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وزارة التعليم العالي والبحث العلمي
Ministry of Higher Education and Scientific Research

Department of Training



Practical Training Guide



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Introduction

The Teachers' Training School provides an academic training crowned by a professional experience, "The Practical Training".

The Practical Training Unit aims at providing the necessary and appropriate conditions for the preparation, management and pedagogical supervision of the practical training. In collaboration with the Directorate of National Education of the Wilaya of Constantine, the training institutions' responsables, the supervisors and training teachers, the ENSC aims primarily at:

- Facilitating the active integration of knowledge and skills to be acquired during the graduate training at the school, in a pedagogical way.
- Allowing an adequate practical preparation to facilitate access to a profession that requires coping skills, adjustments and renewal.
- Helping to understand, to learn and to incorporate into its professional practice the principles of the current pedagogy.

In this manual, addressed at the different participants of the training course (trainees, supervisors and training teachers), we strive to present in a detailed way the practical training, its objectives and its various phases including the specificities of each.

I. Presentation of Practical Training

The training is a "practical course" the trainees have to go through. It takes about 16 weeks and constitutes the teachers-to-be first contact with the professional world.

It also offers the opportunity to check and meet the requirements of the skills already developed during the instruction in the school. The assistance, performances and interactions with the trainees permit to evaluate the progress of various skills: disciplinary (subject matter), pedagogical, psychological, classroom management, linguistic, reflexive analysis and professional ethics.

Furthermore, it is the opportunity to put the trainee in a continuous and regular "face-to-face pedagogical situation" with the learners all along the duration of the course.

It facilitates lastly a better migration to a real school environment made up of pupils, training teachers, headmaster, colleagues, and the inspector of education.

While in contact with this teaching team, students receive advice and directives to guide and enable them integrate gradually and with flexibility in their future workplace.

II. Phases of the course

The practical training is divided into three phases during which students plan and carry out their tasks with a critical approach to be adopted not only during and after the act of teaching, but also for the rest of their careers.

These three stages assigned to the ENS pre-graduate students, namely the *observation*, *participation* and *presentation* stages, are designed to ensure a minimum preparation to classroom management in order to reduce the risks inherent in any first teaching experience.

A. The Observation

Learning through observation is useful to introduce and initiate students to their profession. During the practical training, two complementary types of observation prevail:

A1. General observation, which permits to the trainees to get acquainted with the group and environment into which they will be integrated during the training period. It is time for them to "see" the activities, events and elements that constitute the pedagogical act which takes place within the institution and classroom.

➤ The Training Institution

- Pupils' Behavior before getting in the institution,
- Their behavior before entering the classroom,
- The trainees should visit the institution to know its structure and equipment,
- They should interview the headmaster of the institution,
- They should gather information and statistics concerning students, teachers, levels, class groups, human resources and their functions ... etc.
- Documentation: time table, programs, accompanying documents. ...

Recommendations to trainees

- Be outside the school 15 minutes before the opening of the gate.
- Do not enter the classrooms during your first visit.
- Bring the training copybook to record observations.

Documents for trainees

- Interview guide (Appendix 1)
- Monitoring or attendance sheet (Appendix 2) which must be signed by the training teacher, the headmaster of the training school and the supervisor whenever he comes.
- Observation grid (appendix 3) and the required school stationery (ask students for nothing)
- Training copybook (Appendix 4)

A2. Specific observation allows trainees to focus their attention on particular aspects of the teaching-learning process, such as classroom interactions, different teaching techniques used by the training teacher, learning strategies, different evaluation procedures ...etc

The observation phase lasts about 4 weeks. Trainees go to their designated training schools once a week in order to observe:

➤ The training classroom

- Structure, spacing, distribution of learners (plan of the classroom)
- pedagogical materials
- Supporting documents of learners: notebooks, textbooks, ...etc
- Supporting documents of the teacher: teacher log, teaching-cards, ... etc

Recommendations for the trainees

- Be seated where observation of the whole class is possible
- Avoid sitting grouped for a better focus.
- Do not interrupt the course, do not act without permission.
- Do not leave the classroom during the course.
- Avoid distracting learners or attract their attention.

Documents of the trainees

- Observation Grid
- Monitoring or Attendance sheet (must be signed by the teacher or the head of the school).
- Training copy book.

A3. Activity (warm up, presentation of courses, evaluation) inside the training classroom:

Refer to the observation grid (Appendix 3) to observe:

- how the teacher prepares and animates his class,
- how he introduced courses and various activities,
- how he evaluates the skills,
- how he behaves,
- how he handles the unexpected situations

Recommendations for the trainees

- Refer to the observation grid
- Carry out weekly working sessions with the supervisor to reflect on and assess the observation phase.

Documents of the trainees

- The Observation Grid provided by the training unit.
- Monitoring or Attendance sheet (must be signed by the training teacher or the head of the school).
- The Training copybook.

B. The Alternate Phase

The students go once a week to the training institution for about 9 to 10 weeks. This phase has the primary aim of preparing them for the final phase of the course (full-time training). It allows them to begin gradually to participate in various learning tasks. The tasks they have to perform are the following:

B1. Pedagogical Activities:

- Prepare in advance all the courses scheduled for the day of training.
- Make a research concerning the necessary documents for the preparation of the courses.
- Prepare teaching cards/lesson plans for all courses.
- Present either the beginning or end of a course and then two or three courses during this phase (depending on the distribution made by the training teacher)

- Bring the appropriate educational resources to the courses presented, if necessary.
- Participate in the development of one or two assignments.
- Correct at least some copies of assignments, written tests, essays, etc..
- Respect the norms established by the training teacher concerning the pupils' behaviors.

B2. Supervision activities:

- Invigilate the pupils during tests or compositions,
- Supervise their individual or group work.
- Take part in and assist students in their cultural activities: exhibitions within the institution, preparation for different celebrations, etc..

Recommendations to trainees

- The course preparation must be done by all students in the group.
- The choice of which student to present what particular course will randomly be done by the training teacher.
- Discuss the lesson plan or teaching card with the training teacher before the course.
- Avoid taking into charge all the courses or perform all the tasks of the training teacher before the full time training.
- Each student is required to present at least one or two courses during the alternate phase.
- Hold working sessions with the supervisor to reflect on and assess the alternate phase.

Documents of the trainees

- Training copybook
- Monitoring or Attendance sheet (Appendix 2) which must be signed by the training teacher or the head of the training school.
- Materials and appropriate teaching aids for the courses to be presented.

C. Full-time Training

After the observation activities (observation stage) and the partial participation (alternate phase), the trainees begins the final phase of the practical training: the full time training.

For two weeks, according to the time table of the training teacher, the trainees go, along with their supervisor (sometimes) to the training school in order to take into charge, with a full responsibility, the different courses and activities, their evaluation and especially a supervised interaction with the learners and the subjects to be taught. The tasks to perform during this phase are:

C1. Pedagogical Activities :

- Prepare in advance all the scheduled day of training.
- Make a research concerning the necessary documents for the preparation of the courses.
- Prepare the teaching cards of all the scheduled courses.
- Respect and prepare the course content according to the distribution made by the training teacher.

- Note down all the advice and observations on the training copybook at the end of the lesson plan.
- Bring the appropriate teaching aids for the courses to be presented, if necessary.
- Participate in evaluation meetings after lessons in the presence of fellow trainees, the training teacher and the supervisor (if present).
- Adjust and regulate his approach by applying the advice and recommendations given by both the supervisor and the training teacher.
- Have a sense of responsibility
- Be open to criticism, accept it and benefit from it.

C2. Administrative Activities:

- check the absentees, make use of the teacher's log ,
- attend staff meetings, seminars,
- Attend meetings with parents, etc..
-

Recommendations for trainees

- Avoid being late.
- Use the documents needed to prepare teaching activities
- All students in the group are required to prepare all the courses planned by the training teacher.
- The selection of which students to present which course is randomly done by the training teacher.
- Participate in (at least three) evaluation meetings after the lessons with the training teacher and the supervisor.
- At the end of each phase, at least one working session should be held with the supervisor.

Documents of trainees

- Training copy book.
- Monitoring or Attendance sheet of the full time training (Appendix 5) which must be signed by the teacher or the headmaster of the training institution.
- Materials and appropriate teaching aids for the courses to be presented.

Important

During the whole period of the practical training, the trainees are required to:

- Wear compulsorily a pinafore in the training institution.
- To bring the student card and attendance sheet.
- Respect the internal regulations of the training institution.
- Demonstrate modesty and respectful behavior vis-à-vis the school staff, learners, and parents.
- Keep the required distance with students (no friendship or familiarity)

III. Documents to Carry out

31. The Training Copy Book:

The training copy book is a kind of "diary" in which the student notes everything related to his professional experience. He keeps it with him during the whole training period and even during his career. It attests to his participation in various phases through the regular report and observations related to the professional life he has chosen.

The trainee must make sure the training copybook is well organized, up to date and available whenever the teacher and supervisor wish to consult it.

➤ **Organization**

The training copybook may be organized as follows:

- Flyleaf (identification of the trainee, host institution, training teacher, supervisor, academic year)
- Table of content
- General Introduction
- Observation Phase
- Alternate Phase
- Full time training Phase
- Conclusion

➤ **Content :**

The training copybook should contain:

- The documents concerning the class (schedule, program, distribution,... etc).
- All documents considered relevant provided by the institution or the training teacher and all the references consulted;
- The reports of the lessons presented during the alternate and full time training (see Appendix 4 for an example);
- The reports of feedback (comments and observations) following the lessons presented (at the end of the report of progression).
- A reflexive analysis (appendix 6) on the observation phase (information collected through the observation grid);

Remark:

Trainees can apply the observation grid to their own practice, something which allows them to self-assessment, identifying mistakes and correcting them.

➤ **Evaluation**

The evaluation of the training copybook covers the following aspects:

- **The general quality of form and content:**
 - Presentation and structuring of information;
 - Variety of documents
 - Conformity with recommendations (organization, clarity, updating, availability)
- **Personal composition:**
 - Correct writing: language, style, etc..
 - Personal involvement;
 - Quality of reflection and analysis: remarks, relevant comments.

➤ **Planning of learning situations (lessons)**

All lessons presented by the trainees must be organized in a form of lesson plans. The model may be provided by the training teacher; otherwise the student may refer to the proposed example (Appendix 5). To account for the observed lessons, the trainee may follow the same model proposed in appendix 4.

➤ **The reflexive Analysis**

An analysis is reflexive when the student becomes aware of the observed and experienced pedagogical issues. For example, he picks up what attracts his attention when it comes to the different teaching techniques, learning strategies,...etc. He then writes his comments and observations with reference to courses or the training teacher and supervisor. Finally, he writes an analysis in the form of a synthesis in which he summarizes his comments on the practice, teaching approaches, the means employed and the classroom management: it is a comparison and reflection on what he saw and what he has learned at the ENS and conclusions arising there from. (Appendix 6)

Recommendations

It is recommended that students make at least two reflexive detailed analyses. The first lesson on the very first stage of the practical training and the second on a lesson at its end.

32.The training report :

The training report is a summary, a retrospective presentation of the practical training. The trainee will have the opportunity to make an account of the teaching experience and its evolution along with the targeted skills. He will critically analyze his performance, assess the way he plans his teaching, noting objectively its strengths and weaknesses and outlining how he intends to improve this practice.

➤ Organization

The training report may be organized as follows:

- flyleaf
- table of content
- Introduction (presentation of the course, its phases, objectives, presentation of the training institution)
- section1 (analysis of the observation grid)
- section2 (description of the experiences during the practical training: the classroom, the pupils, relationships with students, teachers, etc..)
- Problems encountered, solutions proposed.
- Conclusion
- References
- Appendices

➤ Content

The training report should normally contain:

- An analysis of the trainee's own performance in terms of: content, methodological organization, sequence planning and time management, teaching behaviors (interactions with learners, classes)
- The analysis of information gathered through the observation grid: analyze and compare what is actually experienced (performance, approach and techniques used by the training teacher) with the pedagogical and theoretical knowledge.
- The statement of what is actually experienced during the training period through addressing the pedagogical, social and psychological aspects.
- The review of the field experience in terms of benefits, advantages, difficulties and obstacles, comments and suggestions .

Remark

The analysis of information gathered through the observation grid is by no means an assessment of the skills of the training teacher, or a way to judge his work. It is a way to allow the trainee to establish the relationship between theory and practice, to enjoy the teaching experience and to diagnose problems that might arise.

➤ Evaluation

The evaluation of the report will be based on the following aspects:

- **The overall quality of form and content:**
 - Presentation and information organization;
 - Conformity with recommendations: clarity, brevity (not more than 20 pages and not less than 10), consistency, the tables contained in the report should be numbered and accompanied by a captions.
- **Personal composition:**
 - Correct writing: language, style, ...etc
 - Personal involvement;
 - Quality of reflection and analysis: remarks, relevant comments.

IV. Role of the participants during the practical training

During this first professional experience, the various participants (trainee, training teacher, supervisor and head of the training institution) must, each in turn, assume certain responsibilities to facilitate the conduct of the three phases of practical training.

41. The headmaster of the training institution:

The head of the training institution plays a vital role in the smooth running of the training and in the integration of the trainees in their professional setting.

What is required of the head of the school?

- Receive trainees during their 1st visit;
- Respond to their questions (during the interview);
- make them visit the institution;
- reply to their pedagogical or administrative questions during the whole training period;
- Make available whatever can facilitate their work;
- Allow them to work with exam classes (4th PM, 3rd AS)

42. The trainees:

What is required from the trainees?

