Practicum I & II

COURSE GUIDES FOR: DEVELOPMENTAL PRACTICUM TEACHING PRACTICUM
Associate Degree in Education/
B.Ed. (Hons) Elementary

2012
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Technical Support: Education Development Center (EDC); Teachers College, Columbia University
Foreword

Teacher education in Pakistan is leaping into the future. This updated Scheme of Studies is the latest milestone in a journey that began in earnest in 2006 with the development of a National Curriculum, which was later augmented by the 2008 National Professional Standards for Teachers in Pakistan and the 2010 Curriculum of Education Scheme of Studies. With these foundations in place, the Higher Education Commission (HEC) and the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and the two-year Associate Degree in Education (ADE).

The syllabi and course guides have been reviewed by the National Curriculum Review Committee (NCRC) and the syllabi are approved as the updated Scheme of Studies for the ADE and B.Ed. (Hons) Elementary programmes.

As an educator, I am especially inspired by the creativity and engagement of this updated Scheme of Studies. It offers the potential for a seismic change in how we educate our teachers and ultimately our country’s youngsters. Colleges and universities that use programs like these provide their students with the universally valuable tools of critical thinking, hands-on learning, and collaborative study.

I am grateful to all who have contributed to this exciting process; in particular the faculty and staff from universities, colleges, and provincial institutions who gave freely of their time and expertise for the purpose of preparing teachers with the knowledge, skills, and dispositions required for nurturing students in elementary grades. Their contributions to improving the quality of basic education in Pakistan are incalculable. I would also like to thank the distinguished NCRC members, who helped further enrich the curricula by their recommendations. The generous support received from the United States Agency for International Development (USAID) enabled HEC to draw on technical assistance and subject-matter expertise of the scholars at Education Development Center, Inc., and Teachers College-Columbia University. Together, this partnership has produced a vitally important resource for Pakistan.

PROF. DR. SOHAIL NAQVI
Executive Director
Higher Education Commission
Islamabad
How this course guide was developed

As part of nation-wide reforms to improve the quality of teacher education, the Higher Education Commission (HEC) with technical assistance from the USAID Teacher Education Project engaged faculty across the nation to develop detailed syllabi and course guides for the four-year B.Ed. (Hons) Elementary and two-year Associate Degree in Education (ADE).

The process of designing the syllabi and course guides began with a curriculum design workshop (one workshop for each subject) with faculty from universities and colleges and officials from provincial teacher education apex institutions. With guidance from national and international subject experts, they reviewed the HEC scheme of studies, organized course content across the semester, developed detailed unit descriptions and prepared the course syllabi. Although the course syllabi are designed primarily for student teachers, they are useful resource for teacher educators too.

In addition, participants in the workshops developed elements of a course guide. The course guide is designed for faculty teaching the B.Ed. (Hons) Elementary and the ADE. It provides suggestions for how to teach the content of each course and identifies potential resource materials. In designing both the syllabi and the course guides, faculty and subject experts were guided by the National Professional Standards for Teachers in Pakistan 2009 and the National Curriculum 2006. The subject experts for each course completed the initial drafts of syllabi and course guides. Faculty and student teachers started using drafts of syllabi and course guides and they provided their feedback and suggestions for improvement. Final drafts were reviewed and approved by the National Curriculum Review Committee (NCRC).
The following faculty were involved in designing this course guide: Sadaf Haleem, GECE (W) Hyderabad; Rozina Khuwaja, GECE (W) Hyderabad; Rubina Mushir, GECE (W) Hussainabad, Karachi; Fatimat uz Zohra, GECE (W) Hussainabad, Karachi; Shaheen Aziz, GCEE Pishin; Shah Bano Bukhari, University of Education, Lahore; Muhammad Idrees Jatoi, BoC Sindh, Jamshoro; Muhammad Ajmal; Dr. Muqaddas Butt, Fatima Jinnah University, Rawalpindi; Shakeela Khanum, GCET (W) DG Khan; Naila Naseer, Allama Iqbal Open University, Islamabad; Dr. Umbreen Ishfaq, Hazara University, Mansehra; Saira Kashif, Allama Iqbal Open University, Islamabad; Humaira Abbasi, University of AJK; Rafaqat Ali Abbar, IER, University of the Punjab, Lahore; Khushi Muhammad Saqib, GCET Faisalabad; Naveed Sultana, Allama Iqbal Open University, Islamabad; Dr. Saleha Parveen, University of Sindh; Dr. Abdul Hafeez, GCET Faisalabad.

Subject expert guiding course design: Professor Emeritus Dr. Frances Schoonmaker, Teachers College, Columbia University

Date of NCRC review: 3 March 2012

NCRC Reviewers: Dr. Fauzia Khurshid, NUML, Islamabad; Dr. Nabibux Jumani, International Islamic University, Islamabad; Dr Parveen Munshi, University of Sindh
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THE DEVELOPMENTAL PRACTICUM

Year/semester
Year 2, semester 3

Credit value
3 credits*

Prerequisites
Successful completion of semesters 1 and 2 of the ADE/B.Ed. (Hons)

*The practicum is a three-credit course. One credit requires three course hours.

The total number of hours required in the semester for this course is 3 credits x 3 hours x 16 weeks, or 144 hours. It is recommended that Student Teachers spend around 120 hours in the classroom, and the rest of the hours will be spent in seminar meetings and working on assignments.

NOTE: Student Teachers are expected to make regular visits to schools throughout their program, starting in the first few weeks of semester 1. The semester 3 developmental practicum is an extension of these visits, and it is not intended to be the Student Teacher’s first school experience.

Course description
This course includes two important parts:
- A school placement in an elementary school
- A seminar that meets regularly

School placement
The developmental practicum experience in semester 3 provides elementary grade Student Teachers with carefully sequenced and supervised field experiences in all areas of the elementary curriculum. Opportunities to work with children at two different grade levels, an upper and lower elementary school classroom, are provided. As a Student Teacher, you will work with children from a variety of backgrounds and with different capabilities. Initially you will conduct formal observations and complete a variety of school-based assignments, but you are expected to gradually take a more active role, with increased responsibilities in each classroom.
During this developmental practicum, you are expected to critically select and use appropriate materials, resources (including persons in the community), and technology, and to have opportunities to employ various classroom-management techniques and a variety of formative and summative evaluation techniques (including authentic assessment). Collaboration with other Student Teachers and professionals in the school setting is encouraged in order to develop team-building skills and utilization of all resources to enhance children’s learning.

