class and teaching periods in consultation with the student-teacher and following the SITP guidelines;
- Prepare timetable for pre- and post-conference and lesson observation;
- Introduce the student-teacher(s) to the concerned classes;
- Arrange to issue textbooks and teaching learning materials including other reference materials to the student-teachers;
- Let the student-teacher observe the lesson of the mentor for the first two weeks (Shadowing Phase); and
- Assess the reflection written by the student-teacher during the first phase of field placement.

B. Pre-Conference

Hold pre-conferences with the student-teacher to discuss the proposed plan for a lesson. The College mandates the mentor and student-teachers create a time to hold a pre-conference before teaching because the success of the student-teachers' classroom teaching and the pupils' learning depend largely on the nature of discussion that takes place during the pre-conference.

A typical pre-conference might involve:

- Reviewing or discussing lesson objectives in terms of its usefulness, relevance and appropriateness for the learners;
- Discussing teaching procedure (lesson steps) in terms of logical sequencing, structure, and organisation of the whole lesson;
- Discussing pupil activities in terms of its appropriateness to the goals set and the availability of time and resources;
- Discussing the appropriateness and effectiveness of lesson evaluation techniques identified or planned;
- Discussing the specific teaching skill(s) to be practiced and the observation form(s) to be used; and
- Ensuring that the comments and feedback shared in the previous post-conference has been incorporated and integrated in the lesson as a follow-up.

C. Lesson Observations

The mentor will observe lessons using prescribed forms as required by the College. The mentor is expected to be very objective in making the lesson observations and be highly professional in giving constructive feedback instead of being personal and offending one another's sentiments. Such a situation could seriously damage the learning opportunities of the student-teachers.

A typical lesson observation might involve:

- Using the skill observation form as per the discussion during the pre-conference;
- Focussing the lesson observation on the skill under practice but also be vigilant on other aspects of the lesson overall;
- The student-teacher delivering or teaching the lesson as planned and agreed upon during the pre-conference; and
- The mentor is objective in his/her observation and clear with oneself on the comments and feedback provide, thus avoiding comments that are ambiguous and vague.

D. Post-conference

After every lesson observed, the mentor will have post-conferences with the student-teacher. This helps the student-teacher to be more reflective of his/her teaching and also identify areas for future improvement.

A typical post-conference might involve:

- Letting the student-teacher describe his or her feelings about the lesson he/she has taught;
- The mentor giving feedbacks that are descriptive and constructive;
- Letting the student-teacher describe how (if) the objectives were attained or not attained and what he/she intends to do in the future lessons;
- Discussing suggestions and recommendations proposed by the mentor and the student making commitments for future improvement; and
- The student-teacher analysing and writing a brief critical analysis of the lesson, and reading and discussing it during the next pre-conference.

E. Supervision and monitoring

Besides the guidance and assistance, the mentor provides to the student-teacher in the classroom teaching, the mentor is also expected to guide the student-teacher in all aspects of his/her performance in the school – involvement in extra-curricular activities.

A typical supervision and monitoring might involve:

- Working in close alliance with the student-teacher and providing necessary guidance and support in carrying out any other additional responsibilities with efficiency and competence;
 - Liaising effectively between the student-teacher and the school management including the school principal, focal teacher, teachers, pupils and the other school support staff; and
 - Reading the student-teacher's fieldwork reflections regularly and providing necessary feedback accordingly for further reflection and improvement.

F. Assessment

This is a very important aspect of the mentor's role in school. The College mandates that the mentor continually assesses the overall performance of the student-teacher in the school during the fieldwork. The mentor should assess student-teacher performance in collaboration with the supervising lecturer and arrive at an agreed mark towards the end of the fieldwork period using the standard evaluation format designed by the College.

G. Rapport with Student-teachers

Building an effective professional relationship of mutual understanding and trust with the student-teacher is a critical component of effective mentoring. The mentor can establish a positive rapport with the student-teacher by using effective interpersonal communication skills, actively building trust and respect for each other, and maintaining confidentiality of any sensitive issues discussed.

Student-teachers

The success and effectiveness of SITP programme in equipping pre-service teachers with the required level of professional competencies and personal attributes that are characteristic of nationally rooted and globally competent teacher is largely dependent on how seriously and

diligently the student-teachers shoulder their roles and responsibilities during the teaching practicum period. The key roles and responsibilities of pre-service teachers are expected to accomplish or fulfil during the field practicum are explained as follows.

Teaching Competencies and Related Skills

A. Knowledge of Subject

- Develop mastery of the subject matter;
- Ensure that the knowledge shared is current, accurate and relevant when presenting it to the class;
- Discuss subject knowledge in the context of the school curriculum;
- Make use of improvised teaching learning materials when necessary;
- Observe safety precautions while using chemicals, handling apparatus and equipment in laboratory-based learning.

B. Ability to Plan and Organise

- Plan individual lessons using different teaching methods considering the pupils' ages, abilities, time and facilities available;
- Set objectives that are SMART (specific, measurable, achievable, relevant, time bound);
- Design activities that are aligned to the topic and lesson objectives;
- Plan lessons according to 7e model (Engage, Elicit, Explore, Explain, Elaborate, Extend and Evaluate) of lesson planning.

C. Rapport with Pupils

- Gain the respect of pupils
- Show respect for the pupils as individuals
- Listen to pupils and demonstrate an interest in their contribution
- Encourage pupils to feel free to make comments and ask questions
- Be impartial at all times.

