



PRACTICE TEACHING

Handbook



TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
ENGLISH LANGUAGE TEACHING
DEPARTMENT
PRACTICE TEACHING COURSE

2024-2025
Fourth Edition

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INTRODUCTION TO THE PRACTICE TEACHING HANDBOOK

This guidebook is designed to support teacher candidates, supervising practitioners, and program supervisors involved with the practicum component of the ELT (English Language Teaching) Department program.

The Practice Teaching course is a vital part of the educator preparation program. The purpose of the practicum is to provide candidates with a field-based experience in which they put into practice the skills and knowledge they have developed in their bachelor (BA) program in an approved school setting. The Practice Teaching supervisor and the site-based supervising practitioner (mentor teacher) assist the candidate in meeting the BA program's professional standards as a compulsory graduation requirement.

EDU 409 PRACTICE TEACHING: COURSE DESCRIPTION

Consolidating the skills necessary for teaching English as a foreign language at primary, secondary, and high schools through observation and teaching practice in pre-determined K-12 schools under staff supervision; critically analyzing the previously acquired teaching-related knowledge and skills through further reading, research, and in-class activities to develop a professional view of the ELT field.

CONTACT INFORMATION

	Name	Email Address
Student-Teacher:		
TIU Supervisor:		
Mentor Teacher:		
School:		
School Address:		

STUDENT-TEACHER RESPONSIBILITIES

To meet the requirements for the Practice Teaching Course in school, a student (teacher candidate) must:

1. Observe/teach a minimum of four lessons per week.
2. Get to know the school community, including mentor teacher, school administrators, students, and classroom and school routines.
3. Follow the school rules: dress code, verbal and non-verbal etiquette, etc.
4. Strictly avoid forbidden acts, including smoking within the school borders.
5. Gradually begin taking over some daily classroom and school responsibilities (e.g., morning routines, supervising students at recess, taking students to and from lunch and other classes, visiting parents, attending departmental/level meetings, etc.).
6. Inform the mentor teacher and/or the school administration if he/she has to leave.
7. To consult with the mentor-teacher before application/implementation of the academic and social activities inside the school.
8. Work with individuals and small groups, and the whole class as assigned by the mentor teacher.
9. Develop a communication plan with the mentor and field supervisor (e.g., calls, emails, logs, tasks, etc.).
10. Communicate regularly with the university supervisor and ensure each task is submitted: signing attendance, reports, etc. It is of benefit to the student-teacher when the whole team is in regular communication.
11. Attend the weekly seminars provided by the university as they are considered **attendance in the PIS system**.
12. Complete and sign weekly tasks.
13. Regular attendance at school is graded and it weighs 10%.

EXPECTATIONS FROM A MENTOR TEACHER

- 1.** Welcome the student-teacher to your school. Introduce him or her to your students, other faculty members, and support staff. Give the student a tour of the classroom and school. Explain school policies and procedures regarding such things as signing in and out of the building, the time they are expected to report to the school, the time their day ends, computer use, use of copy room services, etc.
- 2.** Discuss daily schedules, routines, and duties. Allow the student-teacher to assist you in academic and non-academic duties.
- 3.** Exchange personal phone numbers and/or e-mail addresses.
- 4.** Discuss appropriate dress code, attendance, and professional behavior in and out of school.
- 5.** Provide dates and times of other teaching responsibilities (Open House, faculty meetings, department/grade level meetings, parent/teacher, Family visits, conferences, etc.) These are expectations of the student teaching experience.
- 6.** Work with the student-teacher to determine a schedule for his/her responsibilities.
- 7.** Share course materials with the student-teacher (syllabus, textbooks, resources that relate to the content he/she will be teaching, etc.).
- 8.** Support your student-teacher in developing teaching-related skills (planning, instruction, classroom management, gaining classroom confidence, etc.).
- 9.** Provide constructive feedback whenever applicable.
- 10.** Communicate regularly with the university supervisor to ensure each student-teacher fulfills the course requirements: signing attendance, reports, etc. It is of benefit to the student-teacher when the whole team is in regular communication.