Ideally, groups of three or four Student Teachers are placed in each school. Opportunities for peer coaching as well as coaching by the Cooperating Teacher and a College/University Practicum Supervisor are provided. You are encouraged to take advantage of any opportunities to interact with parents and to develop skills for communicating with parents under the guidance of the Cooperating Teacher.

**Seminar**

The seminar that accompanies your fieldwork will be facilitated by your College/University Practicum Supervisor and is designed to link pre-service program content to classroom practice. You will have an opportunity to clarify and revise your teaching goals and beliefs about a wide range of educational issues. The primary focus of this seminar is inducting Student Teachers into professional practice. Habits of thinking that provide the foundation for continued growth as a teacher are as important as strategies for solving immediate classroom issues and problems.

Student Teachers will be expected to complete a variety of seminar assignments during this semester. Most, but not all, of these assignments will be directly linked in some way to your classroom experiences. For example:

- Present an analysis of your own or a peer’s teaching
- Conduct observations focused on specific classroom practices or an individual child
- Try out a particular method and reflect on its success in achieving its purpose.

All of the assigned tasks are flexible enough to allow for adaptation to a wide variety of classrooms.

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1 Authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.
Course outcomes

Student Teachers will be able to:

- reflect on and learn from connecting theory and their teaching practice
- collaborate with peers, Cooperating Teacher, other school staff, and the College/University Supervisor, establishing professional relationships
- invite, accept, and utilize formative feedback from the Cooperating Teaching, peers, and the College/University Supervisor in a non-defensive manner
- produce plans for teaching and learning that reflect the use of appropriate instructional methods and strategies to meet the needs of all students within the context of the practicum classroom
- utilize appropriate instruments or techniques for informally and formally assessing children’s learning and children’s learning needs
- recognize cognitive and affective needs of children, and establish learning environments and use activities appropriate to meeting those needs.

Learning and teaching approaches

Every Student Teacher enrolled in the developmental practicum will be assigned to two different classrooms for this school placement experience. Approximately half the time during the practicum should be spent in an early grades class (katchi class to grade 2) and half the time in class in higher grades (grades 3 to 5). This will mean that by the end of the ADE (first two years of the B.Ed. Hons), Student Teachers will have experienced teaching in two different classrooms during the developmental practicum in semester 3.

The practicum seminar will provide opportunities for structured and guided discussion, but rely heavily on reflective journals and small group and peer interaction.
## First classroom placement (6 weeks)

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topics/themes</th>
</tr>
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</table>
| 1      | Introduction to the school and classroom context.  
• Complete school-based assignments, which provide you with an opportunity to get to know the school, its resources, the rules, and procedures expected of you.  
• Complete classroom observations, which will provide you with an opportunity to learn about:  
  o The classroom environment, placement of materials, arrangement of work spaces, and traffic patterns.  
  o Classroom interactions, e.g. whole-class teaching and teacher-to-student-, student-to-student-, and student-to-teacher-initiated interactions.  
• Assist the Cooperating Teacher as requested with any tasks such as:  
  o Small administrative tasks  
  o Helping individual children or small groups of children.  
• Meet with the Cooperating Teacher to discuss how he or she plans for instruction, expectations, and the like.  
• Reflect on your learning this week. |

The manner in which school experiences for the practicum are organized will vary from semester to semester. Colleges and universities will work with their cooperating schools to select the most appropriate model. Your Practicum Supervisor will provide you specific information about where you will teach or how to obtain a classroom placement, and your schedule for the semester.

Each Student Teacher will develop a plan for gradually increasing responsibility in the classroom, working with their Practicum Supervisor and the Cooperating Teacher.

Student Teachers can expect the following types of activity and progression during the developmental semester 3 practicum. This sequence of activities presented is for Model A (two days per week for two school placements for six weeks each). Should Model B or C be adopted, the sequence of activities should remain the same, simply conducted on a daily basis rather than on a weekly basis.
<table>
<thead>
<tr>
<th>Week #</th>
<th>Topics/themes</th>
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</table>
| 2 | **Week 2: Becoming more involved in the classroom.**  
- Complete school-based assignments, which will provide you with tools to learn more about:  
  - Your Cooperating Teacher and his or her educational philosophy  
  - A small group of children or an individual child.  
- Complete classroom observations:  
  - Small group engagement  
  - Individual child engagement  
- Assist the Cooperating Teacher as requested:  
  - Work with children who need extra help.  
  - Work with a small group of children to carry out the Cooperating Teacher’s plans.  
  - Meet with the Cooperating Teacher to discuss plans for teaching.  
- Reflect on your learning this week. |
| 3 | **Week 3: Taking an active role in co-planning and co-teaching sections of a lesson alongside your Cooperating Teacher.**  
- Complete school-based assignments.  
  - Learn about how your Cooperating Teacher manages their classroom.  
  - Learn more about community (parents and other community members) involvement in the school.  
- Complete classroom observations.  
  - Observe your Cooperating Teacher with the aim to rewrite the lesson plan, adding ideas of your own.  
  - Use one of the additional observation tools to understand how your Cooperating Teacher engages with the children.  
- Assist the Cooperating Teacher as requested.  
  - Continue with all the previous tasks in the classroom.  
  - Work with your Cooperating Teacher to co-plan a few lessons.  
  - Take over routines such as taking children for recess, taking the register, or reading a story to the class.  
  - Co-teach a few sections of classes with your Cooperating Teacher.  
- Reflect on your learning this week. |
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<tr>
<th>Week #</th>
<th>Topics/themes</th>
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| 4      | Week 4: Assuming responsibility for co-planning and co-teaching as many classes as you can.  
  - Complete school-based assignments.  
    - Learn more about the co-curricular activities available at your school, and specifically those that the children in your classroom do.  
  - Complete classroom observations.  
    - Use an additional observation tool to learn how your Cooperating Teacher manages the classroom through movement.  
    - Use an observation tool to learn how to keep track of student engagement by focusing on their on- and off-task behaviour.  
  - Assist the Cooperating Teacher as requested:  
    - Continue with all the previous tasks in the classroom.  
    - Co-teach a few lessons with your Cooperating Teacher.  
    - Work with children who need extra help.  
    - Meet with the Cooperating Teacher to discuss plans for teaching whole lessons next week.  
  - Reflect on your learning this week |
| 5      | Week 5: Assuming responsibility for planning, teaching and assessing in at least one subject.  
  - Complete school-based assignments.  
    - Complete any school-based assignments that might be outstanding  
    - Use this time to start to file all assignments from the seminar and the school experience in your Developmental Portfolio, using your Notes for Self-Assessment to indicate how you believe you are meeting the NPSTP.  
  - Complete classroom observations.  
    - Use the additional observation tools to observe how involved children are in the classroom in terms of their verbal engagement.  
    - Develop your own observation tool to collect data on how engaged children are.  
  - Assist the Cooperating Teacher as requested.  
    - Plan and teach lesson in at least one subject area this week.  
    - Continue the activities listed above, taking over responsibility for planning, teaching, and assessing for one subject area.  
  - Reflect on your learning this week |
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<tr>
<th>Week #</th>
<th>Topics/themes</th>
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</table>
| 6      | Week 6: Assuming responsibility for planning, teaching, and any additional responsibilities as negotiated with the Cooperating Teacher and College/University Practicum Supervisor.  
- Complete school-based assignments.  
  - Continue to make notes about how you are meeting the NPSTP on your Note Sheet.  
- Complete classroom observations.  
  - If you are challenged by any particular aspect of teaching this week, complete an additional observation, using the same tool, to learn more about teaching and learning.  
- Assist the Cooperating Teacher as requested.  
  - Plan and teach lessons in at least two subject areas this week.  
  - Continue the activities listed above, taking over responsibility for planning and teaching.  
- Reflect on your learning this week. |
Second classroom placement (6 weeks)