D. Ability to instruct and communicate

- Gain pupils' attention and arouse their interest and curiosity for learning;

- Present information logically sequenced – from known to unknown and simple to difficult for ease of understanding;
- Formulate clear instructions;
- Speak clearly and use short and clear sentences while teaching and talking to pupils;
- Use language at the level of pupils’ age and level of cognitive development; and
- Be emotionally sensitive and responsive when interacting or communicating with pupils.

E. Ability to question and evaluate

- Ask questions of varying levels according to Blooms level of Taxonomy;
- Ask questions that encourages pupils to be more critical, analytical, reflective, creative and innovative in generating knowledge and information;
- Pause after posing a question to allow pupils time to think;
- Encourage as many pupils as possible to ask and answer questions; and
- Assess and evaluate pupils’ learning and performance to help them improve their learning and understanding.

F. Ability to use “problem-solving” approach

- Encourage pupils to make observations for themselves;
- Encourage pupils to record what they have observed;
- Guide pupils to draw conclusions from their observations; and
- Encourage pupils to discuss their results with the teacher and other pupils.

G. Ability to relate to pupils’ development

- Be aware of pupils’ cognitive, social, emotional, moral, physical developmental needs and their whole psychological wellbeing;
- Relate new experiences to pupils’ background knowledge and experience.

H. Ability to relate to pupils’ environment

- Adapt lessons to suit the overall learning environment of the school;
- Use locally available materials and examples that help pupils to connect their learning to the local environment;

- Engage pupils to think of locally available materials for their learning in school; and
- Encourage pupils to relate new learnings to other situations in their lives.

I. Initiatives in Non-curricular Activities

- Initiate at least one literary activity such as debate, quizzes, declamation etc.;
- Attend in all non-curricular activities in the school;
- Participate actively in voluntary services;
- Organise at least one community service in the form of cleaning campaign, educational awareness, advocacy and sensitisation etc.

Unit IV: Assessments and Evaluations

4.1 Introduction

Meaningful mentoring and supervision of student's learning, personal and professional development during the SITP programme is key to preparing knowledgeable, skillful and ethically grounded teacher graduates. This Unit of the Handbook provides detailed guidelines on the assessment and evaluation of student performance at each phase of SITP to ensure that pre-service teachers not only fulfill the requirements of the programme but also prepare themselves to align their personal attributes and professional competencies to the national teacher professional standards required by Bhutan Professional Standards for Teachers (BPST) launched in the early part of 2019 by the Ministry of Education.

4.2 Guiding Principles

Mentoring, supervision and evaluation of student's learning, personal and professional development during SITP shall be guided by the following FOUR principles:

Principle 1: Mentoring, supervision and evaluation shall be a collaborative process between the College, school, and a student.

Principle 2: The goal of mentoring, supervision and evaluation shall be to support student's learning, and enhance their personal and professional growth and development.

Principle 3: Mentoring, supervision and evaluation shall be a continuous process with opportunity for evidence-based feedback and reflective practices.

Principle 4: Mentoring, supervision and evaluation shall be implemented by trained and competent supervising lecturers and school mentors.

4.3 Assessment Weightings

The overall assessment weightings for each phase of SITP is aligned to expected progression of students' learning and their personal and professional development.

Table 2: SITP phases and assessment weightings

Phases		Duration (Weeks)	Total weighting (%)
1	School Shadowing	2	15%
2	Guided Teaching Practice	6	40%
3	Independent Teaching Practice	7	35%
4	Post-School Experience	3	10%
Total		18	100%

4.4 Supervision Schedule

The supervising faculty members from the College shall conduct two rounds of evaluation in collaboration with the school mentor. The first round supervision and evaluation will take place in the 9th or 10th week of SITP and the second round in 16th or 17th week respectively.

4.5 Assignments and Evaluations in Phase I - School Shadowing

The key role of students in the shadowing phase is to understand the school, collaborate with the mentor in preparation for teaching learning and learn through observation of mentor's lessons. Accordingly, evaluation of student learning, their personal and professional growth and development in this phase shall be assessed through FIVE assignments.

Table 3: Assignments and assessment weightings for Phase I - School Shadowing

Sl. No	Assignment	Number	Weighting (%)
1	Reflection on school environment and culture	1	2%
2	Reflection on curriculum and instructions	1	2%
3	Reflection on mentor's classroom teaching	5	5%
4	E-Learning portfolio	1	4%
5	Professional ethics and values	1	2%
	Total	9	15%

4.5.1 Assignment I: Reflection on school environment and culture

Purpose: To familiarise students with school environment and culture.

Word limits: 400 – 500

Focal person's responsibility: Orient students to school environment and culture.

Mentor's responsibility: Provide support, feedback and evaluation of the assignment.

Focus areas of assignment:

- Physical setting of the school: Location, area and infrastructure.
- School vision, missions, goals, and plans.
- School management and administration: Organisation, leadership, committees and community involvement.
- School culture: History, symbols, policies, teacher and student's code of conduct, calendar, daily schedule, curricular and co-curricular activities, and
- School community: Teachers, other staff, students, parents and other communities.

Submission date: First working day of the Week II of school placement.

Assignment template: Appendix I

Evaluation scheme: Appendix IV

4.5.2 Assignment II: Reflection on curriculum and instruction

Purpose: To familiarize students with school curriculum and instruction in the area of his/her teaching subjects.

Word limits: 500 – 600

Mentor's responsibility: Provide support, feedback and evaluation of the assignment.

Focus areas of assignment:

- Curriculum and standards: Curriculum, syllabus, guides, textbook, and performance standards.
- Planning for teaching learning: Annual, block, daily lesson plans and time table.
- Teaching learning approach: Strategies and resources.
- Assessment practices: Strategies and tools.

Submission date: First working day of the Week II of school placement.