TIU SUPERVISOR RESPONSIBILITIES

1. The supervisor's primary goal is to help the student-teacher to achieve the best of his or her ability.
2. Organize and facilitate weekly seminars with student teachers to allow both the supervisor and student teachers the opportunity to focus on general concerns of group members and to provide materials and/or instruction as needed. These seminars are mandatory for both the supervisor and the student teachers.
3. Promote a positive relationship with the mentor teacher by acting as a consultant in developing a quality student teaching experience.
4. Assist with problem-solving.
5. Maintain communication with the mentor teacher and student teacher to discuss concerns and successes about the student teaching experience.
6. Serve as a resource to discuss concerns about the student's teaching experience, as well as offering guidance in the areas of planning, instruction, management, and professional behavior.
7. Make at least three visits to the school site during the semester, or more frequently as needed. It is a courtesy visit and does not require formal observation or evaluation.
8. Act in accordance with criteria established throughout this handbook to remediate and/or remove a student from the student teaching program when difficulties such as the following arise:
 - Unprofessional behavior
 - Lack of preparation for teacher duties
 - Frequent tardiness or absenteeism
 - Incompetence
9. Determine the final grade of his/her student teachers, with the aid of the tasks described in this handbook.
10. Maintain all paperwork related to the student teacher's file, submitting it at the end of the semester to the Head of the ELT Department.
11. Submit all minor grades to the University Information System (PIS/SIS) on time.

SCHEDULE

Week 1

October 6 – October 10, 2024

	Item	Topic	Responsible Person	Date
1	Seminar	1. School Culture 2. Student-Teacher must-do list	1. Dr. Sami Hussein	6.10.2024
2	Task 1	First Video Reflection Diary on Practice Teaching Course: School Experience Expectations	Advisors	Deadline:13.10.2024

Week 2

October 13 – October 17, 2024

	Item	Topic	Responsible Person	Date
1	Task 2	Second Video Reflection Diary on Practice Teaching Course	Advisors	Deadline:20.10.2024

Week 3

October 20 – October 24, 2024

	Item	Topic	Responsible Person	Date
1	Seminar	Unlocking Your Potential: The Science of Self-Development and the Environmental Impact	Dr. Aziza Kavlu	20.10.2024
2	Task 3	Student Interview Questions	Advisor	Deadline:27.10.2024

Week 4

October 27 – October 31, 2024

	Item	Topic	Responsible Person	Date
1	Seminar	Inclusive Education: Addressing Students’ Needs	Dr. Behjet Celik	27.10.2024
2	Task 4	Lesson Observation	Advisor	Deadline: 03.11.2024

Week 5

November 03 – November 07, 2024

	Item	Topic	Responsible Person	Date
1	Seminar	Becoming a value-centered educator	Dr. Soran Mustafa	03.11.2024
2	Task 5	Lesson Observation Report 1	Advisor	Deadline: 10.11.2024

Week 6

November 10 – November 14, 2024

MIDTERM

	Item	Topic	Responsible Person	Date
1		1. Get ready for the midterm exams. 2. Have Rest		

Week 7

November 17 – November 21, 2024

	Item	Topic	Responsible Person	Date
1	Seminar	Advanced CV Writing for Career Success	Ms. Aivar Lukman	17.11.2024
2	Task 7	Lesson Observation Report 2	Advisor	Deadline: 24.11.2024

Week 8

November 24 – November 28, 2024

	Item	Topic	Responsible Person	Date
1	Seminar	Social Emotional Learning	Mr. Reman Sabah	24.11.2024
2	Task 8	Lesson Observation Report 3	Advisor	Deadline: 01.12.2024

Week 9

December 1 – December 5, 2024

	Item	Topic	Responsible Person	Date
1	Seminar	AI in Education: Tips to Integrate GenAI in Teaching	Ms. Soma Hassan	01.12.2024
2	Task 9	Lesson Observation Report 4	Advisor	Deadline: 08.12.2024