- **The 1st day of the practical training**
 - Be present on the indicated time
 - meet the head of the host institution and training teacher;
 - interview the head of the training institution (see interview guide) and visit the institution if possible;
 - Exchange contact information with the training teacher (telephone number and email address);
- **During the training period**
 - Comply with the requirements of each phase of the course: decide with the teacher observation, participation and animation activities, as well as the content of lessons to be presented;
 - Obtain the necessary documentation and useful means in the planning learning situations (manuals, programs, distributions, models of lesson plans and teaching cards, etc..) from the training teacher.
 - Participate in the complementary tasks of the training teacher: invigilation, corrections, meetings, ...etc ;
 - Justify any absence during the practical training;
 - Plan lessons in the form of teaching cards and submit them to be approved by the training teacher;
 - Respect the progression suggested by the training teacher during the presentation of lessons;
 - Attend evaluative meetings (feedback) held by the training teacher after the lessons;
 - Consider the remarks of the training teacher to improve his own performance;
 - Attend weekly meetings with the training teacher and supervisor to whom he has to submit a regular report of what happens in class;
 - Keep his copybook up to date and available to the demand of the training teacher and supervisor.
 - Write his report: reflexive analysis and critical synthesis of the experiences and learning accomplished under the supervision of the supervisor;
 - Complete the evaluation grid.

▪ **After the practical training**

- Trainees must submit the following documents to their supervisor for evaluation:
 1. The training copybook containing planned and observed lessons.
 2. The training report,
 3. The evaluation Grid (Appendix 7)

43. The training teachers:

The training Teachers who accept to receive trainees in their classes are great contributors to their practical work because they are the principle participants able to follow the daily progress of the trainee. Their participation is therefore essential for the practical training of future teachers and the proper functioning of the education system.

What is required from the training teacher?

- Introduce the trainees to school staff;
- Prepare students on their arrival;
- inform the trainees about the classroom and institution regulations, and the norms of their functioning;
- Draw attention to the pupils habits and some special cases (illness, shyness, etc..)
- Inform students about the activities and facilitate their implementation;
- Speak with students about different aspects of teaching: programs, skills development, results or objectives, textbooks and teaching materials for lesson planning; Assist students to prepare and organize the lessons they should perform particularly during the full time training phase;
- Meet the supervisor to discuss the performance of trainees and agree to encourage them to persevere and improve their teaching;
- Avoid making remarks to the trainees in front of the class.

For the evaluation

- monitor the progress of the trainee during the training period and provide advice and encouragement;
- Provide regular feedback after the lessons presented by the trainees, if possible, the same day;
- Use the grid (Appendix 8) proposed for the formative evaluation of lessons performed by trainees;
- Complete the final evaluation grid (appendix 9) provided by the ENS, giving them marks and comments and a rating for each trainee.

44. The supervisors:

Supervisors are the Teachers from the Teachers' Training School who supervise the practical training course in coordination with the training teacher. They contribute to the integration of the trainees in the environment of their future profession, through a pre-time experience. This experiment aims at familiarizing them with the climate of the pedagogical environment in which they will engage as well as with the tasks and responsibilities they will incur. The supervisors will then guide their trainees in the discovery of their teaching profession.

What is required of the supervisor

▪ **Before the practical training**

- get acquainted with the group of trainees;
- expose the importance of practical training and skills it seeks to develop;
- inform students about their duties and behaviors to be adopted during the training period;

- Encourage students to contact the host institution and the training teacher before the beginning of the practical training;
- Explain to students the evaluation applied during the course.

▪ **During the training period**

Observation phase

- Emphasize the importance of attendance and appropriate behavior;
- Explain the importance of observing activities and how to use and / or adapt the observation grid;
- Hold weekly meetings with the trainees to review what has been done and prepare for what will be at the next fieldwork;
- Intervene to resolve any problems.

Participation phase (the alternate phase)

- Attend courses presented by the trainees (at least one course with each);
- Monitor the attendance of students by reviewing their training copybook;
- Ask students to begin to write the first part of the report, submit it to receive feedback;
- Encourage students to be prepared to take over the animation of classes during the following period (full time training);
- Explain the importance of advice and feedback from teachers and supervisors in improving the trainee's performance;
- Hold at least one working session with the training teacher and trainees;

Full time training phase

- Attend courses presented by students: at least two courses with each for the formative evaluation of lessons (Appendix 8)
- Monitor the progress of students and verify their attendance by consulting the training copybook (teaching cards and reported courses presented);
- Ask students to write the second part of the training report;
- Encourage students to behave properly with everyone in the training institution;
- Push students to adjust their work according to recommendations provided by supervisors;
- Ask the training teacher to enable trainees to present varied lessons and with different levels;
- Hold evaluative meetings with the trainees in the presence of the training teacher in order to discuss the content and process of the learning situations and the teaching behavior.