Assignment template: Appendix I

Evaluation scheme: Appendix V

4.5.3 Assignment III: Reflection on mentor's classroom teaching

Purpose: To familiarize students with classroom practice through mentor shadowing.

Word limits: 500 – 600

Mentor's responsibility: Engage student in preparation of lessons, allow students to observe mentor's classroom teaching, provide support, feedback and evaluation of the assignment.

Focus areas of assignment:

- Mentor's professional curriculum vitae
- Mentor's teaching philosophy
- Lesson planning
- Teaching approaches and strategies
- Teaching learning resources
- Classroom management
- Assessment strategies and tools
- Feedback practices
- Maintaining e-learning portfolio
- Reflective practices

Submission date: Next working day from the day of observation.

Mentor's lesson observation form: Appendix II

Assignment template: Appendix I

Evaluation scheme: Appendix VI

Note: *Student must observe FIVE lessons of the mentor using the prescribed Observation Form (Appendix II) and write five reflective reports.*

4.6 Assignments and Evaluations in Phase II - Guided Teaching Practice

In this phase, initially, the mentor and student will collaboratively plan and co-teach lessons following the professional development cycle presented earlier (Figure 1) and after enough scaffolding and mentoring, students will gradually practice independently. Considering the larger goal of this phase, evaluation of student learning, their personal growth and professional development in this phase shall be carried out through FIVE assignments.

Table 4: Assignments and assessment weightings for Phase II - Guided Teaching Practice

Sl. No	Assignment	Number	Weighting (%)
1	Lesson planning, pre-conference, classroom teaching, post-conference and analysis report	5	16%
2	Joint evaluation	1	18%
3	E-learning portfolio	1	4%
4	Professional ethics and values	1	2%
	Total	8	40%

4.6.1 Assignment I: Pre-conference, lesson planning, classroom teaching, post conference and reflection

Purpose: To enable students to value and conduct pre-conference, plan quality lessons, implement lessons effectively and reflect for further improvement through post-conference.

No. of lessons: 5 (One of the lessons should be video-recorded)

Word limits for lesson analysis and reflection report: 500 - 600

Mentor's responsibility: Co-plan and co-teach lessons, provide support, feedback and evaluate assignment.

Focus areas of assignment:

- Learning through pre-conference
- Quality lesson planning
- Effective classroom teaching
- Reflection through post-conference

Submission date: Following day of lesson implementation

Lesson plan template: Appendix VII

Lesson observation forms: (Appendix XIX & Appendix XX [forms nos. 1 to 8])

Lesson analysis and reflection template: Appendix VIII

Evaluation scheme: Pre-conference & lesson planning (Appendix IX); Classroom teaching (Appendix XIX & Appendix XX [forms 1 to 8]) & transfer marks to Appendix X); Post conference & reflection (Appendix XI)

4.6.2 Assignment II: Joint evaluation

Purpose: To enable students to conduct pre-conference, plan quality lessons, implement lessons effectively and reflect for further improvement through post-conference with mentor and supervising lecturers. This assignment will also evaluate other attributes of students such as personal attributes, professional ethics and values.

No. of lessons to be evaluated: 1

Mentor's responsibility: Provide support, feedback and evaluate jointly with the supervisor.

Supervisor's responsibility: Provide support, feedback and evaluate jointly with the mentor.

Focus areas of assignment:

- Pre-conference, lesson planning, classroom teaching and reflection through post-conference.
- Other attributes as defined in the Evaluation Form (Appendix XII)

Evaluation scheme: Appendix XII

4.7 Assignments and Evaluations in Phase III - Independent Teaching Practice

The main aim of this phase is to enable students teach independently without much support and assistance from the mentor but still under the supervision and guidance of the mentor. The scaffolding and consistent guidance the mentor teacher has provided to the student-teacher in the two previous phases of SITP is expected to have helped the student to develop mastery of the required knowledge and skills to independently prepare lessons and effectively implement the lesson plans in the classroom teaching context. In this phase, mentors will not routinely observe student's classroom practice, however, students are still required to submit their lesson plans and self-reflective reports to mentors.

Table 5: Assignments and assessment weightings for phase III- Independent Teaching Practice

Sl. No	Assignment	Number	Weighting (%)
1	Weekly reflection reports on the lessons taught	7	9%
2	Joint evaluation	1	18%
3	Seminar/conference/panel discussion	1	2%
4	E-learning portfolio	1	4%
5	Professional ethics and values	1	2%
	Total	9	35%

4.7.1 Assignment I: Weekly reflection report

Purpose: To enable students reflect on their teaching learning and other experiences on a weekly basis.

Word limits: 400 – 500

Number of reflections: 7

Mentor's responsibility: Provide support, feedback and evaluation.

Focus areas of assignment:

- Lesson planning and classroom teaching including two video-recorded lessons.
- Analysis and reflection on the lessons
- Class management
- Professional ethics and values
- Engagement in other co-curricular activities.

Submission date: First working day of the following week.

Weekly reflection report template: Appendix XIII

Evaluation scheme: XIV

4.7.2 Assignment II: Joint evaluation

Purpose: To enable students to conduct pre-conference, plan quality lessons, implement lessons effectively and reflect for further improvement through post-conference with mentor and supervising lecturers. This assignment will also evaluate other attributes of students such as personal attributes, professional ethics and values.

No. of lessons to be observed: 1

Mentor's responsibility: Provide support, feedback and evaluate jointly with the supervisor.

Mentor's responsibility: Provide support, feedback and evaluate jointly with the mentor.