Topics/themes

Student Teachers repeat the program of the first six weeks but in a different grade and school.

Note that while the assignments are the same, if you are at a different school, the school-based assignments will provide you with in-depth knowledge of the inner workings of that school.

The practicum seminar

The seminar runs parallel to your experience at school. However, students may expect to discuss issues such as:

- Practical issues of teaching and learning in their field placements
- Language learning
- Different perspectives on how to organize and manage a classroom
- Planning units of instruction
- Content-specific instruction
- Selecting and using assessments of learning
- How to use standards for elementary school teaching practice
- Identifying the hidden curriculum in the classroom
- Creating classroom environments that recognize the physical, emotional, affective, social, and intellectual needs of children
- Non-instructional roles of the teacher
- Working with parents and community

Textbooks and references

Course readings and assignments will focus primarily on preparation for field assignments. Additional assignments and/or readings will be provided throughout the semester.

Grading policy

Grading for this course follows the university’s policies or, for Student Teachers at colleges, the affiliating university’s policies. This will be explained by the College/University Practicum Supervisor early in the course.
General information about the course

You will be provided with specific and detailed information about every part of your developmental practicum experience. The following will give you a general idea of what to expect this semester.

Roles and expectations of Practicum Triad members

Every practicum experience is guided by three critical participants: 1) the Student Teacher, 2) the Cooperating Teacher, and 3) the College/University Practicum Supervisor.

What happens in the classroom and how it is interpreted will depend on the views of each member of the triad. It is important for each member of the triad to negotiate common expectations for roles and responsibilities. If expectations are clear and understood by each member, the experience is likely to be more satisfactory to all.

The triad should meet together several times during the semester (keep track of these meetings using the Triad Meeting sheet in your handbook):
1) At the beginning, when roles and relationships are discussed
2) At midpoint, when performance is discussed
3) At the conclusion of the experience, as a final evaluation is made.

Depending on the challenges met during the practicum experience, the triad may feel that it is important to meet more frequently.

The Cooperating Teacher will guide the day-to-day work of the Student Teacher, providing feedback and initiating the Student Teacher into the life of the profession. This will include discussions of how planning, teaching, and assessment are made.

The Cooperating Teacher will communicate regularly with the College/University Practicum Supervisor. The purpose of supervision is to support good communication between the Student Teacher and Cooperating Teacher. Communication and collegial relationships are important to the Student Teacher and other triad members in their professional development.

The Supervisor will also provide feedback on all aspects of the Student Teacher’s development, including planning and teaching.
Summary of the role of the Student Teacher
The Student Teacher should have maximum opportunity to perform to the degree that his or her personal interests, abilities, and individuality allow.

There are three major aspects to the Student Teacher’s role during the semester:
1) His or her activities in the classroom, school and community
2) Participation in the weekly practicum seminar
3) Continued reflection and the creation of a developmental portfolio housing the documentation as evidence of professional growth.

The Student Teacher should become involved in the instructional program of the classroom as soon as possible. The experience will begin with observation. Time spent in observation will vary in length according to the situation. The Student Teacher will gradually assume more responsibility for planning and instruction through activities such as:
- Completing school-based assignments
- Completing school-based observations
- Assisting individual students
- Working with small groups
- Taking responsibility for co-planning and co-teaching
- Assisting the Cooperating Teacher with planning and teaching
- Teaching selected lessons under the Cooperating Teacher’s guidance (these should be lessons that are part of the ongoing curriculum, not lessons planned off-site and that do not relate to what is appropriate in the classroom)
- Assuming overall management for part of the day
- Assuming overall management of the classroom
- Using the Cover Sheet for Formal Observation and preparing all the materials required for six formal observations (two by the Cooperating Teacher and four by the Supervisor).

During the semester, Student Teachers will engage in a variety of experiences in their classrooms. Attending teacher’s meetings, parent meetings, and the like are encouraged, when possible.

The Student Teacher is expected to play an active role in deciding how he or she will take on new activities and in assessing her or his effectiveness.

The Student Teacher is expected to participate as a regular staff member of the school in terms of professional behaviour.
Summary of the role of the Cooperating Teacher

The Cooperating Teacher is expected to:

- Share school and classroom policies and procedures, the curriculum, the daily/semester schedule, and provide the Student Teacher with a class list, school textbooks, teacher’s guides, etc.

- Work with the Student Teacher and College/University Supervisor to set up a lesson plan format to be used by the Student Teacher. The Student Teacher is required to provide the supervisor with comprehensive written plans prior to each formal observation. Cooperating Teachers may also want to require written plans in addition to those required by the Supervisor; for example, for small group instruction.

- Formally and informally observe and provide verbal and written feedback to the Student Teacher on lesson planning and teaching.

