**THE MICO UNIVERSITY COLLEGE**

**MASTER OF ARTS IN TEACHING**

**INTERNAL/ EXTERNAL PRACTICUM ASSESSMENT INSTRUMENT**

**Participants: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Area of Specialization \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Institution of Practice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**All items should be rated in the scale of 0-4 (where 4 is highest possible rating). ‘U’ indicates unobserved.**

**NOTE: Items not observed during lesson would first be noted by an (\*) in the ‘U’ column, then be rated later, after verification by other sources of evidence including lesson plans and/ or by consultation with the college representative(s)**

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| **STAGE** | **PERFORMANCE CRITERIA AND STANDARDS OF PRACTICE** | **U** | **0** | **1** | **2** | **3** | **4** |
| **Planning** | **P1. Evidence of Situation Analysis** |  |  |  |  |  |  |
| **P2. Content is relevant to objectives/ purpose** |  |  |  |  |  |  |
| **P3. Objectives appropriate, clearly stated and valuable to learners** |  |  |  |  |  |  |
| **P4. Methods/ strategies are learner-focused** |  |  |  |  |  |  |
| **P5. Activities relevant to objectives and learners’ characteristics** |  |  |  |  |  |  |
| **P6. Closure addresses purpose** |  |  |  |  |  |  |
| **P7. Closure sets framework for future/ reinforcement** |  |  |  |  |  |  |
| **Teaching/ Learning Process** | **T1. Introductory activity prepares lecturers for session/ encourages readiness for the learning process** |  |  |  |  |  |  |
| **T2. Purpose of lesson is made known at some point** |  |  |  |  |  |  |
| **T3. Lesson appropriately sequenced and adequately timed for the learners** |  |  |  |  |  |  |
| **T4. Ideas and explanations are clear and effective** |  |  |  |  |  |  |
| **T5. Questioning techniques encourage higher-order thinking** |  |  |  |  |  |  |
| **T6. Learners’ perspectives are accommodated** |  |  |  |  |  |  |
| **T7. Barriers to the learning process are appropriately addressed** |  |  |  |  |  |  |
| **T8. Instructional strategies appropriately managed** |  |  |  |  |  |  |
| **T9. Learners’ exploration is encouraged** |  |  |  |  |  |  |
| **T10. Technology (A/V aids, equipment and resources) effectively used** |  |  |  |  |  |  |
| **T11. Authentic experiences are provided** |  |  |  |  |  |  |
| **T12. Evidence of formative assessment based on feedback given** |  |  |  |  |  |  |
| **T13. Learners are encouraged to reflect** |  |  |  |  |  |  |
| **T14. Affective concerns are appropriately addressed** |  |  |  |  |  |  |
| **T15. All domains of learning are addressed** |  |  |  |  |  |  |
| **T16. Multiple perspectives of content are encouraged** |  |  |  |  |  |  |
| **T17. Evaluation is guided by objectives chosen and any that may have emerged** |  |  |  |  |  |  |
| **T18. Learners are prepared for evaluative experience** |  |  |  |  |  |  |
| **T19. Learners’ feedback is encouraged** |  |  |  |  |  |  |
| **T20. Flexibility of the teacher is evident** |  |  |  |  |  |  |
| **T21. Interactivity is encouraged (learners initiate, create/ manipulate material/ content)** |  |  |  |  |  |  |
| **T22. Learners are encouraged to think about their own learning processes** |  |  |  |  |  |  |
| **T23. Problem solving approach is taken** |  |  |  |  |  |  |
| **T24. Respect for learners, their experiences, interest and differences known** |  |  |  |  |  |  |
| **T25. Relevance of projects/ activities to lesson content and objectives indicated** |  |  |  |  |  |  |
| **T26. Communication, language and style appropriate and learner friendly** |  |  |  |  |  |  |
| **T27. Creative management of exiting physical and learning conditions** |  |  |  |  |  |  |
| **Effecting** | **E1. Student/ student and students/ teacher interactions encouraged** |  |  |  |  |  |  |
| **E2. Assessment of objectives and activities evident and appropriate** |  |  |  |  |  |  |
| **E3. Creativity encouraged and/or special projects developed** |  |  |  |  |  |  |
| **E4. Consistency in planning and implementation** |  |  |  |  |  |  |
| **E5. Evidence of reflectivity (focus on self, teaching, proposing action, etc.)** |  |  |  |  |  |  |
| **E6. Evidence of students’ work & progress, as a result of the teacher’s efforts** |  |  |  |  |  |  |

**Total Score= (Overall sum of the sub-totals from all the columns): TOTAL= \_\_\_\_\_\_ Percentage Score: \_\_\_\_\_\_\_Recommended Grade: \_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ College Rep: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_External Examiner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grading Scale**

|  |  |
| --- | --- |
| **Score** | **Grade** |
| **90-100** | **A+** |
| **80-89** | **A** |
| **75-79** | **A-** |
| **70-74** | **B+** |
| **65-69** | **B** |
| **Below 65** | **Fail** |