Focus areas of assignment:

- Pre-conference, lesson planning, implementation and reflection through post-conference.
- Other attributes as defined in Evaluation Form (Appendix XII)

Evaluation scheme: Appendix XII

4.7.3 Assignment III: Seminar/Conference/Panel Discussion

Purpose: To provide opportunity for students to showcase their achievements/good practices and learning experiences accrued through the three phases of school immersion and teaching practice.

Conduct of the seminar/conference/panel discussion: Guided by mentors, students placed in the same school will organise a seminar/conference/panel discussion for the entire school staff and students. Each student during the seminar/conference/panel discussion will make a presentation (oral, poster, and audio-video display) or combination of them on the focus areas listed below for about 15 to 20 minutes. The presentation will be followed by a question and answer session.

Mentor's responsibility: Provide support, feedback and evaluate student's presentations.

Focus areas of Seminar/Conference/Panel Discussion:

- Teaching learning and assessment experiences
- Professional growth and development
- Challenges and recommendations
- Other general experiences

Evaluation scheme: Mentors will evaluate the students using the prescribed template in Appendix XV

4.8 Professional Ethics and Values

To ensure that students uphold and promote professional ethics and values within the framework of overall Bhutanese culture and values. Considering the importance of teacher's professional ethics and values, the mentor will guide each student-teacher towards inculcating positive professional ethics and values from the day the students report to the school till their departure from the school on completion of SITP. At the end of each phase of the SITP, the mentor/SLs will evaluate student-teacher's professional ethics and values using evaluation template Appendix III.

4.7.4 e-Portfolio

The purpose of an e-Portfolio is to provide students a virtual platform to showcase and keep up-to-date evidences of their learning experiences, achievements and skills during the course of the SITP. Besides, it will also help students to access SITP related resources. At the end of

each phase of the SITP, the mentor/SLs will evaluate student's e-portfolio using Appendix XVI.

4.8 Assignment and Evaluation in Phase IV- Post-School Experience

Within one week of students reporting to the college on completion of SITP, an overall reflection must be uploaded in the students' e-Portfolio. Besides grading, the best SITP reflection will be published in the SHES-RIG PAGES.

Purpose: To provide opportunity to students to consolidate and reflect on their entire SITP learning experiences.

Table 6: Assignments and assessment weightings for phase IV- Post-School Experience

Sl. No	Assignment	Number	Weighting (%)
1	Overall SITP Reflection	1	10%
	Total	1	10%

Word limit: 1000 - 1200

Supervisor's responsibility: Evaluation of SITP Reflection

Focus areas of assignment: Overall learning experiences as a result of SITP and its impact on personal growth and professional development.

Evaluation scheme: Appendix XVII

4.9 Final SITP Scores and Grades

The final student-teacher's SITP performance shall be determined using the Consolidated SITP scores and grades (Appendix XVIII)

5. References

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6. Appendices



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APPENDIX I

REFLECTION REPORT TEMPLATE

(For Student-teacher's Use)

Student Name:

Name of the collaborating school:

Assignment number & topic:

Introduction

- *Provide a quick preview of the assignment.*
- *Provide a quick preview of how the experience benefited you.*

Body

- *Paragraph 1: Description of the assignment.*

- *Paragraph 2: Description of the impact of the task on you.*
- *Paragraph 3: Description of the lesson learnt from the assignment.*

Conclusion

- *Summary of the experiences.*
- *Overall impact/lessons learnt.*



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APPENDIX II



LESSON OBSERVATION TEMPLATE FOR OBSERVING MENTOR'S LESSON (For Student-teacher's Use)

Student Name:	Student No:	Date of submission:
.....		

Name of the collaborating school:

Name of the mentor:

Class and section observed: **Subject:**

Lesson observation number:

Lesson topic:

1. How does the mentor teacher introduce the lesson?

2. What teaching strategies does the mentor teacher use to teach the lesson?

3. How does the mentor teacher manage the learning activities?

4. List the teaching learning materials used and explain their use in the context of the lesson taught.

5. What does the mentor teacher *do to create a conducive classroom environment*?

6. How does the mentor teacher handle students' responses?

7. What does the mentor teacher do to assess students' learning?

8. How does the mentor teacher close the lesson?

9. List three observations that you would like to incorporate in your own teaching.

Dated Signature of the Mentor



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APPENDIX III

PROFESSIONAL ETHICS AND VALUES EVALUATION FORM

(Mentor's Use)

Student name:**Student number:**

Name of the collaborating school:

At the end of each phase of the SITP, mentor/SLs shall evaluate student-teacher's professional ethics and values using the parameters listed below in a scale of 0 to 10 i.e. (0.1 – 2.5 *Emerging*; 2.6 - 5.0 *Developing*; 5.1 – 7.5 *Proficient*; and 7.6 – 10 *Exemplary*).

Areas for Evaluation	0.1 – 2.5	2.6 - 5.0	5.1 – 7.5	7.6 – 10	Remarks
1. Honesty and integrity.					
2. Respect for others.					
3. Punctuality and attendance.					
4. Polite and courteous.					
5. Participation in co-curricular activities.					
6. Adherence to school policies, regulations and practices.					
7. Adherence to Bhutanese culture and values.					
8. Relationship with staff and students.					
9. Social and communication skills.					
10. Grooming and dress code.					
11. Emotional maturity.					



APPENDIX IV

SCHOOL SHADOWING PHASE EVALUATION FORM

ASSIGNMENT I: Reflection on School Environment and Culture

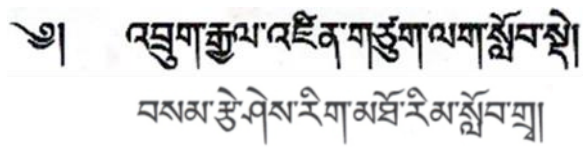
Student name: **Student No:**

Name of the collaborating school:

Date of evaluation:

Mentors are required to rate honestly and objectively. Please tick one of the ratings for each of the parameter below. (0.1 – 2.5 Emerging; 2.6 - 5.0 Developing; 5.1 – 7.5 Proficient; and 7.6 – 10 Exemplary).