▪ **After the training period**

- Evaluate documents submitted by students: the training copybook and training report as well as the trainees' seriousness (attendance, professionalism) by establishing a pedagogical profile of each trainee via the evaluation grid.
- Complete the final evaluation sheet (Appendix 10) by assigning a mark.

Appendices

Appendix 1:

« the interview guide » (to be referred to during the trainees' 1st visit to the training school)

The interview with the training school headmaster (or his representative) should target:

I. The presentation of the host school

- Name
- geographical position
- date of inauguration
- The institution : boys, girls, mixed...

II. Structure

- Number of classrooms
- Number de laboratories
- Number de play grounds
- Canteen(s): (yes, no, how many)
- Computing room(s) : (yes, no, how many)
- Library : number of books, how is it organized...etc
- Amphitheater: (yes, no, number of seats...etc)

III. Pedagogical card

year	Number of divisions	total number of pupils	girls	repetetives
1 ^{ère} AS/AM				
2 ^{ème} AS /AM				
3 ^{ème} AS / AM				
4 ^{ème} AM				

Total number of teachers ... including women

Number of teachers of English including ... women

IV. Absences rate

- of pupils (low, medium, high)
- of teachers (low, medium, high)
- main causes (of absences) for pupils
- main causes (of absences) for teachers

V. administrative presentation

- headmaster : 01
- deputy head : 01
- administrator ...
- general supervisor : ...
- pedagogical assistant: ...
- laboratory assistant : ...
- librarian : ...

VI. Cultural and sports activity

- Active, yes, no, moderately
- Number of workshops : ...
- The awards : prizes, cups, medals won

VII. Pupils' parents Association

- Is there any
- If it is active : well, very well, with difficulties
- Its main action.....

VIII. The school's relations

- With the direction of education.....
- With the local authorities.....

IX. Discipline

- Of pupils : good, acceptable, not satisfactory
- Of teachers : good, acceptable, not satisfactory

Appendix 2 :

« Monitoring form » (observation and alternate phases)

**Teachers' Training School Constantine
Department of Training**

Academic year :
level :
department:
Group :

« Monitoring form » (observation and alternate phases)

Full name of the trainee	Training school	Training teacher	date	timing	signature		
					Training.t	trainee	supervisor

Activity:

Appendix 3:

« Observation grid »

Teacher's training school - Constantine -

Department of training

Observation Grid of the Classroom Activity

Trainee's name.....

Class:.....

Training Teacher.....

Training School:.....

Supervisor:

Academic year:

The observation grid

The following grid is proposed to guide the trainees during the observation phase (1st stage of the practical training) more precisely while observing the activity inside the classroom. The grid can also be used as a means of self-assessment by the trainees.

A – Warm up and classroom interaction:

- 1- How does the teacher attract the learners' attention before he/she starts the lesson?
- 2- What are the ways used by the teacher as a warm up for the lessons?
- 3- How does he/she motivate the class and encourage the learners to be active and participate?
- 4- How does he/she encourage learners to ask one another questions, to answer these questions and evaluate one another's answers without the help of the teacher?
- 5- How does he/she reward learners?
- 6- How does he/she deal with learners' ideas and answers during the construction of the lesson?
- 7- How does he/she react to negative behaviour?

B – Lesson presentation:

- 1- How does he/she move from what is simple to what is complex?
- 2- How does he/she stimulate learners to enrich the lesson with examples?
- 3- How does he/she support the lesson with different activities and exercises?
- 4- How does he/she make use of the appropriate pedagogical materials?
- 5- How are these materials used by learners?
- 6- How does he/she manage time inside the classroom?
- 7- What are the techniques used by the teacher to present the lesson?

C – Evaluation of the teaching process:

- 1- Mention some examples of the suggestive questions used by the teacher to help the learners.
- 2- How does he/she direct the question to other learners?
- 3- Does he/she ask questions that require personal answers? Explain
- 4- How does he/she deal with incomplete answers?
- 5- How does he/she deal with wrong answers?
- 6- How does he/she extract as many varied answers as possible?
- 9- How does he/she evaluate the information acquired by learners?
- 8- How does he/she summarize the lesson or part of it at its end?
- 7- How does he/she check learners' assimilation?

Appendix4: « Example of how to report the progress of a learning situation (lesson) on the training copy-book »

Level :	Date :	Project 3 :	Séquence :	Activity :
Pedagogical material : (text book, title, page...etc)		Competency targeted and objectives of the lesson : - -		
Phases	Plan of the lesson or the activity			Time estimated
1-Preparation and warm up				
2-presentation of the lesson : content				
3- Integration				
Evaluation	State how to evaluate the identified objectives of the lesson			
Required materials	Bibliography or other pedagogical material			
Progress of the lesson			Remarks and observations	
NB : problems encountered during the lesson : - -				

NB : remarks and observations given by both the training teacher and supervisor during the evaluation sessions have to be stated.