- Meet daily with the Student Teacher to discuss classroom events and make plans.

- Provide assessment to the College/University Supervisor and participate in triad meetings to discuss the Student Teacher’s performance.

Summary of the role of the College/University Practicum Supervisor

The College/University Practicum Supervisor is the official representative of the college or university. Therefore, the Supervisor has responsibility for the supervision of Student Teachers, serves as the liaison between the college or university and the cooperating schools’ personnel, and helps establish and maintain positive relationships between the two institutions. Through classroom observations, conferences, and the weekly seminar, the Supervisor will:

- Provide feedback on at least two lesson plans.

- Make at least three one-hour observation visits throughout the semester, with at least two of these visits followed by a three-way conference involving the Student Teacher, Cooperating Teacher, and College/University Supervisor. The focus of these visits will depend on the needs of individual Student Teachers. (When possible, prior to making a supervisory visit, Supervisors should meet with Student Teachers to discuss plans, questions, expectations, and the like.)

- Guide entry into the profession through discussion with the Student Teacher of issues of professional practice, providing a guided seminar experience, conferring with the Student Teacher before and after classroom observations, and giving feedback on teaching to the Student Teacher.
Models of practicum organization
Models of practicum organization

Colleges and Schools of Education at universities should develop a plan for the practicum that meets the needs of their students and utilizes faculty resources to best advantage.

This document suggests different models of the practicum. These are examples only. Colleges and universities should develop a model that suits your context. Faculty should meet at the start of the semester to decide which model of the practicum to offer. There are advantages and disadvantages to each model.

The syllabus is organized around the current Scheme of Studies outlined by HEC. It can be easily adapted to a number of different practicum configurations.

When selecting any model for the practicum, consider the following:

• What are the specific roles of Cooperating Teachers?
• How can authentic experiences be provided to Student Teachers that allow them to develop skills within the ongoing life and work of the classroom? Lessons that are prepared by Student Teachers without consultation with classroom teachers and taught in the classroom apart from the ongoing curriculum have little benefit. They do not offer the Student Teacher a sense of continuity and are disruptive to student learning.
• Will the seminar be taught to a small group of Student Teachers by the person who will supervise them?
• Will additional supervisors be needed?
• How will Cooperating Teachers be identified and prepared to host Student Teachers?
• What assessment tools will be used?
• What role will each member of the practicum triad play (Student Teacher, Cooperating Teacher, College/University Supervisor) in the assessment process?
• Which policy issues need to be made explicit to Student Teachers?

Practicum Model A

During the practicum in semester 3, the Student Teacher experiences working in two different grades for a total of 120 hours.

One placement should be in early grades (kachi class to grade 2). The other placement should be in higher grades (grades 3 to 5). You might also place students at different schools on each placement.

To use this model, you need to arrange other courses so that there is a two-day practicum block each week.

There is a one-week break from school visits mid-semester to allow Student Teachers, Cooperating Teachers, and College/University Practicum Supervisors to meet to assess progress. The final week at the end of the semester is left open for Student Teachers to complete assignments and for a second meeting of the triad.
An example of weekly timetables for semester 3 is offered below.

Practicum placement 1: Weeks 2 to 7 (6 weeks, 12 days, 5 hours per day, for a total of 60 hours)

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<tr>
<th>Period</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching Urdu (1 hour)</td>
<td>Practicum placement 1</td>
<td>Practicum placement 1</td>
<td>Practicum seminar</td>
<td>Teaching Urdu (2 hours)</td>
<td>Teaching literacy (1 hour)</td>
</tr>
<tr>
<td>2</td>
<td>Teaching literacy (2 hours)</td>
<td>Practicum placement 1</td>
<td>Practicum placement 1</td>
<td>Group I (2 hours)</td>
<td>Science II (1 hour)</td>
<td>Self-study</td>
</tr>
<tr>
<td>3</td>
<td>Teaching literacy (2 hours)</td>
<td>Practicum placement 1</td>
<td>Practicum placement 1</td>
<td>Group II (2 hours)</td>
<td>Science II (1 hour)</td>
<td>Self-study</td>
</tr>
<tr>
<td>4</td>
<td>Practicum preparation</td>
<td>Practicum placement 1</td>
<td>Practicum placement 1</td>
<td>Arts, crafts, and calligraphy (3 hours)</td>
<td>Science II (1 hour)</td>
<td>Science II (2 hours)</td>
</tr>
<tr>
<td>5</td>
<td>Practicum preparation</td>
<td>Practicum placement 1</td>
<td>Practicum placement 1</td>
<td>Arts, crafts, and calligraphy (3 hours)</td>
<td>ICTs in education (2 hours)</td>
<td>Science II (2 hours)</td>
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Practicum placement 2: Weeks 9 to 14 (6 weeks, 12 days, 5 hours per day, for a total of 60 hours)

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<th>Period</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching Urdu (1 hour)</td>
<td>Practicum placement 2</td>
<td>Practicum placement 2</td>
<td>Practicum seminar</td>
<td>Teaching Urdu (2 hours)</td>
<td>Teaching literacy (1 hour)</td>
</tr>
<tr>
<td>2</td>
<td>Teaching literacy (2 hours)</td>
<td>Practicum placement 2</td>
<td>Practicum placement 2</td>
<td>Group I (2 hours)</td>
<td>Science II (1 hour)</td>
<td>Self-study</td>
</tr>
<tr>
<td>3</td>
<td>Teaching literacy (2 hours)</td>
<td>Practicum placement 2</td>
<td>Practicum placement 2</td>
<td>Group II (2 hours)</td>
<td>Science II (1 hour)</td>
<td>Self-study</td>
</tr>
<tr>
<td>4</td>
<td>Practicum preparation</td>
<td>Practicum placement 2</td>
<td>Practicum placement 2</td>
<td>Arts, crafts, and calligraphy (3 hours)</td>
<td>Science II (1 hour)</td>
<td>Science II (2 hours)</td>
</tr>
<tr>
<td>5</td>
<td>Practicum preparation</td>
<td>Practicum placement 2</td>
<td>Practicum placement 2</td>
<td>Arts, crafts, and calligraphy (3 hours)</td>
<td>ICTs in education (2 hours)</td>
<td>Science II (2 hours)</td>
</tr>
</tbody>
</table>
Example progression of activity and responsibility during the first six-week placement

NOTE: All these assignments and activities would be reflected in the Student Teacher’s Developmental Portfolio, illustrating how the Student Teacher meets the National Professional Standards for Teachers in Pakistan.