Areas for Evaluation		Performance Level			
	Essential components	0.1 - 2.5	2.6 – 5.0	5.1 – 7.5	7.6 - 10
1	Physical setting of the school: Location, area, offices, classrooms, and other infrastructures.				
2	School vision, missions, goals, and plans.				
3	School management and administration: Organization, leadership, committees and community involvement.				
4	School culture: History, symbols, policies, teacher and student's code of conduct, calendar, daily schedule, curricular and co-curricular activities.				
5	School community: Teachers, staff, students, parents and other communities.				



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APPENDIX VI

SCHOOL SHADOWING PHASE EVALUATION FORM

ASSIGNMENT III: Reflection on Mentors' Classroom Teaching (5 Reflections)

Student name: Student No:

Name of the collaborating school:

Date of evaluation:

Mentors are required to rate honestly and objectively. Please tick one of the ratings for each of the parameter below (0.1 – 2.5 Emerging; 2.6 - 5.0 Developing; 5.1 – 7.5 Proficient; and 7.6 – 10 Exemplary).

Areas for Evaluation		Performance Level			
	Essential components of reflection	0.1 - 2.5	2.6 –5.0	5.1 –7.5	7.6 - 10
1	Mentor's professional curriculum vitae and philosophy				
2	Lesson planning				
3	Teaching approaches and strategies				
4	Teaching learning resources				
5	Classroom management				
6	Assessment strategies and tools				
7	Feedback practices				
8	Reflective practices				
9	Recording keeping				
	Quality of reflection	0.1 - 2.5	2.6 –5.0	5.1 –7.5	7.6 - 10



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APPENDIX VII

LESSON PLAN TEMPLATE

Lesson Plan No:

Name of the student-teacher:

Class:

Period:

Subject:

Previous Knowledge of the students:

Teaching skills/Method:

Teaching learning materials: *(List resources required for each activity (Text books; journal articles; worksheets; handouts; etc.)*

Lesson objectives

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

Assessment

(How are you going to know if the lesson objectives have been achieved? What will you do to find out? What assessment techniques or tools are you going to use?)

Cognitive:

Psychomotor:

Affective:	
Teacher's Activity	Learners' Activity
Lesson Introduction: <i>(Gaining attention, prior knowledge, lesson outline and lesson objective)</i>	
Lesson Development: <i>(Gaining attention, teacher's information input, activity instruction, checking instruction, monitoring, follow-up and assessment)</i>	
Lesson Closure: <i>(Gaining attention, evaluation and extended learning)</i>	



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APPENDIX VIII



LESSON ANALYSIS & REFLECTION TEMPLATE

Lesson Plan No:	Name:	Student No:	Course:
Class & Section:	Class size:	Subject:	
Period:	Time:	Date:	
Teaching method:			
Lesson topic:			
Teaching learning materials:			
1. Overview of the lesson 2. What went well and why do you think it went well? 3. What needs improvement and why do you think it needs improvement? 4. What could be done for future improvement?			
Mentor's/supervisor's comments:			
(Dated Signature of the Mentor/Supervisor)			



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APPENDIX IX

GUIDED TEACHING PRACTICE PHASE EVALUATION FORM

ASSIGNMENT I (a): Pre-conference and Lesson Planning (5 each)

Name of the student:

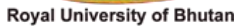
Student No.:

Name of the collaborating school:

Date:

Mentors are required to rate honestly and objectively. Please tick one of the ratings for each of the parameter below (0.1 – 2.5 Emerging; 2.6 - 5.0 Developing; 5.1 – 7.5 Proficient; and 7.6 – 10 Exemplary).

Areas for evaluation		Performance level			
Essential components		0.1 - 2.5	2.6 – 5.0	5.1 – 7.5	7.6 - 10
1	Timely conduct of the pre-conference				
2	Incorporation of mentor's feedback from the pre-conference.				
3	Relevancy of lesson introduction including presentation of lesson outline.				
4	Appropriateness of lesson objectives.				
5	Potential for practice of identified teaching skill or strategy.				
6	Selection of suitable teaching learning resources.				
7	Demonstration of innovation and creativity in lesson development.				
8	Appropriateness of lesson closure.				
9	Relevancy of follow-up activity.				



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APPENDIX X

GUIDED TEACHING PRACTICE PHASE EVALUATION FORM

ASSIGNMENT I (b): Classroom Teaching (5 Observations)

Date:

Signature of the Mentor



Royal University of Bhutan

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བསམ་ཅེ་ཤེས་རིག་མཐོ་རིམ་སློབ་གྲྭ།



APPENDIX XI

GUIDED TEACHING PRACTICE PHASE EVALUATION FORM

ASSIGNMENT I (c): Post-conference and Reflections/Analysis Report (5 each)

Name of the student:

Student No.:

Name of the collaborating school:

Date:

Mentors are required to rate honestly and objectively. Please tick one of the ratings for each of the parameter below (0.1 – 2.5 Emerging; 2.6 - 5.0 Developing; 5.1 – 7.5 Proficient; and 7.6 – 10 Exemplary).