Annexe 5 : « Monitoring Form of the trainee » (full-time training)

**Teachers' Training School -Constantine-
Department of training**

Academic year : level : department:..... Group :.....
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Monitoring Form (full-time training)

Full name	Training school	Training teacher	Date	timing	Group	Remarks	Emergement		
							Training. T	trainee	supervis or

Activity
:

**Appendix 6: “Model of reflexive analysis of the pedagogical practice”
(R. Desjardins, 1995)**

I observe: I notice what is important concerning

- Relations with students;
- Strategies and techniques of teaching;
- Pupils’ strategies of learning;
- Pedagogical resources;
- content;
- personal and Professional attitudes;
- pedagogical convictions and values.

A. I analyse : I try to find out the significance of these remarks as a trainee

- I classify information by identifying and naming them.
- I explain the reasons why they seem to be important.
- I try to detect what are the points to be improved
- I try to make relations between what has been theorized and what is actually practiced :
 - by making a research about the questions or hypotheses set concerning some noticed issues.
 - by reading or revising what has been learnt (at the E.N.S.);
 - by raising the different issues with the training teacher
 - by raising the different issues with the supervisor

B. I make an integrated synthesis: I write down the synthesis which includes the following :

- What are the main points that i want to preserve and why?
- How will I integrate them in my practice?
- What are the points that need to be improved?
- Why should i alter them? And how?

C. I THINK ABOUT MY PROFESSIONAL CHOICE.

APPENDIX 7: « The practical training evaluation grid » (to be filled by the trainees)

1	2	3	4
yes	More or less	no	Absolutely no

The trainee inscribes a cross in the box corresponding to his opinion

Questions	1	2	3	4
1. At the beginning of the practical training, the skills to be developed were clearly presented.				
2. At the beginning of the practical training, the recommendations concerning the progress off the course were clearly presented.				
3. The materials used (manual, courses notes, etc.) help to develop the competencies and skills targeted by the practical training.				
4. The activities fulfilled throughout the practical training help to develop the competencies and skills targeted by the course.				
5. Generally, the teachers (training teachers and supervisors) are available.				
6. The teachers (training teachers and supervisors) show a professional and respectful behavior				
7. The teachers (training teachers and supervisors) answer the trainees' questions in a precise and clear way.				
8. The evaluations and criteria of evaluations correspond to the skills to be developed by the course				
9. The remarks and comments of the teachers following the evaluations help me understand what I should improve.				
10. I am satisfied with the teachers' supervision.				

11. The Professional experience that the course is offering allowed me to define my positive and negative points.				
12. The professional experience has prepared me to face the difficulties and problems that I may encounter later on.				
13. The practical training course has confirmed my knowledge concerning teaching.				
14. The practical training course has invalidated my knowledge concerning teaching.				

Comments:.....

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.....

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.....

The grid is to be anonymously submitted along with the report.

Appendix 8: « Formative Evaluation Grid (of the Presented Lessons) of the Trainees (For the Training Teachers and the Supervisors)

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
Always	Often	Rarely	Never

The teacher inscribes a cross in the box corresponding to his opinion.

Criteria for the Evaluation of the Competencies

C1- Competencies Related to the Subject Taught	1	2	3	4
A Good Mastery of the Content to be Taught :				
• Proposes appropriate examples.				
• Doesn't make a lot of mistakes while explaining.				
• Corrects himself rapidly after having committed an error.				
• Explains clearly, repeats what has been misunderstood.				
• Defines the complex elements, answers the questions.				
• Diversifies the answers and the approaches.				
• Exploits the warm up for the subject to be taught.				
A Good Mastery of the Syllabus :				
• Respects the syllabus				
• Makes reference to other parts of the syllabus rather than just confining himself to the current part.				
• Doesn't limit himself to the use of the text book.				
• Makes a link between the different notions of the syllabus.				
A Correct use of the Vocabulary Specific to the Subject Matter Taught:				
• Uses terms which are relevant to the subject matter.				
• Doesn't confuse terms.				
• Gives the appropriate equivalent terms to explain the complicate ones.				
• Respects the conventions of the discipline.				
Exploitation of the Learners' Previous Knowledge :				
• Incites the learners to express their previous knowledge in order to re-assess it.				
• Incites the learners by the end of the lesson to compare what they have just acquired with their previous knowledge.				
• Encourages the learners to think of the usefulness of the acquired knowledge.				
• Makes a summary of what has just been learnt.				

