



The Mico University College

PRACTICUM UNIT

Interpretation The Dimensions Of The Teaching Practice Assessment Instrument

DIMENSION	INTERPRETATION
A1	Specific objectives are measurable and give a clear indication of the competence or content to be developed in the lesson. They are relevant to the topic, syllabus and level of the students. All relevant domains should be covered.
A2	Student needs, including catering for a diversity of learning styles and performance/competence levels of students. There should be some indication of responding to/planning for the class as the student teacher learns about the students.
A3	The content level should be appropriate for the grade level. It should reflect current understandings of concepts. References are to be provided, in the currently used version of the APA format.
A4	The resources chosen should be present in the classroom or nearby, as appropriate. The contingencies may be evident only if the original plans fail. Assessment of this dimension may best occur after the entire lesson has been observed.
A5	Tasks/activities selected, cater to students' varying needs (abilities/competencies/interests/levels of readiness). Differentiation decisions should be informed by the class profile.
A6	Whether or not there is a prescribed format, the plan should show careful planning and useful sequence. Task/activities and support materials should be appropriate for fostering the attainment of learning targets.
A7	Appropriate and varied activities/strategies are used to check student progress in achieving stated objectives, promoting student self-assessment.
A8	Whether or not there is a prescribed format, the plan should show careful planning and useful sequence; all elements of a good lesson plan are included.
B1	In addition to that which is planned for, the student teacher should manage questioning and class discussions, including those related to specific activities, developing the concepts being taught in a progressive, sequential manner.
B2	Stimulus material should be used as is relevant, to increase students' interest in the subject matter, and promote creativity, critical thinking and problem-solving skills.
B3	Classroom environment is intellectually stimulating – student-teacher uses a multisensory approach to enhance student attainment (the integration of digital tools, where appropriate and possible is encouraged)
B4	The student-teacher should use the chosen resources to maximise the benefit to the teaching-learning process. Being resourceful where there is a lack of sufficient material should also be credited here.
B5	Student-teacher uses language relevant to the subject matter and students' level of language exposure to build students' understanding.



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B6	Students should be aware of how the subject matter is relevant to current and future life/everyday experiences, personal/lifestyle/career choices and their empowerment as consumers.
B7	The lesson should be placed in such a way as to maximize the use of class time, taking into account any expected/common disruptions. The student teacher should keep abreast of time so that appropriate adjustments are made in a manner that does not appear disorganized or unprepared to the students.
B8	Students are exposed to content which is current, factual, appropriate and relevant to the lesson.
B9	This includes formal and non-formal methods, individual and group assessment, etc., instruction should be modified as needed to facilitate students' understanding. If student responses are inappropriate or incorrect, this must be clearly communicated. Assessment of higher-order thinking should also be included.
C1	Deliberate and effective application of an interactive and participatory learning approach throughout the lesson. (Activities deliberately promote participation in their design.)
C2	The student teacher recognizes resources within the learning environment (or vicinity) and deliberately incorporates these to promote learning. E.g. Using the window panes in the classroom/home environment to illustrate lines of symmetry in Mathematics.
C3	Student-teacher applies various skills/ techniques to keep students organized, orderly, focused, attentive, on task, and academically productive throughout the lesson; maintains a productive learning environment in keeping with school/ regulations and professional ethics.
C4	The student-teacher engages learners in activities that promote learning that is meaningful and driven by their interests (where appropriate) and self-initiated learning with appropriate guidance from the student-teacher. (Giving students voice/choice, in how they learn).
C5	The student teacher engages learners in activities that deliberately promote personal attribute-driven general skills, such as managing time, being creative and innovative, team spirit, respect etc.
C6	The student teacher's attitude and conduct and appearance are compliant with the standards and expectations of the cooperating school and the Mico University College.
D1	The student teacher provides suitable justification for decisions made in lesson planning/facilitation (choice of methods, resources etc.), and explains and provides evidence of how the learners have benefited from the lesson.
D2	Student-teacher self-assesses and recognizes opportunities for personal and professional growth. The student teacher suggests a feasible/realistic action plan (whether short-term or long-term) in order to improve on areas where gaps have been identified.