Areas for evaluation		Performance level			
	Post-conference and Reflection	0.1 - 2.5	2.6 – 5.0	5.1 – 7.5	7.6 - 10
1	Timely conduct of the post-conference.				
2	Quality of reflections and discussions during the post-conference.				
3	Presentation of the lesson overview				
4	Analysis and reflection on the positive aspects of the lesson.				
5	Analysis and reflection on the aspects of the lesson that need improvement.				
6	Presentation of concrete strategies for improvement.				
7	Language standard and presentation of reflection in the form of analysis report.				
Total marks: (Aggregate marks for 5 post-conferences and reflections/analysis reports:/350×5) = _____					

[illegible][illegible]



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བསམ་ཅེ་ཤེས་རིག་མཐོ་རིམ་སློབ་གྲྭ།



APPENDIX XII

JOINT EVALUATION FORM

Student Name:	Student No:	Course:			
School:	Date of joint evaluation:				
Subject:	Class & Section:				
Topic:					
Skill/Strategy practised:					
Please tick one of the ratings for each of the parameter below (0.1 – 2.5 Emerging; 2.6 - 5.0 Developing; 5.1 – 7.5 Proficient; and 7.6 – 10 Exemplary).					
Areas	Performance level (ratings)				Scores
1. LESSON PLAN Well written including all lesson components; clear objectives; appropriate and relevant materials; meaningful and engaging learning activities; logically sequenced and well organised.	0.1-2.5	2.6 -5.0	5.1-7.5	7.6-10	/10
2. CLASSROOM TEACHING 2a) Lesson introduction: Links the lesson to the students' experiences or previous knowledge related to topic through appropriate methods; clear instructions that provides a general outline of the lesson.	0.1-2.5	2.6-5.0	5.1-7.5	7.6-10	/10
2b) Lesson development: Presents in a logical order through a variety of approaches and develops concepts, procedural skills and values and attitudes effectively. The flow of lesson is smooth and well-paced by	0.1-2.5	2.6-5.0	5.1-7.5	7.6-10	/10

allocating adequate time for specific performances.					
2c) Lesson closure: Closes lesson recapitulating/evaluating the students' performance/using extended activity/ies.	0.1-2.5	2.6-5.0	5.1-7.5	7.6-10	/10
3. ACTIVITY Draws students' attention before instruction and activity (ies); provides clear and complete instructions; checks students' understanding of instructions; activity (ies) planned are relevant and help students to develop concepts, skills, and to deepen their learning of the content taught; monitors the activity (ies) by going around from group to group, individual to individual – observing, listening, helping and suggesting/correcting; and provides appropriate follow-up of activity (ies) that consolidates and confirms students' learning.	0.1-2.5	2.6 -5.0	5.1-7.5	7.6-10	/10
4. LANGUAGE Uses appropriate language to the level of the students (simple, clearly worded and well structured; grammatically correct; rich vocabulary; polite and encouraging language); asks well framed questions that provokes students' higher order thinking skills and provides adequate time for response; and motivates students by using encouraging words, variety of reinforcement and acknowledges students' responses.	0.1-2.5	2.6-5.0	5.1-7.5	7.6-10	/10
5. TEACHING LEARNING MATERIALS Uses TL materials to develop concepts, skills, values and attitudes at different stages of the lesson;	0.1-2.5	2.6 -5.0	5.1-7.5	7.6-10	/10

resourceful in using locally available and improvised materials; and writing on chalkboard is good, bold, clear and well arranged.					
6. RELATIONSHIP AND AWARENESS Sensitive to students' moods and maintains an appropriate classroom atmosphere; cooperative and friendly but firm and maintains a productive professional relationship with pupils; and respects individual differences that students bring to the classroom and deals sensitively and responsibly in maintaining a classroom decorum and discipline conducive for learning.	0.1-2.5	2.6-5.0	5.1-7.5	7.6-10	/10
7. PROFESSIONAL COMPETENCIES Exhibits adequate knowledge of the subject and provides accurate information; uses a variety of teaching skills and strategies that engages students actively in the lesson; and makes the lessons interesting, exciting and joyful experience through the use of creative and innovative instructional methods.	0.1-2.5	2.6 -5.0	5.1-7.5	7.6-10	/10
8. PSYCHOLOGICAL ADEQUACY Mentally and emotionally sound; socializes freely; keen sense of humour; active and energetic.	0.1-2.5	2.6 -5.0	5.1-7.5	7.6-10	/10
9. ATTITUDE Positive in outlook; open and receptive to others' views; participates actively in a variety of co-curricular activities; willingness to take responsibilities beyond one's usual roles and responsibilities; and committed and dedicated to	0.1-2.5	2.6 -5.0	5.1-7.5	7.6-10	/10



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WEEKLY REFLECTION REPORT TEMPLATE

(Student-teacher's Use)

Name of the student: _____ **Student No:** _____ **Date of submission:** _____

Name of the collaborating school:

Week: _____ **Date:** _____ to _____

Introduction

- *Provide a quick preview of the activities of the week.*
- *Provide a quick preview of how the experience benefited you.*

Body

- *Paragraph 1: Description of the activities of the week.*
- *Paragraph 2: Description of the impact of activities on you.*
- *Paragraph 3: Description of the lesson learnt from the activities of the week.*

Conclusion

- *Summary of the experiences.*
- *Overall impact/lessons learnt.*



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APPENDIX XIV

INDEPENDENT TEACHING PRACTICE PHASE EVALUATION SCHEME

ASSIGNMENT I: Weekly Reflection (7 Reflections)

