

St. Joseph's College of Education for Women

Opp. Sambasivapet 2nd Lane, Naaz Center, Guntur, A.P., India.
(Under the Management of Society of Jesus Mary & Joseph)



2.4.12

**Assessment criteria adopted by different assessors during
internship**




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PRINCIPAL
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FOR WOMEN
GUNTUR-522 001., A.P.

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FOR WOMEN
GUNTUR-522 001., A.P.

TEACHER SELF-EVALUATION CHECKLIST

	never	sometimes	always
1. Lessons			
I tell students why new information is important.			
I prepare learners for new information, present the information and then check learners' understanding.			
I review information from previous lessons.			
I write lesson plans to support my teaching.			
I use examples to help students understand.			
I use teaching aids (blackboard, posters, books) in every lesson.			
I use individual, pair or small group work in every lesson.			
I use a variety of activities to interest students in every lesson.			
I use activities that engage all my students.			
2. Relationships with Students and Parents			
I know all my students' names.			
I understand the abilities of my students.			
I encourage my students.			
I communicate important information about learners' progress to parents.			
3. Professional Development			
I always learn new information about my subject and teaching.			
I work with colleagues to identify and solve teaching and school problems.			
I observe colleagues to learn new teaching techniques.			
I study English so that I can use it to teach my students.			
I attend training and apply new information in my teaching.			
4. Record Keeping			
My lesson plans are up-to-date and ready for inspection.			
I have a long-term plan.			
I record learners' marks.			
5. I'm good at:			
6. I need to improve:			
7. I will use these strategies to improve my teaching:			




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RECORD OF OBSERVATION

Name of the teacher trainee :

Class :

Roll No. :

Date :

Subject :

Time :

Topic :

THE TEACHER :

- i) Mannerisms of the teacher
- ii) Dress and cleanliness
- iii) Voice
- iv) Pronunciation
- v) Class room management
- vi) Language

THE PUPILS :

Participation of the pupils in the teaching - learning process :


- 1.
- 2.
- 3.
- 4.

THE LESSON :

PREPARATION OF THE LESSON :

- i) The objectives planned and achieved :
(Please list out objectives carefully)
- ii) Motivational techniques employed :
(Please record the technique employed)




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EXPOSITION OF THE LESSON :

- i) Methods and strategies employed :
- ii) Language skills attempted :
- iii) Logical presentation of concepts / teaching items :
- iv) Questioning Techniques :
- v) Teaching - learning materials used :
- vi) Chalk - Board work :
- vii) Response and effectiveness :

EVALUATION OF THE LESSON :

- i) Evaluation procedures followed :

Remarks :

Signature of the Supervisor

Date :



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MICRO TEACHING APPROACH

I. OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCING A LESSON

Topic Class

Date Time duration Session : Teach / Reteach

Instructions : This proforma is meant to ascertain the extent to which the student teacher exhibits or uses the skill, introducing a lesson. Judgements have to be given on a seven-point scale for various aspects of the skill. Indicate the extent of acquisition of the various aspects of the skill by crossing (X) the appropriate number you deem fit. The scale value '0' indicates that the student teacher did not use the concerned aspect(s) of the skill at all, where as the scale value '6' means that the student teacher used / practised the skill aspect(s) very much. Keeping these two extremes in view, examine carefully the teacher behaviour related to the various given aspects of the skill and cross (X) the appropriate scale value ranging from zero to six.

Tallies	Components	Not at all					Very Much	
		0	1	2	3	4	5	6
	Teacher used previous knowledge of the pupils.	0	1	2	3	4	5	6
	The device used was appropriate.	0	1	2	3	4	5	6
	There were instances of lack in continuity.	0	1	2	3	4	5	6
	Teacher uttered irrelevant statements and questions.	0	1	2	3	4	5	6
	Almost every question of the teacher was followed by correct pupil responses.	0	1	2	3	4	5	6
	On the whole, the introducing of the lesson was effective.	0	1	2	3	4	5	6

Comments (if any) :

Date



SIGNATURE OF THE SUPERVISOR

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3. OBSERVATION SCHEDULE FOR THE SKILL OF USING BLACK BOARD

Topic Class

Date Time duration Session : Teach / Reteach

Tallies	Components	Not at all				Very Much	
	Legibility of Handwriting :						
	Every letter is distinct.	0	1	2	3	4	5 6
	Adequate spacing is there between two letters	0	1	2	3	4	5 6
	Adequate spacing is there between two words	0	1	2	3	4	5 6
	The slantness of each letter is closest to the vertical	0	1	2	3	4	5 6
	The size of the letter is large enough to be read from the far end of the room	0	1	2	3	4	5 6
	The size of the capital letters is just bigger than the small letters and not so big as to form an obstacle in reading.	0	1	2	3	4	5 6
	All the small letters are of the same size.	0	1	2	3	4	5 6
	All the capital letters are of the same size.	0	1	2	3	4	5 6
	The thickness of the lines is of the same width.	0	1	2	3	4	5 6
	Neatness in blackboard work :						
	The words and sentences written are parallel to the base of the black board.	0	1	2	3	4	5 6
	There is adequate spacing between the lines.	0	1	2	3	4	5 6
	There is no overwriting.	0	1	2	3	4	5 6
	Only the relevant matter which is under the focus of classroom discussion is retained on the board.	0	1	2	3	4	5 6
	Appropriateness of written work on black board :						
	There is continuity in the points being presented on the black board.	0	1	2	3	4	5 6
	The points written on the black board are brief and simple	0	1	2	3	4	5 6
	Only the important points are underlined to draw the pupil's attention.	0	1	2	3	4	5 6
	Coloured chalks are used suitably	0	1	2	3	4	5 6
	Diagrams/Illustration are developed along with the lesson	0	1	2	3	4	5 6
	The diagrams are simple, large, clear and proportionate in size.	0	1	2	3	4	5 6
	There are no unnecessary details in the diagrams / illustrations.	0	1	2	3	4	5 6
	Miscellaneous points :						
	Tick mark (X) either "Yes" or "No" against each of the points below.	Yes	No				
	The teacher checked the glare on the blackboard	Yes	No				
	checked before the use whether the blackboard is clean	Yes	No				
	checked after use whether the blackboard is clean	Yes	No				
	was ready with an adequate number of chalks	Yes	No				
	did not come in between the blackboard and the	Yes	No				
	pupils when the blackboard was being used	Yes	No				
	avoided speaking noise of the chalk while writing.	Yes	No				
	applied adequate pressure while writing on the blackboard	Yes	No				
	did not pollute the air while clearing	Yes	No				
	did not commit mistake either in spelling or illustration/diagrams	Yes	No				

Any other comments _____

Date :



SIGNATURE OF THE SUPERVISOR

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OBSERVATION SCHEDULE FOR THE SKILL REINFORCEMENT

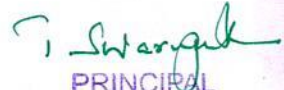
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FOR WOMEN

Topic Class
 Date Time duration Session : Teach / Reteach

Tallies	Components	Not at all						Very Much							
		0	1	2	3	4	5	6	0	1	2	3	4	5	6
	Teacher used positive verbal reinforcers like "yes", "excellent", "splendid", etc	0	1	2	3	4	5	6	0	1	2	3	4	5	6
	Teacher repeated, rephrased the pupil responses, and used the pupil ideas for further development of the lesson.	0	1	2	3	4	5	6	0	1	2	3	4	5	6
	Teacher used extra-verbal clues like 'um um', "aha" to encourage, and prompts like "carry on", "think again", etc., to help the pupils to arrive at the appropriate answers.	0	1	2	3	4	5	6	0	1	2	3	4	5	6
	Teacher used nonverbal clues like nodding, smiling looking attentively at the responding pupil, patting, etc.,	0	1	2	3	4	5	6	0	1	2	3	4	5	6
	Teacher wrote the pupil's answers on the black-board.	0	1	2	3	4	5	6	0	1	2	3	4	5	6
	Teacher told the pupil directly that his answer is wrong, and used sarcastic remarks	0	1	2	3	4	5	6	0	1	2	3	4	5	6
	Teacher used nonverbal clues like frowning, staring, looking angrily etc.,	0	1	2	3	4	5	6	0	1	2	3	4	5	6
	There were instances where no reinforcement was given, but could have been given.	0	1	2	3	4	5	6	0	1	2	3	4	5	6
	There were instances of inappropriate use of reinforcers.	0	1	2	3	4	5	6	0	1	2	3	4	5	6

Comments (if any) :




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Date :

5. STRUCTURING CLASSROOM QUESTIONS OBSERVATION TOOL

Concept Date Class

Duration Session : Teach / Reteach

Instructions :-

The observation schedule cum rating scale for the skill of structuring classroom questions comprises four columns. The first column indicates the components of the skill and the second column indicates the number of questions put by the teacher in his microlesson. The third column specifies the rating of each component in the light of its quality. The fourth column is meant for comments. The rating scale indicates the appropriate use of different components of the skill of classroom questions. The points on the scale indicate the following :-

0. Extremely weak

- | | |
|--------------|--------------|
| 1. Very weak | 4. Good |
| 2. Weak | 5. Very Good |
| 3. Average | 6. Excellent |

Tallies	Components	Question										Rating						
		1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6
	Relevant											0	1	2	3	4	5	6
	Precise											0	1	2	3	4	5	6
	Clear											0	1	2	3	4	5	6
	Grammatically Correct											0	1	2	3	4	5	6
	Level of the question											0	1	2	3	4	5	6

If the question structured by the teacher is relevant, precise, clear and grammatically correct, the supervisor may put a tick (✓) against the question in the relevant cell (s) In case, the question does not satisfy any one or all of these components, the supervisor may put a cross (x) against the question in the relevant cell (s) Further the supervisor may mention in the relevant cell the level to which the question belongs. He may use abbreviations for different levels of questions. He may write 'L' for Lower order questions and 'M' for Middle and 'H' for Higher order question respectively. After the end of the lesson he may rate appropriateness of the use of different components of the skill and put his rating in the third column against each component of the skill.

Comments (if any) :

Date :

SIGNATURE OF THE SUPERVISOR



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TEACHING PRACTICE LESSON NO :

Name : _____ Class No. _____
Class : _____ Period : _____ Date : _____ No. of Pupils : _____
Subject : _____ Name of the Lesson : _____
Name of the School : _____

I. Preparation of work :

(a) Notes and illustrations (Care and intelligence shown) :

Apparatus - Teaching Aids prepared (foresight, adaptability and use) :

II. Teaching Power :

(a) Knowledge of the subject matter :

(b) Presentation of Matter

(i) Introduction :

ii) Development :

iii) Use of black Board :

(c) Power of dealing with and building on pupil's answer :

(d) Personal characteristics-manner, language, pronunciation, voice :

III. Class Management :

(a) Power of control, including meeting and dismissal of class :

(b) Response of class :

(c) Effectiveness :


IV. General Remarks of the Supervisor :

V. Standard of the Lesson :

VI. Lecturer's Remarks :

Date Signature of the Supervisor.....




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QUESTIONNAIRE FOR CO-OPERATING SCHOOLS

01. Name of the school
02. Address
03. Syllabus followed - State/CBSE/ICSE
04. Number of years of association with the college.
05. Are you satisfied with the lesson planning of the student teachers?
06. Which method/methods of teaching do you think are suitable for your school?
07. Do you think the teaching aids prepared and used relevant and suitable to the lessons?
08. Do student teachers conduct unit tests as per the blue print?
09. Do students conduct their case study?
10. Did they collect information regarding the school plant?
11. Do you depute student teachers for substitution classes?
12. Do student teachers actively participate in every aspect of the functioning of the school?



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13. Do student teachers co-operate and adjust to the school?

14. Which period of the year do you feel is appropriate for student teachers to complete their teaching practice and internship?

15. Is the duration of internship sufficient?

16. Is the evaluation book self-explanatory?

17. List the three major problems faced by the school during the internship phase.

- 1.
- 2.
- 3.

18. List three major benefits of internship programme?

- 1.
- 2.
- 3.

19. Have you employed any of our students in your school? Give details.

20. Suggestions if any.

Date



Signature of the Head of the Institution

P. Swathi
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