C2- Pedagogical Competencies	1	2	3	4
Use of the Pedagogical Materials :				
<ul style="list-style-type: none"> The adequate use of the pedagogical materials : text books, dictionaries, authentic materials, audiovisual materials...etc 				
<ul style="list-style-type: none"> Manages efficiently the space of the board. 				
<ul style="list-style-type: none"> Uses colored chalk or board markers to highlight the important elements. 				
Preparation of the Learning Activities :				
<ul style="list-style-type: none"> Chooses the appropriate motivating activities 				
<ul style="list-style-type: none"> Establishes the sequence of activities according to the order of the objectives set. 				
<ul style="list-style-type: none"> Accomplishes the pre-pedagogical tasks (research, lesson cards..etc) relevant to the notions to be taught. 				
<ul style="list-style-type: none"> Varies the methods and techniques in introducing the different notions to be taught. 				
<ul style="list-style-type: none"> Makes the difference between what is to be understood and what is to be learnt. 				
<ul style="list-style-type: none"> Designs a test or some activities relevant to the lesson. 				
Structuring the Progress of the Learning Activities :				
<ul style="list-style-type: none"> Plans the organization of the class and the progress of the activity (preparation of the lesson plans) 				
<ul style="list-style-type: none"> Takes into consideration the different constraints: number of learners, level, time...etc. 				
<ul style="list-style-type: none"> Adopts a pedagogical approach: warm up, activity and content, evaluation. 				
<ul style="list-style-type: none"> Animates conveniently the three phases of the learning situation. 				
<ul style="list-style-type: none"> Chooses the activities (examples, exercises) which correspond to the objectives of the lesson. 				
<ul style="list-style-type: none"> Considers the modalities of the synthesis and evaluation. 				
Learning Strategies which Incite the learners to Participate in the Teaching Learning Process :				
<ul style="list-style-type: none"> Engages the previous knowledge of the pupils 				
<ul style="list-style-type: none"> Asks questions corresponding to the objective of the lesson. 				
<ul style="list-style-type: none"> Stimulates the learners' motivation right from the beginning of the activity. 				
<ul style="list-style-type: none"> Tries to involve the learners and to know about their points of view and their learning strategies. 				

• Starts the lesson by attracting the learners' attention.				
• Develops the subject in a way that makes it accessible to the learners.				
• Diversifies the forms of participation: questions, activities, confrontation of strategies.				
• Emphasizes summaries whenever needed and stimulates the learners' participation.				
• Awakes the interest of the learners in the subject matter to be taught.				
• Asks questions in a varied and efficient way.				
• Asks questions according to the level and knowledge of the learners and reformulates them whenever needed.				

Adaptation of the Lesson (as planned) to the Classroom Setting :

• Knows how to observe and listen to the pupils.				
• Knows how to employ the learners' answers in order to develop and reinforce certain skills.				
• Avoids monopolizing speech and answering his own questions.				
• Tries to analyze the strategies and difficulties of the pupils.				
• Gives the pupils enough time to think after he asks a question.				
• Manages the pupils' answers conveniently (doesn't always choose the same pupils, examines the given answers, compares them with the expected ones...etc)				
• Manages time conveniently.				

C3- - Classroom Management

1	2	3	4
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Adequate Management of the Classroom:

• Receives the pupils warmly at the beginning of the session.				
• Adapts his behavior to the learners'.				
• Manages and represses conflicts.				
• Adopts mature and self controlling behavior during the difficult situations.				
• Gives positive feedback (congratulates and encourages the pupils)				
• Knows how to manage the classroom even non-verbally.				
• Adjusts his behavior to the rules already established in the classroom.				

<ul style="list-style-type: none"> Establishes a good relationship with the pupils, but keeps the required distance for the healthy functioning of the class and the entire institution. 				
Positive Contacts with the Groups (classes) :				
<ul style="list-style-type: none"> Respects the rules already established by the training teacher 				
<ul style="list-style-type: none"> Adopts a behavior coherent with the internal rules. 				
<ul style="list-style-type: none"> Encourages the learners with difficulties to persevere. 				
<ul style="list-style-type: none"> Congratulates the good pupils and asks them to help the other pupils. 				
<ul style="list-style-type: none"> Adapts his planning according to the circumstances. 				
C4- Competency for the Reflexive Analysis	1	2	3	4
Regulation of his Practice :				
<ul style="list-style-type: none"> Is able to re-orient the preparation and the organization of his course in case of negative results with the class. 				
<ul style="list-style-type: none"> Is able to improve his approach taking into consideration the remarks of the training teacher (the formative evaluation). 				
<ul style="list-style-type: none"> Is capable of thinking about his own educational practices in order to improve them. 				
<ul style="list-style-type: none"> Knows how to adapt his actions to what comes next and what was before. 				
<ul style="list-style-type: none"> Tries to find solutions to the different problems met. 				
<ul style="list-style-type: none"> Is open to criticism and tries to improve himself according to the feedback of both the training teacher and the supervisor. 				
<ul style="list-style-type: none"> Analyses the learners' needs, knows what to do and reacts efficiently. 				
C5- Linguistic Comptencies	1	2	3	4
Oral Performance :				
<ul style="list-style-type: none"> Expresses himself clearly: intonation, articulation, pronunciation ...etc, 				
<ul style="list-style-type: none"> Uses an appropriate register. 				
<ul style="list-style-type: none"> Corrects the oral mistakes of the learners. 				
Written Performance :				
<ul style="list-style-type: none"> Respects the written language : spelling, grammar, vocabulary, syntax, punctuation...etc. 				