Name of the student:		Student No:			
Name of the practising school:		Date of evaluation:			
<i>Mentors are required to rate honestly and objectively. Please tick one of the ratings for each of the parameter below (0.1 – 2.5 Emerging; 2.6 - 5.0 Developing; 5.1 – 7.5 Proficient; and 7.6 – 10 Exemplary).</i>					
Areas of evaluation		Performance level			
	Essential components	0.1 - 2.5	2.6 – 5.0	5.1 – 7.5	7.6 - 10
1	Reflective thinking: A deep reflective thinking with a highlight of some key learning experiences that have resulted into remarkable growth and development both at a personal and professional level.				
2	Analysis: An in-depth critical analysis of new learnings and insights acquired over the week and its benefit and use for the student-teacher as a future teacher is explicitly stated with justifications.				
3	Making connections: The reflection articulates multiple connections between this learning experience and content from				



Assignment II: Seminar/Conference/Panel discussion



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བསམ་ཅུ་ཤིང་ཤིང་མཐོ་ཤིང་སྒྲོལ་གྱི།



APPENDIX XVI

e-Portfolio Evaluation Form

Name of the student:

Student No:

Name of the collaborating school:

Date of evaluation:

.....

.....

Please tick one of the ratings for each of the parameter below (0.1 – 2.5 Emerging; 2.6 – 5.0 Developing; 5.1 – 7.5 Proficient; and 7.6 – 10 Exemplary).

Areas of evaluation		Performance level			
	Essential components	0.1 - 2.5	2.6 – 5.0	5.1 – 7.5	7.6 - 10
1	Relevancy, adequacy and regularity of updating e-Portfolio with artefacts: lesson plans, observation forms, analysis reports, weekly reflection reports and other assignments including evidences of engagement in co-curricular activities.				
2	Use of multimedia: audio, video, graphics, photographs are integrated seamlessly into several different artefacts.				
3	Reflections: all reflections clearly describe why artefacts in the e-portfolio demonstrate achievement.				
4	Creativity: artefacts are presented in a professional manner and is appealing and easy to use.				

	Total marks: (Total marks scored:/40×4) = _____				
	Mentor's comments:				
	Signature of the Mentor				



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བསམ་རྩེ་ཤེས་རིག་མཐོ་རིམ་སློབ་གྲྭ།



APPENDIX XVII

Overall SITP Reflection Evaluation Form

Name of the student:		Student No:		
Name of the collaborating school:		Date of evaluation:		
Standards	Exemplary (10 - 7.6)	Proficient (7.5 - 5.1)	Developing (5 - 2.6)	Emerging (2.5 - 0.1)
Depth of reflection	Highly critical and reflective of one's learning and growth. Demonstrates a thorough, in-depth and conscious understanding of the subject matter.	Reflective and critical of one's learning and growth. Demonstrates a thoughtful understanding of the subject matter.	Need to be more reflective and critical but does demonstrate a basic understanding of the subject matter.	Not at all reflective and demonstrates a limited understanding of the subject matter. This reflection needs major revision.
Development of examples and evidence	Documentary evidences used as examples to support ideas and make insightful connections.	Uses relevant examples from experience to support claims made.	Uses examples from experience to support claims made.	Uses some vaguely developed example to support claims.

Reflection share successes and challenges encountered	Successes accomplished and challenges encountered explicitly and succinctly stated with explanation of its impact on SITP experience. Examples of some interventions taken to address the challenges are clearly stated.	Successes and challenges discussed with some examples. Relates how these successes and failures have affected their SITP.	Successes and challenges discussed with some examples.	Successes or challenges are discussed but does not provide examples.
Language use and conventions	Use of language denotes deep reflective thinking with a notable sense of writer's voice; precise and engaging; excellent use of vocabulary and syntax with no grammar and spelling errors.	Use of language denotes reflective thinking with a sense of writer's voice; writing is precise and engaging; effective use of vocabulary and syntax with very few grammar and spelling errors.	Use of language denotes some reflection; writing is precise and engaging; good use of vocabulary and syntax with few grammar and spelling errors.	Use of language denotes some reflection; use of vocabulary and syntax can be improved; some grammar and spelling errors.

Organization	Reflection written is very well-organised and well-structured in terms of formatting and presentation; logically sequenced and coherent in presentation of the whole SITP experience;	Reflection written is organised and structured but with a few inconsistencies in formatting; logically sequenced and coherent in presentation of the whole SITP experience.	Reflection written is organised and structured but with some problems of formatting; some problem of sequencing the different phases of SITP experience.	Reflection written is organised but is poor in formatting and presentation; lacks logical sequence.
Total marks: (Total marks scored:/50×10) = _____				
Supervisor's comments:				
Signature of the Supervisor				

Total marks: (Total marks scored:/50×10) = _____

Supervisor's comments:

Signature of the Supervisor

APPENDIX XIX
(Skills Observation Forms)

[Form-01]

Introductory Procedure and Closure

Name of student-teacher:			
Lesson plan no:.....	Class:.....	Subject:.....	
Date:	Period:	Time:	
Topic:			

1. Write how the student-teacher gains students' attention and inspires curiosity at the beginning of the lesson. (5 marks)

2. Write how the student-teacher outlines the lesson topic and objectives. (3 marks)

3. What does the student-teacher do to arouse and maintain students' motivation throughout the lesson? (5 marks)

4. Write how the student-teacher closes the lesson. (4 marks)

5. What does the student-teacher do to create a conducive learning environment? (3 marks)

6. Any other comments:

Observer's name:

Signature:

Organising Learning Activities and Use of Teaching Learning Aids

Name of student-teacher:

Lesson plan no:..... Class:.....Subject:.....