Week 10

December 08 – December 12, 2024

	Item	Topic	Responsible Person	Date
1	Seminar	Teaching with Insight: Building Self-Awareness for Better Education	Ms. Fatima Saadi	08.12.2024
2	Task 10	Lesson Plan-1 (Skills: Listening & Speaking)	Advisors	Deadline: 15.12.2024

Week 11

December 15 – December 19, 2024

	Item	Topic	Responsible Person	Date
1	Seminar	Equal Links, Strong Chain	Dr. Abdurrahman Wahab	15.12.2024
2	Task 11	Lesson Plan 2 (Skills: Reading & Writing)	Advisors	Deadline: 22.12.2024

Final Exam

January 5 – January 16, 2025

Final Exam for "Practice Teaching Course": Students Will Deliver a Microteaching Lesson

TASKS



TASK 1: First Video Reflection Diary on Practice Teaching Course

You are required to **record a video presentation** in which you thoughtfully address several questions related to your practice teaching course and your perspectives on language teaching. This task is designed to help your instructors gain a comprehensive understanding of your viewpoints and readiness for the practice teaching experience.

Instructions:

- **Clarity and Structure:**
 - Ensure your video is clear and well-organized.
 - Address each question separately in your presentation.
- **Length:**
 - The total length of the video should be **at least three minutes**.
- **Presentation:**
 - Speak clearly and confidently.
 - Ensure that your responses are well-thought-out and reflect your genuine perspectives.
- **Submission:**
 - Upload your video according to the instructions provided by your instructor or the course platform.

Before you go to school

Provide concise and thoughtful responses to each of the following questions:

1. What does the practice teaching course mean to you, and how do you perceive its importance in your professional development?
2. What specific expectations do you have for this course, and what do you hope to achieve by the end of it?
3. In your opinion, what qualities and skills define an effective language teacher?
4. From your perspective, what traits and qualities contribute to a learner's effectiveness and success?
5. Could you briefly explain your teaching philosophy, including your approach to instruction, communication with learners, and classroom management strategies?
6. What challenges do you anticipate facing during your practice teaching experience, and how do you plan to address or overcome them?
7. Can you share any past experiences or stories that have inspired you to become a language teacher?

Note: See the evaluation rubric for the Video Reflection Diary on Practice Teaching Course.



TASK 2: Second Video Reflection Diary on Practice Teaching Course

You are required to record a video presentation reflecting on your first experience at school as you embark on your practice teaching journey. This reflection will help you gain a deeper understanding of your role as a language teacher and the challenges and opportunities that lie ahead.

Clarity and Structure:

- *Ensure your video is clear and well-organized.*
- *Address each question separately in your presentation.*

Length:

- *The total length of the video should be at **least three minutes**.*

Presentation:

- *Speak clearly and confidently.*
- *Ensure that your reflections are genuine and well-considered.*

Submission:

- *Upload your video according to the instructions provided by your instructor or the course platform.*

After your first school visit

1. How has your understanding of the practice teaching course evolved since your first week at school?
2. What initial expectations did you have for this course, and how have they changed or been met during your first week?
3. Based on your observations, what characteristics or behaviors define an effective language teacher?
4. What traits and qualities have you noticed in successful learners during your first week, and how do these contribute to their success?
5. What unexpected challenges did you encounter during your first week of practice teaching, and what strategies did you use to overcome them?
6. What surprising aspects did you observe that you would like to share?

Note: See the evaluation rubric for the Video Reflection Diary on Practice Teaching Course.



ELT 405 Practice Teaching

Date:

TASK 3: Student Interview at School

You are required to **conduct interviews** with **five students** at your school using the set of questions provided. For each interview, please do the following:

- **Audio Record** the interview.
- **Write a summary** of each student's responses for every question on a separate sheet.