Week 1 (placement days 1 and 2)
Orientation meeting on campus. Focus on 1) expectations, 2) techniques for observing in schools, and 3) practice of techniques.

Observe in classroom. Make a classroom map, complete school-based assignments (Student Teaching Checklist, inventory of school resources, discipline procedures, and policy of the school), complete classroom observations (whole-class instruction), and assist the Cooperating Teacher as much as possible. Reflect on learning using formats provided in the handbook.

Week 2 (placement days 3 and 4)
Become more involved in the classroom. Complete school-based assignments, which will facilitate your getting to know your Cooperating Teacher and their educational philosophy, as well as getting to know the children better. Observe in classroom, focusing on small-group and individual student engagement. You should also note what routines the teacher has established and what routines exist in the school as a whole.

Begin assisting the Cooperating Teacher as requested by helping individual children or small groups of children.

Week 3 (placement days 5 and 6)
Take an active role in the co-planning and co-teaching of sections of lessons alongside your Cooperating Teacher. Observe and assist in the classroom, focusing on student work. Collect samples of children’s work and focus. Note what the teacher can learn from examining children’s work. Complete school-based assignments, focusing on how your Cooperating Teacher manages a classroom. Reach beyond the classroom and learn more about community involvement in your school. Observe your Cooperating Teacher and then recreate a lesson plan for one of the lessons taught to start thinking about how you will plan whole lessons. Continue assisting the Cooperating Teacher as requested by helping individual children or small groups of children.

Work with the Cooperating Teacher to decide on a small group in one subject (e.g. maths) that you will work with twice this week. Plan at least one lesson to teach the group (include the lesson plan/s in your portfolio).

Week 4 (placement days 7 and 8)
Assume responsibility for co-planning and co-teaching with your Cooperating Teacher. Observe using specific tools provided in your handbook, focusing on how your Cooperating Teacher manages the classroom. Assist your Cooperating Teacher in all classroom activities. Research the co-curricular activities at your school and especially those engaged in by the children in your class. Continue assisting the
Cooperating Teacher as requested by helping individual children or small groups of children. Work with the Cooperating Teacher to decide which subject you will be teaching next week.

**Week 5 (placement days 9 and 10)**
Assume responsibility for planning, teaching, and assessment in at least one subject. Continue assisting the Cooperating Teacher as requested by helping individual children or small groups of children. Work with the Cooperating Teacher to decide on a second subject that you can teach next week. Plan to teach at least two lessons to the whole class.

**Week 6 (placement days 11 and 12)**
Assume responsibility for planning and teaching in at least two subject areas. Add your lesson plans to your portfolio. Continue assisting the Cooperating Teacher as requested by helping individual children or small groups of children.

For the second six-week placement, the Student Teacher would follow the same progression, but depending on the Student Teacher, she or he might move through the progression at a faster pace. The College/University Practicum Supervisor might also invite the Student Teacher to take on more responsibility for teaching in the final week in the second placement.

**Mid-practicum seminar**
During this week, the seminar will meet for two days on campus (two hours each day) to:

- Review what has been learned in field placements
- Review materials used in the schools in each content area
- Work on planning to teach in all content areas
- Continue work on assessment of student learning
- Discuss and prepare Student Teachers for their second placement at another grade level in a new school.

Student Teachers will continue their other courses as per the timetable.

**End-of-practicum seminar**
During this week, the seminar will meet for two days on campus (two hours each day) to:

- Review what has been learned in field placements
- Work on areas of weakness or additional areas (e.g. methods of teaching, assessment) at the discretion of the College/University Practicum Supervisor. Share student teaching portfolios for peer review.

Student Teachers will submit portfolios and all final products for the course after the end-of-term seminar.
Practicum Model B

In this model, the semester is divided into two parts. Part 1 of the semester covers the five courses in semester 3 (ICTs in education, Science II, Teaching Urdu, Teaching Literacy, and Arts, Crafts, and Calligraphy). The number of hours for direct instruction for each of the five courses is increased. Part 2 of the course includes the practicum. Students spend 120 hours in the classroom.

Semester 3, part 2 (7 weeks)

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Placement 1 (3 weeks, 12 days/5 hours per day/60 hours)
Placement 2 (3 weeks, 12 days/5 hours per day/60 hours)

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<td>Planning/teaching</td>
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<tr>
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<td>Planning/teaching</td>
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Example progression of activity and responsibility during the first three-week placement

Week 1 (placement days 1 to 4)
Orientation meeting on campus. Focus on 1) expectations, 2) techniques for observing in schools, and 3) becoming involved in the classroom. Complete school-based assignments (Student Teaching Checklist, inventory of school resources, discipline procedures and policy of the school, getting to know the Cooperating Teacher and children), complete classroom observations (whole-class instruction, small group, and individual children), and assist the Cooperating Teacher as much as possible. Reflect on your learning to teach, noting also what routines the Cooperating Teacher has established and what routines exist in the school as a whole. Use the reflection sheets provided in your handbook.

Week 2 (placement days 5 to 8)
Start co-planning and co-teaching of sections of lessons alongside your Cooperating Teacher. Observe and assist in classroom, focusing on student work. Try to work toward co-teaching at least two full lessons this week. Complete school-based assignments (focusing on how the Cooperating Teacher manages a classroom and how involved the community is in your school and the co-curricular activities at your school), complete classroom observations (focusing on planning and then recreating the lesson plan for one of the lessons taught to start thinking about how you will plan whole lessons), and continue assisting the teacher as requested by helping individual children or small groups of children. Collect samples of children’s work and reflect on what a teacher can learn through examining children’s work. Reflect on your co-teaching using the sheets provided in your handbook.

Week 3 (placement days 9 to 12)
Assume responsibility for planning, teaching, and assessing (starting with one subject and progressing to at least two subject areas). At this stage you should be teaching at least two to three lessons per day. Plan to continue to assist the teacher in all aspects of teaching and learning. Become involved in the whole school community. Continue to reflect on your teaching and learning, using the sheets provided in your handbook. Work with Cooperating Teacher to plan and teach at least two complete lessons for the whole class.

As in Model A, plan for a mid-semester seminar and end-of-practicum seminar.