• Uses an appropriate register				
• Corrects the written mistakes of the learners.				
C6- Competencies Related to the School and Professional Ethics	1	2	3	4
Maintaining Positive Relations :				
• Creates and maintains interpersonal positive relations with the pupils, the training teacher, the colleagues and the whole pedagogical team.				
Support of Pupils and Participation in the Institutional Life :				
• Tries to be a role model.				
• Shows interest in the learners and their work.				
• Is available to the learners, to the training teacher and supervisor.				
• Participates in seminars, workshops, cultural activities...etc.				
Respect of the Rules and Professional Ethics :				
• Respects the regulations established in the institution.				
• Respects the pupils' confidential information.				
• Respects the clothing norms of the institution.				
• Gives proof of punctuality.				
• Shows respect towards everybody working in the host institution. (learners, teachers...etc)				
• Is aware of the importance of a serious preparation of every pedagogical intervention.				
• Continuously improves his professional competencies.				

NB : the items of this evaluation grid have been adapted by the practical training unit of **l'Université du Québec à Montréal (UQÀM, 30/10/08)**, referring to the document entitled « *La formation à l'enseignement secondaire général. Orientations et compétences attendues* », prepared by the Ministry of Education of Québec, 1992.

Appendix 9: « Final evaluation form »to be completed by the training teacher

Teacher's Training School

Department of Training

Trainee's name.....

Class:.....

Group:.....

Training Teacher.....

Training School:.....

Supervisor:

Academic year:

I- Trainee's General Behaviour

- 1- Clothes:
- 2- Assiduity:
- 3- General behaviour :

II- Pedagogical Preparation of the lessons

- 1- State of the preparation cards :
- 2- State of the logs (teacher's daily copy book):
- 3- Do the preparations involve any personal research?
- 4- Are the lesson objectives precisely determined ?
- 5- Preparation of the teaching materials :

III- Methods and procedures followed

- 1- Are the methods and procedures followed effective ?
- 2- Does the trainee provide efforts to adapt his methods to the learners ?
- 3- Does he/she attempt to arouse learners' interest and motivation?
- 4- Does he/she stimulate active and massive participation on the part of the learners?
- 5- Does he/she maintain positive relationships with the learners that encourage them to learn ?
- 6- Does he/she accustom the learners to work with method, care, order and precision ?
- 7- Does he/she appropriately use the black board and other teaching media ?
- 8- Does he/she effectively and continuously evaluate his/her teaching ?
- 9- How does he/she choose, adapt and grade exercises?

IV - Trainee's culture, motivation and academic training

- 1- Does he/she sufficiently master the subject he/she is teaching?
- 2- What are the limitations noticed?
- 3- Does he/she express himself/herself clearly and correctly?
- 4- Does he/she show enough interest towards his/her work ?
- 5- State of the training copybook :
- 6- Participation to the debates:
- 7- Is he/she enthusiastic to learn and to improve his/her competence?
- 8- Does he/she take into account the advice and directives given to him/her?
- 9- General culture:

V- Global Evaluation

V-1- General evaluation of the trainee

- Does the trainee have a faultless behavior?
- Is he in a good mastery of the language (written and oral) ?
- Do you think the trainee is able to take into charge the complete task of teaching in an autonomous and a professional way the next beginning of term ?

Your comments :

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V-2- Remarks and suggestions concerning the practical training: (As far as this point is concerned, you may fill in just one grid)

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Grid filled by : Mr, Mrs, Ms..... Date :.....Mark :...../ 20.

Signature :

Appendix 10: « Final evaluation form » to be completed by the supervisor

Teacher's Training School

Department of Training

Evaluation form of the trainee by the supervisor

Academic year :

I, the undersigned, Ms, Mr.:

Supervisor of the student :

Level : Group :

Department :

Evaluate the documents and constancy of the trainee as follows :

Report

Training Copybook

Professionalism and seriousness

Total

Attribute the mark

Signature of the supervisor

Teachers' Training School – Constantine -