Instructions:

- **Preparation:**
 - Review the provided set of interview questions thoroughly.
 - Ensure you understand each question to facilitate a smooth interview process.
 - Obtain necessary permissions or consent for conducting and recording the interviews, following your school's guidelines on student interactions and data privacy.
- **Conducting the Interviews:**
 - Schedule interviews at a time convenient for each student, ensuring minimal disruption to their routine.
 - Create a comfortable and respectful environment to encourage honest and open responses.
 - Introduce yourself and explain the purpose of the interview before beginning.
- **Audio Recording:**
 - Use a reliable device to ensure clear audio quality.
 - Test your recording equipment before each interview.
 - Inform the student that the interview will be recorded and confirm their consent.
- **Writing Summaries:**
 - After each interview, write a summary of the student's responses to each question.
 - Use a separate sheet for each student's summary to maintain organization.
 - Highlight key points, insights, and any notable quotes that capture the essence of their responses.
 - Ensure that the summaries are clear, concise, and accurately reflect the students' viewpoints.

Submission:

- **Audio Files:**
 - Submit the audio recordings of all five interviews.
 - Label each file with the student's pseudonym or an identifier (e.g., Student A, Student B) to protect their privacy.
- **Written Summaries:**
 - Compile the summaries for each student on separate sheets.
 - Include the corresponding identifier on each summary sheet.
 - Ensure all documents are neatly organized and legible.

Interview Questions:**Personal:**

- Could you please introduce yourself briefly?
-

Learning Experience:

- How do you feel about your overall experience at school? What aspects make you feel most comfortable and confident here?
 - What motivates you the most in your studies, both in general and specifically in language learning?
 - What do you think are the most effective ways to learn, both in general and when it comes to learning a language?
 - In your opinion, what qualities make a teacher effective?
 - What are your thoughts on your English classes? Do you enjoy them, and if so, what aspects do you enjoy the most?
 - Do you practice English with your friends outside of school? If yes, how do you practice together?
 - What has been the most challenging part of your education so far?
-

After School:

- How do you feel about doing homework, and what motivates you to complete it?
 - What activities do you usually engage in during your free time after school?
 - Do your parents or family members help you with your studies or homework? If so, how do they support you?
-

Future:

- What are your plans for the future?
- Which area of study or career would you like to pursue, and why does it interest you?

Name of Student-Teacher: _____ **Signature:** _____



EDU 405 Practice Teaching

Date:

TASK 4: Lesson Observation Form

Class:		Date:
Number of students:		Duration:
Lesson/ Subject:		Teacher:
	The teacher	Briefly explain each item
Beginning	Greets students and asks after.	
	Starts the lesson by repeating the previous topic.	
	Clearly states the goals and objectives of the lesson.	
	Warm-up activities were conducted.	
	Relates the topic of the lesson with real life.	
Body	Presents and explains topics with a logical order and clarity.	
	Gives clear instructions and explains with examples.	
	Teaches every new word (in chunks as much as possible).	
	Includes auditory and visual materials in the lesson.	
	Uses games (educational related to topic of the lesson)	
	Uses role-plays and drama.	
	Uses technology while teaching. (PowerPoint, audio player etc.)	
	Uses The board and materials effectively.	
	Scaffolds student performance providing clues, aids, etc.	
	Encourages students to participate in the lesson.	
	Encourages students to use target language in the lesson.	
	Uses pair and group work activities.	
	Allows students enough time for activities	
	Gives feedback for each activity	
	Explains according to students' level.	
	Answers students' questions with satisfactory answers.	
	Uses reinforcements (praise, awards, extra points etc.)	
	Reaches every single student and gives feedback.	
	Allows students to ask questions freely.	
	Checks students' materials (notebooks, books etc.)	
Checks and evaluates previously given homework.		
End	Summarizes the main topics briefly.	
	Assesses whether the lesson has been understood well.	
	Assigns proper homework for the topic.	
	Uses the time properly according to lesson plan.	

Name of Student Teacher: _____ Signature: _____

TASK 5: Lesson Observation Report -1

Subject:

The topic of the Lesson:

Grade:

Date:

1. Engaging Students at the Start of the Lesson

Question:

How does the teacher effectively engage the students' attention at the beginning of the lesson? Describe any techniques used, such as:

- **Verbal Cues:** Greetings, questions, or prompts that stimulate interest.
- **Non-Verbal Gestures:** Facial expressions, eye contact, or body language that convey enthusiasm.
- **Creative Methods:** Use of storytelling, multimedia, warm-up activities, or real-life contexts relevant to language learning.

Response: Write your detailed observations here, focusing on how these strategies set a positive tone and motivate students to participate actively in the lesson.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. Communication of Lesson Objectives

Question:

How does the teacher communicate the lesson's objectives to the students? Discuss the methods used to ensure students understand what they are expected to learn, specifically in terms of language skills (e.g., vocabulary, grammar, listening, speaking, reading, writing).

Response: *Provide your observations on how the teacher presents the objectives—verbally, in writing, through visual aids—and how this aligns with best practices in ELT.*

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Question:

- **Whole-Class Instruction:** Lectures, demonstrations, or discussions led by the teacher.
- **Group Collaboration:** Activities where students work in groups to complete tasks.
- **Pair Work:** Interactive exercises between two students to practice language skills.
- **Individual Tasks:** Independent work that allows students to apply concepts.
- **Presentations:** Opportunities for students to present their work to the class.

- Explain how it contributes to achieving the lesson objectives.
- Analyze its effectiveness in facilitating language learning.

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4. Reflection on Observed Teaching Practices

Question:

Based on your observations:

- What insights have you gained about effective teaching practices in English language education?
- How might you incorporate these strategies into your own teaching practice?

Response: *Reflect on the teaching methods and student interactions you observed. Consider how these practices align with ELT theories and how you can apply them to enhance your effectiveness as a future language teacher.*

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name of Student-teacher: _____ **Signature:** _____

2. Reflection on Effective Nomination Techniques

Question:

Among the nomination techniques observed, which ones stood out to you as particularly effective, and why? Furthermore, which nomination techniques do you find most suitable for your own teaching practice, and how do you envision implementing them in your future English language lessons?

Consider the following in your response:

- **Effectiveness:** How did the techniques enhance student participation and learning?
- **Suitability:** How do these techniques align with your teaching style and philosophy?
- **Implementation:** Specific plans for incorporating these methods into your lessons.
- **Benefits for Language Learning:** How will these techniques support language development, communication skills, and learner confidence?

Response: *Reflect on the techniques you found most impactful, explaining why they were effective. Discuss how you plan to adopt these strategies in your teaching practice, providing concrete examples of how you will implement them to enhance student engagement and language acquisition.*

Name of Student-teacher: _____ Signature: _____



TASK 9: Lesson Observation Report -4

Subject:

Date:

The topic of the Lesson:

Grade:

Observation Questions:

1. Student Activities Prior to Teacher's Arrival

Question: Upon the teacher's arrival, what activities are the students engaged in? Describe the tasks or behaviors the learners are involved in before the lesson officially begins.

Response: *Provide your detailed observations here, noting any academic or social activities, discussions, or preparations the students are engaged in.*

2. Students' Response to Teacher's Presence and Understanding of Lesson Objectives

Question: How do the students respond to the teacher's arrival? Do they appear attentive and ready to learn? Additionally, do they seem to understand the lesson's objectives as communicated by the teacher? Provide examples.

Response: *Describe how students react—do they settle down, greet the teacher, or show excitement? Note if the teacher communicates the lesson objectives and how students respond, indicating their understanding.*

3. Students' Decision-Making and Need for Assistance

Question: How do the students decide on their next steps during the lesson? Do they demonstrate independence in their learning, or do they require guidance and assistance from the teacher? Explain with observations.

Response: *Observe whether students follow instructions independently, collaborate with peers, or frequently seek the teacher's help. Provide specific instances.*

4. Transition Between Activities

Question: How do the students transition between activities during the lesson? Describe the process and note any strategies used by the teacher to facilitate smooth transitions.

Response: *Detail the transition methods—are there clear signals or routines? Does the teacher use countdowns, music, or verbal cues? Assess how effective these strategies are.*

5. Time Lost During Transitions

Question: Is there any noticeable time lost during these transitions? If so, briefly explain why and how it impacts the lesson flow.

Response: *Identify any delays or disruptions during transitions. Explain possible reasons, such as confusion or lack of organization, and discuss the impact on instructional time.*

6. Students' Comfort with Making Mistakes

Question: Do the students exhibit anxiety or concern about making mistakes? Describe any behaviors that indicate their comfort level with participating and taking risks in the classroom.

Response: *Note signs of hesitation, reluctance to participate, or eagerness to answer questions. Discuss how the classroom environment affects their willingness to make mistakes and learn from them.*

7. Understanding of Homework Assignments and Materials

Question: Do the students have a clear understanding of their homework assignments and the necessary materials? Provide examples of how this understanding is communicated or confirmed.

Response: *Observe how the teacher assigns homework—are instructions clear and written? Do students ask questions for clarification? Note any confirmation methods used.*

8. Students' Interest in the Lesson

Question:

Do the students demonstrate a genuine interest in the lesson? Briefly explain, citing specific behaviors or interactions that illustrate their level of engagement.

Response: *Look for indicators of interest such as active participation, attentiveness, asking questions, or enthusiastic responses. Provide examples.*

9. Students' Comfort and Perception of Valued Contributions

Question: Do the students appear comfortable and feel that their contributions are valued and taken seriously by the teacher? Briefly explain.

Response: *Assess the teacher's reactions to student input—do they provide positive feedback, encourage sharing, and address all contributions respectfully? Note students' reactions.*

IMPORTANT NOTE:

When completing your four observations, please ensure that you submit the following documents to your supervisor:

1. **Original Observation Notes:** Submit the actual notes you took during each observation session. These notes should accurately reflect your real-time observations and insights.
2. **Completed Observation Reports:** Ensure that your observation reports are fully completed, printed, and ready for review. These should summarize your observations and provide a comprehensive analysis based on the notes you took.

Please make sure both of these documents are submitted on time for each observation.

Additional Guidance:

Be Observant: Pay close attention to students' behaviors, interactions, and the overall classroom atmosphere.

Be Specific: Use concrete examples to support your observations.

Reflect on Implications: Consider how the observed dynamics impact learning and how you might apply these insights in your future teaching practice.

Connect to ELT Principles: Relate your observations to theories and best practices in English language teaching.

Name of Student-teacher: _____ **Signature:** _____



TASK 10: Lesson Plan-1 (*Listening & Speaking*)

LESSON PLAN

Type of Lesson: Title of Lesson: Teacher's name:		Date: Grade: Duration:
Meet and Greet (.....minutes)- 10 Points		
Students profile		
Skills to be emphasized		
Language		
Objectives		
Materials		
Warm-up (.....minutes) Before-Listening activities-20 Points		
Review		

Capture their attention	
Connect to prior knowledge and experiences	
Pre-teach new vocabulary	
Presentation (..... minutes) During-Listening Activities- 20 Points	
Presentation of new language in context	

Comprehension check	
Practice (.....minutes) After-Listening Activities (<i>Speaking Activities</i>)- 20 Points	
Controlled practice	
Guided practice	
Independent practice	

Application(.....minutes)- 10 Points	
• Personalization • Cross-cultural application	
Assessment(.....minutes)- 10 Points	
Monitoring small group work	
Assess for accuracy and give feedback	
Follow-up(.....minutes)- 10 Points	
Homework	
Next Class	

Name of Student-teacher: _____ **Signature:** _____



TASK 11: Lesson Plan 2 (*Reading & Writing*)

LESSON PLAN

Type of Lesson:		Date:
Title of Lesson:		Grade:
Teacher's name:		Duration:
Meet and Greet (.....minutes)- 10 Points		
Students profile		
Skills to be emphasized		
Language		
Objectives		
Materials		
Warm-up (.....minutes)-20 Points		
Review		
Capture their attention		

Connect to prior knowledge and experiences	
Pre-teach new vocabulary	
Presentation (..... minutes)- 20 Points	
Presentation of new language in context	

Comprehension check	
Practice (.....minutes)- 20 Points	
Controlled practice	
Guided practice	
Application(.....minutes)- 10 Points	

Independent activity	
Assessment(.....minutes)- 10 Points	
Formative assessment	
Correction and give feedback	
Follow-up(.....minutes)- 10 Points	
Homework	
Next Class	

Important Note: When crafting your two lesson plans, please ensure that you consider the following requirements when submitting the tasks to your supervisor:

- Submit both the completed lesson plan template and the textbook/materials used.
- Ensure your submission includes all resources referenced in your lesson plan.

Name of Student-teacher: _____ **Signature:** _____

FINAL EXAM: MICROTEACHING

For the final exam, you are expected to prepare for your final exam (microteaching) which involves several key steps to ensure you **deliver an effective and engaging lesson** within the instructed 30 minutes. Below is a comprehensive guide to help you navigate each requirement successfully:

1. Create a Clear Lesson Plan

- **Utilize the lesson plan template provided. Ensure all sections are thoroughly completed.**

2. Prepare Handouts and Presentations

Handouts:

- **Content:** Key points, summaries, diagrams.
- **Design:** Clear, readable, organized.

PowerPoint:

- **Slides:** Title, Objectives, Content, Interactive elements, Summary, Q&A.
- **Design Tips:**
 - Consistent theme.
 - Use visuals.
 - Minimal text.
 - Readable fonts.

Other Materials: Props, demonstrations, interactive tools (e.g., whiteboards)

3. Bring Hard Copies to Your Supervisor

Checklist:

- **Lesson Plan:** Printed copies.
- **Handouts:** Ready for distribution.
- **PPT:** USB drive and backup.
- **Additional Materials:** Organized and accessible.

Presentation Tips:

- Use folders or binders.
- Have digital backups.
- Ensure all materials are neat and error-free.

4. Manage the 30-minute Lesson Effectively

Time Allocation:

- **Introduction:** 5 mins
- **Body:** 20 mins
- **Conclusion:** 5 mins

Strategies:

- **Practice:** Rehearse to fit the timeframe.
- **Pacing:** Monitor your speed.
- **Flexibility:** Adjust as needed.
- **Use a Timer:** Keep track discreetly.

Quick Tips for Success

- **Engage:** Use questions and activities.
- **Be Clear:** Communicate effectively.
- **Show Enthusiasm:** Be passionate about the topic.
- **Be Professional:** Dress appropriately and stay positive.

(See the **evaluation form** and the **lesson plan template** on the next pages)

**TISHK INTERNATIONAL UNIVERSITY****Faculty of Education****ELT Department****Course: Practice Teaching**
Fall Semester 2024/2025**EDU** 409**Date:** / / 2025**Duration :30 minutes****Type of Exam: FINAL**
Name:**Microteaching Rubric**

Rating Key	1=unsatisfactory	2=fair	3=satisfactory	4=very good	5=excellent
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Attributes and Performance		Rating (circle)				
1	Introduction given (of both, self, and topic)	1	2	3	4	5
2	Dress, neatness, and appearance	1	2	3	4	5
3	Writing on the board, pictures (visual aids)	1	2	3	4	5
4	Usage of classroom language	1	2	3	4	5
5	Eye contact with students	1	2	3	4	5
6	Gesture and posture	1	2	3	4	5
7	Spoke loudly and clearly	1	2	3	4	5
8	Communication (language, choice of words, grammar, and fluency)	1	2	3	4	5
9	Encouraged students to ask questions and participate	1	2	3	4	5
10	Used words and expressions within the student level of understanding	1	2	3	4	5
11	There were elements of creativity (by way of certain examples)	1	2	3	4	5
12	Subject matter knowledge/command on subject/topic	1	2	3	4	5
13	Presented subject matter clearly and systematically	1	2	3	4	5
14	Suitable method(s) followed	1	2	3	4	5
15	Answered the questions asked	1	2	3	4	5
16	Classroom management/ Time management	1	2	3	4	5
17	Conclusion/summarization is made, or the lesson is abruptly ended	1	2	3	4	5
18	Confidence level exhibited/ Showed dynamism and enthusiasm	1	2	3	4	5
19	The lesson plan is well-prepared	1	2	3	4	5
20	The lesson plan is orderly followed	1	2	3	4	5
TOTAL						

ADDITIONAL COMMENTS:

Supervisor: _____ Signature: _____



Video Reflection Diary Evaluation Rubric-TASK.....

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)	Score
Clarity of Language	Uses clear, concise, and articulate language throughout, making the content highly understandable.	Generally, uses clear and understandable language, with only occasional minor clarity issues.	Language is somewhat clear but may include significant instances of confusion.	Language is often unclear, making it difficult to understand the content.	
Content Covered	Thoroughly covers all aspects of the assignment questions, providing in-depth and comprehensive responses.	Adequately covers all key aspects of the assignment questions, with some minor omissions or lack of depth.	Covers only the basic elements of the assignment questions, with significant gaps or lack of detail.	Fails to adequately cover most of the assignment questions, with key points missing or poorly addressed.	
Requirements Met	Successfully meets all specified requirements, including video length, addressing all questions, and adhering to any formatting guidelines.	Generally, meets the specified requirements, but may have minor video length or formatting issues.	Partially meets some of the specified requirements, with noticeable video length or formatting issues.	Fails to meet several of the specified requirements, with significant problems related to video length or formatting.	
Organization of Content	Presents content in a highly organized and logical manner, with a clear structure that enhances understanding.	Organizes content logically but may have minor transitions or overall structure issues.	Content organization is somewhat unclear, with noticeable problems in overall structure.	Fails to organize content effectively, making it challenging to follow the presentation.	
Overall Quality	Demonstrates exceptional quality in terms of content, presentation, and engagement, showcasing a deep understanding and effective communication.	Displays good overall quality with some areas for improvement, such as minor content gaps or engagement levels.	The overall quality is acceptable but lacks depth or engagement, with noticeable issues in content and presentation.	The overall quality is poor, with significant content, presentation, and engagement deficiencies.	

Total mark (out of 20): _____

(out of 100) (.....x 5 =.....)

Additional Comments:

Evaluator's name and signature _____

OTHER FORMS



TISHK INTERNATIONAL UNIVERSITY - EDUCATION FACULTY - ENGLISH LANGUAGE DEPARTMENT

2024-2025 FALL SEMESTER - SCHOOL EXPERIENCE COURSE ATTENDANCE SHEET

Name of the Student-Teacher:

		1 ST HOUR		2 ND HOUR		3 RD HOUR		4 TH HOUR	
WEEK	DAYS	Taught	Observed	Taught	Observed	Taught	Observed	Taught	Observed
Week 1	/...../2024								
	/...../2024								
Week 2	/...../2024								
	/...../2024								
Week 3	/...../2024								
	/...../2024								
Week 4	/...../2024								
	/...../2024								
Week 5	/...../2024								
	/...../2024								
Week 6	MIDTERM WEEK								

Week 7	/...../2024								
	/...../2024								
Week 8	/...../2024								
	/...../2024								
Week 9	/...../2024								
	/...../2024								
Week 10	/...../2024								
	/...../2024								
Week 11	/...../2024								
	/...../2024								

Mentor Teacher:

University Supervisor:

School Principal's Signature

School Stamp

ASSESSMENT SUMMARY

Criteria	Grading Scale	Percentage over 100	On PIS System
Task 1	100	6%	MINOR GRADES
Task 2	100	6%	
Task 3	100	7%	
Task 4	100	4%	
Task 5	100	5%	
Task 6	Midterm		
Task 7	100	4%	
Task 8	100	4%	
Task 9	100	6%	
Task 10	100	4%	
Task 11	100	4%	
Attendance	100	10%	
Final Exam	100	40%	FINAL GRADE
Total		100%	