For the second three-week placement, follow the same progression, but depending on the Student Teacher, they could try teaching one subject to the whole class for one week.
The practicum seminar

Suggestions for possible seminar session topics are given in the syllabus. While each college and university will have its own plan for the practicum and accompanying seminar, the focus for the seminar should be on what Student Teachers see in their observations and emerging classroom issues. The seminar provides intensive engagement with theory and practice. Groups should be small enough to allow ample opportunity for discussion of what has happened in schools and how school events relate to what Student Teachers have learned in their program.

The temptation is to over-program seminar sessions with how-to topics related to managerial issues. Student Teachers will be very positive in their response to sessions that have such a practical orientation. However, leaving time for emergent topics is critical if the seminar is to respond to the field placement. It is important to deal with substantive issues related to teacher professionalism and broader educational and societal issues that affect teachers and the communities in which they will work.

The role of the seminar Instructor (who may also be the College/University Practicum Supervisor) will be to listen critically and guide participants in identifying problems, becoming self-critical, choosing alternative courses of action, and relating practical issues to theoretical perspectives. In some cases, participants will want to engage in informal inquiry and periodically report on their findings. These inquiries may be collaborative; for example, all participants may decide to look at behaviour management systems in their classrooms or at children who seem to pose behaviour management problems. Or they might think about an issue related to social justice; for example, how children from minorities or poor families are treated by their peers. These informal inquiries can lead to rich discussions about alternative practices and their effects on classroom climate.

Ideally, groups of three or four Student Teachers should be placed in each school. Avoid having too many Student Teachers in one school and more than one Student Teacher per class (unless they are doing an activity or assignment that requires them to work together).

Seminar Instructors will need to be familiar with the overall B.Ed. (Hons) curriculum in order to build on what Student Teachers should already know. There will be many opportunities to review and reinforce learning from prior course work. Because teacher preparation is front loaded (that is, they learn what they will apply later), Student Teachers may not immediately apply what they have learned. Rather than assuming that they have not learned the basic concepts from their prior course work, the seminar Instructor should be prepared to provide a scaffold from these prior experiences in the program. This will support transfer of learning.
Syllabus

THE TEACHING PRACTICUM
THE TEACHING PRACTICUM

Year/semester
Year 2, semester 4

Credit value
3 credits

Prerequisites
Successful completion of semesters 1 and 2 of the ADE/B.Ed. (Hons)

The practicum is a three-credit course. As this is a practical course, one credit requires additional hours of practice. It is recommended that Student Teachers spend approximately 30 days/6 weeks on the school placement in semester 4.

Course description

The practicum consists of two important parts:
- A school placement in an elementary school
- A seminar that meets regularly

School placement
The practicum experience in semester 4 should provide elementary grade Student Teachers with a practicum placement in an elementary school. This teaching practice builds on experience from semester 3, when Student Teachers worked with children at two different grade levels. As in semester 3, the practicum should provide Student Teachers with carefully sequenced and supervised experiences, with Student Teachers gradually assuming responsibility for teaching several subjects with the whole class, starting with one subject in week 3, and picking up an additional class in week 4 and an additional class in week 5. Thus, for the last two weeks Student Teachers should assume full responsibility for at least three classes.

During the practicum, Student Teachers are expected to critically select and use appropriate materials, resources (including persons in the community), and technology, and to have experiences with classroom management and a variety of evaluation techniques (including authentic assessment). Collaboration with other Student Teachers and professionals in the school setting should be encouraged in order to develop team-building skills and utilization of all resources to enhance children’s learning.

Ideally, groups of three or four Student Teachers should be placed in each school. Avoid having too many Student Teachers in one school and more than one Student Teacher per class (unless they are doing an activity or assignment that requires them to work together).
Opportunities for peer coaching as well as coaching by the Cooperating Teacher and College/University Practicum Supervisor should be provided. Student teachers should be encouraged to take advantage of the opportunity to interact with parents and develop skills for communicating with parents under the guidance of the Cooperating Teacher.

**Seminar**

As in semester 3, a weekly seminar will accompany the practicum to help Student Teachers link the content of the pre-service program content to practice. The seminar should provide Student Teachers an opportunity to clarify and revise their teaching goals and their beliefs about a wide range of educational issues. Although the seminar should be related to and build upon classroom observation and teaching experiences, it should be focused on inducting Student Teachers into professional practice. Habits of thinking that provide the foundation for continued growth as a teacher are as important as strategies for solving immediate classroom issues and problems. The seminar should also provide a forum for Student Teachers to share and resolve problems or challenges they are experiencing during their practice.

Student Teachers will be asked to complete several types of assignments. Most, but not all, of these assignments will be directly linked in some way to classroom experiences. For example, Student Teachers will:

- Present an analysis of own or a peer’s teaching
- Conduct an observation focused on specific classroom practices or an individual child
- Try out a particular method and reflect on its success in achieving its purpose
- Conduct an interview with a teacher and a child.

All of the assigned tasks should be flexible enough to allow for adaptation to a wide variety of classrooms.
Course outcomes

Student Teachers will be able to:

- reflect on and learn from teaching practice
- collaborate with peers, the Cooperating Teacher, and College/University practicum Supervisor, establishing professional relationships
- invite, accept, and utilize feedback from the Cooperating Teacher, peers, and the College/University Supervisor in a non-defensive manner
- produce and implement plans for teaching and learning that reflect the use of appropriate instructional methods and strategies that meet the needs of all children within the context of the practicum classroom
- utilize appropriate instruments or techniques for assessing children’s learning and their learning needs
- recognize cognitive and affective needs of children, and establish learning environments and use activities appropriate to meeting those needs.

Learning and teaching approaches

For the practicum in semester 4, every student enrolled will be assigned to an elementary grade class.

The practicum seminar will utilize a variety of teaching and learning approaches but rely heavily on reflective journals and small group and peer interaction.

Semester outline

School experiences

The way field experiences for the practicum are organized may vary from semester to semester and from institution to institution. Your College/University Practicum Supervisor will provide you with specific information about where you will teach or how to obtain a classroom placement and your schedule for the semester.

Each Student Teacher will develop a plan for gradually increasing responsibility in the classroom, working with their College/University Practicum Supervisor and the Cooperating Teacher.