Date: Period:Time:

Topic:

1. Write what the student-teacher does to gain students' attention before giving the instruction? (2 marks)

2. Indicate with $\checkmark$ (addressed) or x (not addressed), if the student-teacher addresses the following components of activity instruction: (5 marks)

Activity	What?	Why?	How?	How long?	What after?	Comments
i						
ii						
iii						
iv						

3. Write how the student-teacher checks students' understanding of the instruction. (2 marks)

4. How does the student-teacher monitor students' activities? (2 marks)

5. Describe the use of each teaching and learning materials in terms of the areas specified in the table provided. (6 marks)

Features of TLM	Observer's Comments
Type (Realia, improvised or readymade, technology)	
Design (Creativity, accuracy, colour combination, visibility, and durability)	
Relevance (Topic/activity, class level and class size)	
Effectiveness of use of TLM (Adds value and enhances quality of teaching learning)	
Use of chalk board (clarity, layout, and position of the student-teacher while writing on the chalk board)	

6. What does the student-teacher do to create a conducive learning environment? (3 marks)

7. Any other comments:

Observer's name:

Signature:

Classroom Use of Language

Name of student-teacher:

Lesson plan no:..... Class:.....Subject:.....

Date: Period: Time:

Topic:

1. List any use of incorrect spellings and pronunciation or awkward and wrong use of language.
(Note: Mark will be deducted for every incorrect spelling, pronunciation and wrong use of language.) (4 marks)

2. Does the student-teacher use language appropriate to the level of the class? List a few examples. (3 marks)

3. Record the categories of language used by the student-teacher using the table below: (6 marks)

Category	Frequency	Examples
Habitual use of language		
Requests		
Suggestions		
Apologies		
Commands		
Warnings: Positive		
Warnings: Negative		
Encouraging remarks		

Category	Frequency	Examples
Discouraging remarks		

(Note: Mark will be deducted for the use of negative warnings and discouraging remarks.)

4. Does the student-teacher ensure appropriate volume, pace and clarity in explanation? (4 marks)

5. What does the student-teacher do to create a conducive learning environment? (3 marks)

6. Any other comments:

Observer's name:

Signature:

Questioning and Handling Students' Responses

Name of student-teacher:

Lesson plan no:..... Class:.....Subject:.....

Date: Period: Time:

Topic:

1. List the cues used by the student-teacher to gain pupils' attention before asking question. (3 marks)

2. Indicate the level of questions and the questioning techniques adopted in the table below: (8 marks)

Sl. No	Questions	Level (of thinking)	Adequate/ inadequate pausing (✓/X)	Directed / Not directed (✓/X)

3. How does the student-teacher handle students' responses (redirecting, rephrasing, prompting, probing, reinforcing)? (4 marks)

4. Draw the seating plan of the class and map out the distribution of questions by giving tick. (2 marks)

5. What does the student-teacher do to create a conducive learning environment? (3 marks)

6. Any other comments:

Observer's name:

Signature:

APPENDIX XX
(Strategies Observation Forms)

[Form-05]

The Four Cs of 21st Century Skills

Name of student-teacher:			
Lesson plan no:.....	Class:.....	Subject:.....	
Date:	Period:	Time:	
Topic:			

1. How does the student-teacher introduce the lesson? (2 marks)

2. Write how the student-teacher provides information and experiences to engage students in critical thinking. (4 marks)

3. Write how the student-teacher engages the students in collaborative tasks. (4 marks)

4. Write how the student-teacher helps students use communication skills. (4 marks)

5. How does the student-teacher facilitate creativity in students? (4 marks)

6. How does the student-teacher close the lesson? (2 marks)

7. Any other comments:

Observer's name:

Signature:

Cooperative Learning

Name of student-teacher:

Lesson plan no:..... Class:.....Subject:.....

Date: Period:Time:

Topic:

1. How does the student-teacher introduce the lesson? (2 marks)

2. What kind of cooperative learning activities does the student-teacher use to facilitate students' learning? (4 marks)

3. What kind of grouping does the student-teacher use to engage students in the learning activities? 3 mark)

4. How does the student-teacher monitor and facilitate students' group activities? (4 marks)

5. What does the student-teacher do to promote positive interdependence, individual accountability, equal participation and simultaneous interaction? (5 marks)

6. How does the student-teacher close the lesson? (2 marks)

7. Any other comments:

Observer's name:

Signature:

Differentiated Instruction

Name of student-teacher:

Lesson plan no:..... Class:.....Subject:.....

Date: Period:Time:

Topic:

1. How does the student-teacher introduce the lesson? (2 marks)

2. How does the student-teacher present information to address the diverse learning needs of students? (3 marks)

3. What kind of learning activities does the student-teacher organize to cater to the diverse learning needs of students? (5 marks)

4. How does the student-teacher monitor and facilitate individual and group learning activities? (2 marks)

5. How does the student-teacher create a respectful, positive, safe, student-centred environment that is conducive to diverse learning needs? (3 marks)

6. What kind of assessment techniques does the student-teacher use to assess students' learning? (3 marks)

7. How does the student-teacher close the lesson? (2 marks)

8. Any other comments:

Observer's name:

Signature

7E Model of Constructivist Learning Approach

Name of student-teacher:

Lesson plan no:..... Class:.....Subject:.....

Date: Period:Time:

Topic:

1. Write how the student-teacher **elicits** prior knowledge and **engages** the students. (4 marks)

2. List down the experiences provided to students for hands-on exploration of the concept. (4 marks)

3. Mention the techniques used by the student-teacher to **explain** the content and skills and ensure understanding. (4 marks)

4. Comment on the tasks or situation provided to the students to further **elaborate** and apply the learnt content and skills. (4 marks)

5. Write how the student-teacher **evaluates** and **extends** learning. (4 marks)

6. Any other comments:

Observer's name:

Signature: