

# Teaching practice placement in languages in the Teacher Education Programme

*Instructions and basis for assessment*

**Linnæus University**

Sweden

**Academic year 2016–2017**

The host-school supervisor's copy

The student's copy



Student's name

This is the student's **first**  **second**  teaching practice placement in the teacher education programme

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Student's name	Host-school teacher's name
Personal identity number	Host-school teacher's e-mail
Course code	Host-school teacher's phone number
Semester	Contact teacher from Lnu
Host school	Contact teacher's e-mail

After the teaching practice placement this folder is filled in and sent to the contact teacher by e-mail, or by post (Address: Faculty of Arts and Humanities, 39182 Kalmar / 35195 Växjö).





## General information about teaching practice placement

The content of the teaching practice placement course can be found in the syllabus of the course the student is admitted to. To clarify the content and make the assessment criteria more concrete, **here are some aspects that are particularly important** during the teaching practice placement:

- **Participation perspective:** It is very important that the student be given the opportunity to teach during their teaching practice placement.
- If this is the student's **first** teaching practice placement in the programme, the host-school teacher should keep in mind that the student might need to start their teaching by being responsible for small parts that can become more extensive during the period.
- If this is the student's **second** teaching practice placement in the programme, the host-school teacher should give the student more responsibility to plan, implement and evaluate their own teaching. Previous experiences of teaching practice placements should be included in discussions and analyses of the teaching in this course.
- **Observer perspective:** The student should also have the opportunity to visit another teacher's classes (the supervisor or another teacher). In addition to the student's own experiences, this forms the basis for didactic discussions which should take place between the student and the host-school teacher(s). Relevant topics for these discussions can be found under *Assessment criteria* below.
- **Compulsory attendance:** During the teaching practice placement it is particularly important that the student attend and actively participate in the work at the school on a full-time basis for five weeks. If the student is ill or absent for some other reason for more than one day, the examiner should be contacted as soon as possible.

## Content in the teaching practice placement

The teaching practice placement course should provide the student with numerous opportunities to acquire knowledge in the profession and achieve the objectives of the course. The following parts, all of which are based on current local and national policy documents, subject didactics and experience, must therefore be included in the student's teaching practice placement:

- **Joint planning** of teaching and the student's increasingly independent **implementation** of teaching, in which the host-school supervisor should demonstrate good examples from their own teaching experience,
- **Evaluation of the student's teaching** in the form of joint reflections and discussions which relate to the subject-didactic courses the student has participated in at Linnaeus University (for relevant criteria to base the reflections on, see *Assessment criteria*),
- **Assessment and grading** of pupils' language skills (in the form of both formative and summative assessment).

## Attendance and working hours during teaching practice placement

**If any problems should arise, the host-school teacher must contact the contact person at Linnaeus University immediately.** Students who show up late, do not show up at all, or do not show any interest, must be reported on immediately. If the student misses any days for valid reasons they have told the host-school supervisor about, the student can compensate for the missed days in direct connection to the teaching practice placement period. Longer periods of absence must be agreed upon with Linnaeus University.

The student should be at the school full-time. If the host-school supervisor does not work full-time, the student should be able to work with another teacher during the remaining time. The student does not have any assignments from the university, so they should participate on a full-time basis in teaching, planning, meetings with pupils, assessment meetings, parent-teacher meetings, conferences etc.



## Visit by examiner/teacher during teaching practice placement

During the student's teaching practice placement, an examiner or teacher from Linnaeus University visits the school. (Not during practice abroad.) The purpose of the visit is for the examiner to see the student in a teaching situation, as well as to have a didactic discussion with the student and the host-school supervisor. This is done in order to connect the student's education at Linnaeus University to the teaching practice placement in an appropriate way, but also to be able to assess the student's performance.

The visit may take place at any point during the teaching practice placement period. That is, the student cannot require that the visit take place in the last few days of the period. Therefore it is important to clarify that the main purpose of the visit is not to decide the student's grade, but for the examiner, in consultation with the host-school supervisor, to form a clear picture of the student's chances of achieving the objectives. The student's grade is decided after the teaching practice placement period in consultation between the host-school supervisor and the examiner at Linnaeus University.

### *These are the procedures for the visit:*

- *The student is responsible for contacting the host-school teacher to find suitable times in the schedule for a visit. Then the student sends the suggested times to the teacher responsible for the course at Linnaeus University, and the teacher confirms one of these times with the student.*
- *In the lesson when the visit takes place, the student should be active as far as possible. He or she should start the lesson, give instructions to the whole class, make transitions from one part of the lesson the next, and end the lesson. That is, the lesson which the student is responsible for at the visit should *not* mainly consist of group work or pupils' presentations, but the student should have the possibility to show their ability to organise and conduct teaching.*
- *Before the visit, at 12 noon the day before at the latest, the student should send a pedagogical plan of the lesson to the visiting teacher. See more information in *Pedagogical planning*.*
- *The pedagogical plan forms the basis for the reflecting discussion held after the visit. The discussion can preferably take place immediately after the lesson.*

# Examination

*The student is examined based on the following parts:*

- The host-school teacher's written report (this folder filled in according to instructions) sent to the examiner after the teaching practice placement (either by post or by e-mail – see electronic file sent out in an e-mail),
- The examiner's or another teacher's visit to a classroom situation during the teaching practice placement,
- Reflections and discussions between the student, the examiner and the host-school teacher,
- A portfolio containing a number of pedagogical plans for individual lessons (see page 14 for relevant template).

## Assessment criteria

Here you will find the criteria the student must fulfil in order to receive the grade of pass in the teaching practice placement course. Each criterion is followed by more concrete descriptions to clarify how it should be interpreted. These descriptions are written in the form of statements containing general formulations of objectives. *'the student demonstrates that they fulfil the criteria by:'*. This is followed by a number of concrete criteria for attainment of objectives which should form the basis for both the didactic and reflecting discussions and the formative feedback the student is given from their host-school supervisor, as well as the concluding summative assessment which forms the basis for the student's grade.

*The student's ability to teach is assessed in relation to the following levels:*

### Non-acceptable level

*Non-acceptable level* means that the student cannot demonstrate that they achieve some part of the concrete objective. The student lacks interest or the ability to carry out assignments or lacks the knowledge required to achieve the objective.

### Close to a good level

*Close to a good level* means that the student does not fully achieve the concrete objective, not even with some help from, for example, the host-school supervisor. The student does not demonstrate enough independence.

### Good level

*Good level* means that the student achieves the concrete objective, but needs certain help from, for example, the host-school supervisor to achieve

it. The student demonstrates a certain degree of independence. In their analysis and connections between theory and practice, the student demonstrates the ability to draw conclusions from their practical work in relation to previous subject studies and subject-didactic studies.

### Very good level

*Very good level* means that the student achieves the concrete objective and demonstrates great skills in doing so. This means that a student who uses their abilities and skills independently and in more complex contexts and situations reaches a *very good level*. It also means that the student, to a certain degree, can adapt to new routines and use good strategies to handle tricky teaching situations. The student also chooses effective methods and presents in-depth analyses of the connection between theory and practice.

After completing the teaching practice placement, the student is given a grade. The grade is decided by an examiner at Linnaeus University, but the host-school teacher's report on the student's performance constitutes a part of the basis for grading.

The course has an examiner at Linnaeus University who is responsible for the examination. The student is graded after consultation between the host-school supervisor and the examiner. The host-school supervisor should document the student's performance during the teaching practice placement period in this folder. **The host-school supervisor describes how well the student has achieved the objectives in the syllabus. The report is sent to the examiner in Kalmar or Växjö by e-mail or post after the teaching practice placement period. The report must not be sent with the student but must come directly from the supervisor's e-mail or be sent in an envelope from the supervisor.**

*Note that the material in this folder constitutes ONE of several bases of assessment of the student's performance, and does not decide the definitive grade.*



# Concrete criteria for a passed teaching practice placement

On the following pages, the criteria for receiving the grade of Pass are described in a number of shaded text boxes. Each set of criteria is followed by the concrete objectives the student must achieve in the teaching practice placement. **The criteria should be used on a daily basis in planning and teaching, and in evaluating teaching situations. That is, the criteria form the basis for both formative and summative assessments.** When the examiner/teacher from Linnaeus University visits the school, the criteria, along with the pedagogical planning, will also be used in the didactic discussion held after the visit to a lesson. The criteria also form the basis for the student's grade. For instructions concerning the assessment of the student's level during the teaching practice placement, see *Assessment criteria and examination*.

## Criteria for the grade of Pass

In accordance with current policy documents, the student is able to formulate clear learning objectives which are suited to their purposes and adapted to and made clear to the pupils.

The student is able to evaluate the extent to which the learning objectives have been achieved and adapt choices of teaching methods, activities and material and other resources to the learning objectives and the group of pupils.

The student is able to connect modern theories of language learning, language didactics and literature didactics to practical work, and by that demonstrates the ability to plan, conduct and evaluate their own teaching.

## Concretised criteria

### *Lesson planning and follow-up*

The student plans teaching so that there is a balance in the activities, timing and variation (teacher-led work and the pupils' individual work and group work) and demonstrates this by, on the basis of language-didactic theories and methods, planning for and describing:

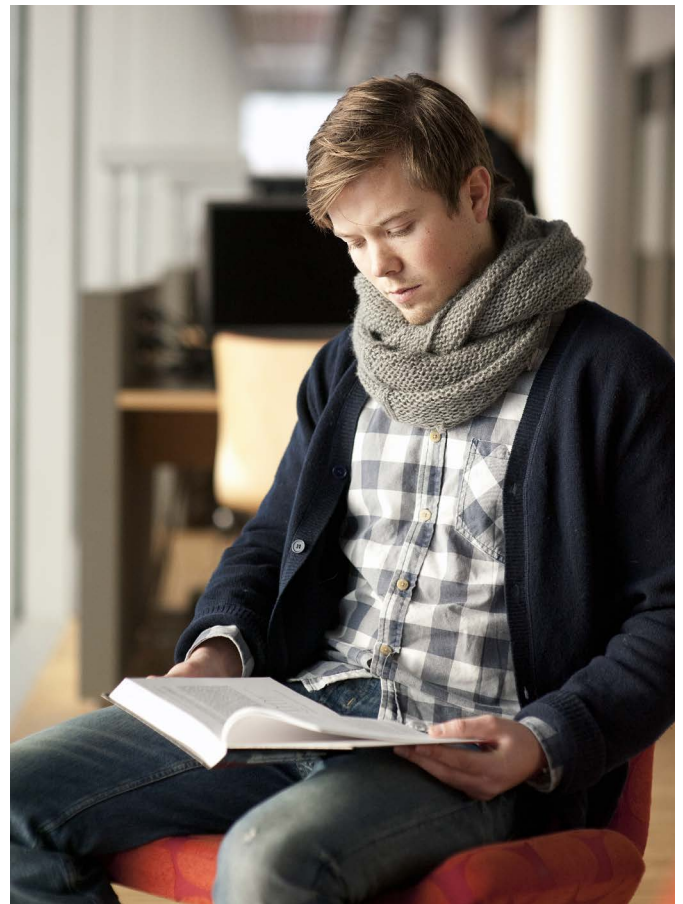
- a clear start and finish of the lesson,
- clear transitions between different activities,
- activities relevant to the learning objectives and the pupils' language proficiency level,
- how the teaching is varied.

The student presents clear and limited objectives for each lesson by, on the basis of language-didactic theories and methods, planning for and describing:

- relevant and detailed objectives for each lesson, which are made clear to the pupils,
- a lesson structure with clear formulations of content and objectives concerning the form, function, syntax, phonology, etc. of the target language, and objectives and strategies for how the pupils should develop their language proficiency,
- a lesson structure with clear formulations of content and objectives concerning communicative skills and knowledge of intercultural aspects, literature and culture,
- that there is room for the pupils to reflect on what they have learnt in the lesson,
- how the student makes sure that the pupils have understood the content,
- their own reflections on the lesson, what the pupils learnt, what needs to be repeated, etc.

The student chooses texts and other study material in relation to the pupils' level and the objectives for each teaching activity, and demonstrates this by, on the basis of language-didactic theories and methods:

- describing appropriate texts and other material in terms of how they will be used and how they fit into the pupils' progression and in relation to policy documents and the objectives of the lesson.



***The actual teaching situation***

The student gives lessons in which all pupils have clear objectives and relevant help to achieve them, and the student demonstrates this by, for example:

- describing objectives for the lesson so that all pupils feel confident in the learning situation,
  - giving clear instructions, changing activities and keeping an appropriate pace,
  - efficiently structuring and conducting planned teaching with activities in which the pupils work together in the whole class, in smaller groups and individually,
  - presenting language aspects, texts and other teaching material in a meaningful, motivating and contextualised way,
  - demonstrating the ability to promote communicative interaction between the pupils.
- marking and/or commenting on pupils' work, seeing pupils' strengths and weaknesses and giving relevant, constructive feedback,
  - using relevant technological tools, including whiteboard and ICT tools,
  - demonstrating the ability to motivate pupils and be involved in their work,
  - demonstrating the ability to make formative assessments and control whether the learning objectives have been achieved or not,
  - taking care of pupils who have not achieved the objectives during the lesson in a way suitable to each situation,
  - improvising when something does not go according to plan.

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**The student achieves the concrete objectives above on a**

Non-acceptable level       Close to a good level       Good level       Very good level

**Justification and comments**

The student's strengths, weaknesses and skills. What is especially important to keep in mind at the next teaching practice placement?