Each college or university will have its own plan for the practicum. It may be organized in a variety of ways. Student Teachers can expect the following types of activity and progression during the practicum in semester 4.
Week 1: Introduction to the school and classroom context

Topics/themes

- Complete the Student Teacher Checklist provided in your handbook.
- Meet with the Cooperating Teacher to discuss how he or she plans for instruction, expectations, and the like.
- Complete non-observational assignments, which will provide you with an opportunity to familiarize yourself with the school, staff, school rules, policies, etc. The assignments you are required to complete will depend on your current placement.

If you are completing this practicum at a different school than the one you worked in during semester 3, you will need to complete the assignments provided in your handbook:
  - Inventory of school resources
  - Community/co-curricular engagement
  - Discipline procedures and policies
  - Cooperating Teacher interview
  - Interview a child/children
  - Classroom management
    - If you are at the same school that you were in during semester 3 but working with a different teacher, you need to complete the assignments provided in your handbook:
      - Cooperating Teacher interview
      - Interview a child/children
      - Classroom management

- Keep a log of daily activities.
- Record daily reflections (see the forms provided in your handbook).
- Conduct classroom observations, which will provide the Student Teacher with an opportunity to learn how the Cooperating Teacher engages with the children using verbal behaviour and how to pace a lesson.
- As requested by the Cooperating Teacher, work with children who need extra help and with small groups of children to carry out the teacher's plans.
Week 2: Assisting the teacher in classroom instruction as requested and assuming responsibility for planning, teaching, and assessing at least part of the lesson

Topics/themes

- Co-plan and co-teach with the Cooperating Teacher.
- Work with children who need extra help.
- Complete any non-observational assignments still outstanding.
- Complete classroom observations, which will provide you with an opportunity to observe children’s engagement through their verbal responses and what types of verbal interaction occur in the classroom (selective verbatim).
- Work with small groups of children to carry out the teacher’s plans.
- Co-teach lessons with the Cooperating Teacher.
- Find out about the assessment, including what strategies the teacher uses.

Week 3: Assuming responsibility for planning, teaching, and assessing at least one lesson

Topics/themes

- Co-plan full lessons with the Cooperating Teacher.
- Co-teach lessons for one subject matter each day.
- Work with children who need extra help.
- Conduct classroom observations that will provide you with information on how to use questions effectively to engage children. You should also consider using the observation tools provided in your semester 3 handbook to learn about other aspects of teaching and learning.
- Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, Pre-observation Guide, and Post-observation Reflection.
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, pre-observation guide, and Post-observation reflection sheet.
- Prepare for a midway triad meeting.
- Use the Notes for Self-Assessment indicating all the evidence you have collected and how this meets the NPSTP.


Week 4: Assuming responsibility for planning, teaching, and assessing in two subjects

Topics/themes

- Continue activities above, taking over responsibility for planning, teaching, and assessing one subject (full lesson) throughout the week.
- Co-plan and co-teach all other subjects with the Cooperating Teacher.
- Prepare for a formal observation by your College/University Practicum Supervisor using the Formal Observation Cover sheet, Pre-observation Guide, and Post-observation Reflection.

Week 5: Assuming responsibility for planning, teaching, and assessing at least three subjects

Topics/themes

- Continue activities above, taking over responsibility for planning, teaching, and assessing three core subjects with the whole class throughout the week (maths, Urdu, science/general studies).
- Co-plan and co-teach all other subjects with the Cooperating Teacher.
- Prepare for a formal observation by your Cooperating Teacher using the Formal Observation Cover sheet, Pre-observation Guide, and Post-observation Reflection.
- Prepare for a formal observation by your College/University Practicum Supervisor using the Formal Observation Cover sheet, Pre-observation Guide, and Post-observation Reflection.

Week 6: Assume additional responsibilities as agreed with the Cooperating Teacher

Topics/themes

- Continue planning, teaching and assessing the three core subjects throughout the week and add additional subjects as agreed upon with the Cooperating Teacher.
- Co-plan and co-teach all other subjects with the Cooperating Teacher.
- Prepare for a formal observation by your College/University Supervisor using the Formal Observation Cover sheet, Pre-observation Guide, and Post-observation Reflection.
- Prepare for a final triad meeting.
- Prepare a Professional Portfolio, addressing the NPSTP. (Use the rubric provided in your handbook as a guide.)
The practicum seminar

The seminar runs parallel to your experience at school. Student Teachers may expect to discuss issues such as:

- Practical issues of teaching and learning in their field placements
- Language learning
- Different perspectives on how to organize and manage a classroom
- Planning units of instruction
- Content-specific instruction
- Selecting and using assessments of learning
- How to use standards for elementary school corrected teaching practice
- Identifying the hidden curriculum in the classroom
- Creating classroom environments that recognize physical, emotional, affective, social, and intellectual needs of children
- Non-instructional roles of the teacher
- Working with parents and community

Textbooks and references

Course readings and assignments will focus primarily on preparation for field assignments. Additional assignments and/or readings will be provided throughout the semester.

Course assignments

Assignments will be listed on a separate handout. These assignments will be designed to help you achieve course outcomes. Some will take place in the classroom and others outside of the classroom.

Grading policy

Grading for this course follows the university’s policies or, for Student Teachers at colleges, the affiliating university’s policies. This will be explained by the College/University Practicum Supervisor early in the course.

General information about the course

You will be provided with specific and detailed information about every part of your practicum experience. The following will give you a general idea of what to expect this semester.
Roles and expectations of Practicum Triad members

Every practicum experience is guided by three critical participants: 1) the Student Teacher, 2) the Cooperating Teacher, and 3) the College/University Supervisor.

What happens in the classroom and how it is interpreted will depend on the views of each member of the triad. It is important for each member of the triad to negotiate common expectations for roles and responsibilities. If expectations are clear and understood by each member, the experience is likely to be more satisfactory to all.

The triad should meet together several times during the semester:

1) At the beginning, when roles and relationships are discussed
2) At midpoint, when performance is discussed
3) At the conclusion of the experience, as a final evaluation is made.

Depending on the challenges met during the practicum experience, the triad may feel that it is important to meet more frequently.

The Cooperating Teacher will guide the day-to-day work of the Student Teacher, providing feedback and initiating the Student Teacher into the life of the profession. This will include discussions of how planning, teaching, and assessment are made.

The Cooperating Teacher will communicate regularly with the College/University Supervisor.