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**Criterion for the grade of Pass**

The student uses the target language confidently as their teaching language and uses their language proficiency to support good language teaching.

*The student demonstrates this by:*

- speaking with a clear, loud voice to get their message across to the pupils,
  - using language appropriate in relation to the pupils' level,
  - using their own language proficiency (in phonology, syntax, semantics) to plan and conduct appropriate language teaching.
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**The student achieves the concrete objectives above on a**

Non-acceptable level       Close to a good level       Good level       Very good level

**Justification and comments**

The student's strengths, weaknesses and skills. What is especially important to keep in mind at the next teaching practice placement?

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# The following objectives only concern students on their *second* teaching practice placement:

## Criteria for the grade of Pass

The student applies the basic values of policy documents in their own work.

The student compares teaching situations with their previous teaching experiences.

The student demonstrates the ability to build good relationships with all pupils and build professional relationships with colleagues in order to be able to share teaching experiences and plan teaching activities.

## The student demonstrates this by:

- referring to and acting in accordance with the school's policy documents (curriculum, syllabus, etc.),
- demonstrating the ability to consider feedback given to them in connection to their previous teaching practice placements, describe their strengths and weaknesses, and consciously develop their skills in teaching,
- working actively with building good relationships with all pupils and colleagues, and effectively using the relationships to the colleagues to develop in their own role as a teacher, for example by exchanging experiences and planning teaching together.

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## The student achieves the concrete objectives above on a

Non-acceptable level

Close to a good level

Good level

Very good level

## Justification and comments

The student's strengths, weaknesses and skills. What is especially important to keep in mind at the next teaching practice placement?

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**Justification and comments** (*continuation from previous pages*)

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**Host-school supervisor's confirmation**

- I hereby confirm that the student **achieves the concrete objectives above** on at least a good level. Justifications for this confirmation have been given under each objective.
  
- The student does **not** achieve the concrete objectives above on at least a good level. Justifications for this assessment have been given under each objective, and these show clearly what parts of the teacher role the student does not yet control on a good level.

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*Name*

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*Date*

# Pedagogical planning

This text should be used as a template for the student's pedagogical planning before each lesson or teaching situation:

## Facts about the lesson

- School year/step in which the lesson is given (e.g. year 9 or step 6)
- Programme in upper secondary school (e.g. Social sciences, specialisation X)
- Length of the lesson (minutes)
- Main theme of the lesson (e.g. grammar/writing or listening/speaking etc.)

## Detailed main objective of the lesson

- *After completing the lesson, the pupils should be able to...*
- Relate the objective to the syllabus and other policy documents.

## Secondary objectives of the lesson

- *After completing the lesson, the pupils should have practised...*
- Try to include practice of language proficiency, such as listening or speaking, as secondary objectives.
- Relate the objectives to the syllabus and other policy documents.

## Central content

- Connect your teaching to appropriate central content.
- Explain how your planned activities can give the pupils the possibility to achieve the main and secondary objectives.

## Follow-up of lesson objectives

- Describe how you are going to find out what the pupils have learnt during the lesson.

## Lesson planning

- Describe your lesson plan in general terms (start, activities, summary), what activities you are going to use and why, and time for each activity.

- Analyse linguistic aspects of the target language that will be practised during the lesson (form, function, semantics, phonology, etc.) and identify relevant methods and strategies that can form a basis for the pupils' language development during the lesson.
- Analyse other relevant aspects of language teaching that will be used during the lesson (communication, fiction, film, social studies, culture, etc.) and identify relevant methods and strategies that can form the basis for the pupils' knowledge development during the lesson.
- How do you alternate between teaching in which mainly the teacher is active and teaching in which the pupils are active?
- How do you vary your teaching and how do you make sure that all pupils, regardless of special needs, understand the content of the teaching?
- How do you formulate and present assignments to the pupils?

## Teaching material

- Describe the texts and other material you are going to use during the lesson, e.g. a text in a course book, an audio file from a news channel on the Internet, or other material.
- Motivate your choice of material.

## Predictable problems that may occur during the lesson

- What difficulties can you see in achieving the objectives of the lesson? Describe how your teaching aims to support the pupils when difficulties occur.
- What do you do if the technology does not work? What do you do if no one dares to say anything in the target language? How do you deal with pupils who do not show any interest? Etc.

## Personal objectives with the lesson and final reflections

- Describe what you as a teacher want to develop during the lesson, for example how to use the whiteboard or an ICT tool, etc.
- How did the lesson go? Analyse activities and results.







# Linnæus University

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