The purpose of supervision is to support good communication between the Student Teacher and Cooperating Teacher. Communication and collegial relationships are important to the Student Teacher and other triad members in their professional development.

The Supervisor will also provide feedback on all aspects of the Student Teacher’s development, including planning and teaching.

Summary of the role of the Student Teacher

The Student Teacher should have maximum opportunity to perform to the degree that his or her personal interests, abilities, and individuality allow.

There are three major aspects to the Student Teacher’s role during the semester:

1) His or her activities in the classroom, school, and community
2) Participation in the weekly practicum seminar
3) Continued reflection and documentation of professional growth.
The Student Teacher should become involved in the instructional program of the classroom as soon as possible. The experience will begin with observation. Time spent in observation will vary in length according to the situation. The Student Teacher will gradually assume more responsibility for planning and instruction through activities such as:

- Assisting individual students
- Working with small groups
- Taking responsibility for planning and teaching sections of lessons
- Assisting the Cooperating Teacher with planning and teaching complete lessons under the Cooperating Teacher’s guidance and being open to receiving feedback. (These should be lessons that are part of the ongoing curriculum, not lessons planned off-site and that do not relate to what is appropriate in the classroom.)
- Assuming overall management for part of the day
- Assuming overall management of the classroom.

During the semester, Student Teachers will engage in a variety of experiences in their classrooms. Attending teacher’s meetings, parent meetings, and the like are encouraged, when possible.

The Student Teacher is expected to play an active role in deciding how he or she will take on new activities and in assessing her or his effectiveness.

The Student Teacher is expected to participate as a regular staff member of the school in terms of professional behaviour.

**Summary of the role of the Cooperating Teacher**

The Cooperating Teacher is expected to:

- Share school and classroom policies and procedures, the curriculum, the daily/semester schedule, and provide the Student Teacher with a class list, school textbooks, teacher’s guides, etc.
- Work with other members of the practicum triad to set up a program for the Student Teacher’s gradual assumption of all classroom responsibilities, building up to the Student Teacher taking on the planning, teaching, and assessing of at least three subjects. This plan should include provisions for Student Teacher involvement in all instructional tasks as well as non-instructional tasks such as home-school communication, parent conferences, and staff development.
- Work with the Student Teacher and College/University Practicum Supervisor to set up a lesson plan format to be used by the Student Teacher. The student is required to provide the Supervisor with comprehensive written plans prior to each formal observation. Cooperating Teachers may also want to require written plans in addition to those required by the supervisor; for example, for sections of lessons.
• Formally and informally observe and provide feedback to the Student Teacher (using the forms provided in the handbook).
• Meet daily to discuss classroom events and make plans.
• Provide assessment to the College/University Supervisor and participate in triad meetings to discuss the Student Teacher’s performance.

Summary of the role of the College/University Practicum Supervisor
The College/University Practicum Supervisor is the official representative of the college or university. Therefore, the Supervisor has responsibility for the supervision of Student Teachers, serves as the liaison between the college or university and the cooperating schools’ personnel, and helps establish and maintain positive relationships between the two institutions. Through classroom observations, conferences, and the weekly seminar, the Supervisor will:

• Make at least four one-hour observation visits throughout the semester, with at least two of these visits followed by a three-way conference involving the Student Teacher, Cooperating Teacher, and College/University Supervisor. The focus of these visits will depend on the needs of individual Student Teachers.
• Guide entry of the Student Teacher into the profession through discussion of issues of professional practice, providing a guided seminar experience, and conferring with the Student Teacher before and after classroom observations and giving feedback on teaching to the Student Teacher.
Models of practicum organization
Models of practicum organization

Colleges and Schools of Education at universities should develop a plan for the practicum that meets the needs of their students and utilizes faculty resources to best advantage.

This document suggests different models of the practicum. These are examples only. Colleges and universities should develop a model that suits your context. Faculty should meet at the start of the semester to decide which model of the practicum to offer. There are advantages and disadvantages to each model.

The syllabus is organized around the current Scheme of Studies outlined by HEC. It can be easily adapted to a number of different practicum configurations.

When selecting any model for the practicum, consider the following:

• What are the specific roles of Cooperating Teachers?
• How can authentic experiences be provided to Student Teachers that allow them to develop skills within the ongoing life and work of the classroom? Lessons that are prepared by Student Teachers without consultation with classroom teachers and taught in the classroom apart from the ongoing curriculum have little benefit. They do not offer the Student Teacher a sense of continuity and are disruptive to student learning.
• Will the seminar be taught to a small group of Student Teachers by the person who will supervise them?
• Will additional Supervisors be needed?
• How will Cooperating Teachers be identified and prepared to host Student Teachers?
• What type of support can colleges and universities provide the Cooperating Teachers?
• Which assessment tools will be used?
• What role will each member of the practicum triad play (Student Teacher, Cooperating Teacher, College/University Practicum Supervisor) in the assessment process?
• Which policy issues need to be made explicit to Student Teachers?
Example program for the practicum in semester 4

(For institutions that are open and teaching on Saturdays)

Weeks 1 to 9
During weeks 1 through 9, Student Teachers complete the other five courses taught this semester. The number of lessons per week is doubled to ensure that the credit hour requirement is easily met.

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<td>Teaching social studies</td>
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Weeks 10 to 15 practicum placement (6 weeks/30 days at school)
Plan for a half-day practicum seminar every Saturday

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Week 16
Presentation of portfolios and end-of-semester seminar.
With Saturdays off

**Weeks 1 to 8**

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**Week 9**

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**Weeks 10 to 16: practicum placement (7 weeks/28 days at school)**

Plan for a half-day practicum seminar every Friday.

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End of Week 16
Presentation of portfolios and end-of-semester seminar.

Mid-practicum seminar
Meet for one full day to:
• Review what has been learned so far on the field placement
• Review materials used in the schools in each content area
• Work on planning to teach and assess in all content areas
• Work on areas of weakness or additional areas (e.g. methods of teaching, assessment) at the discretion of the Instructor.
• Resolve challenges and respond to questions from Student Teachers.

End-of-practicum seminar
Meet for one full day to:
• Review what has been learned during the field placement
• Work on areas of weakness or additional areas (e.g. methods of teaching, assessment) at the discretion of the Instructor.
• Share student teaching portfolios for peer review.

Student Teachers will submit portfolios and all final products for the course after the end-of-term seminar.