



ST. PAUL'S UNIVERSITY

POLICY ON TEACHING PRACTICE

ACADEMIC POLICY NO. 018 OF 2014

2014

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Preamble

St. Paul's University, in its mission of delivering quality, relevant and holistic education to all, is keen in offering quality, practical and comprehensive teaching practice for all teacher education students and hence the current policy. These policy guidelines are based on the University regulations on practical/attachment and the education programmes requirements on a mandatory teaching practice course for all St. Paul's University teacher education students. Teaching practice is aimed at providing opportunities to all teacher education students relate theory to practice and advance their teaching knowledge and skills in line with the University's mission of developing servant leaders by imparting knowledge, skills and values through creative methods of education, research and spiritual formation. This policy document provides guidelines, procedures and policies on how teaching practice should be conducted in the department of Education.

The interpretation of the provisions of this teaching practice policy lies with the Senate of St. Paul's University. These policy guidelines are subject to change as a result of change in curricula, university policies and government legislation.

Name

The name of the policy shall be "Teaching Practice" (Hereinafter "the Policy").

SECTION ONE

INTRODUCTION

1.0 Historical Background

St. Paul's is a Christian University of choice preparing effective leaders needed to serve in the world in general. The University has a prestigious history of more than one hundred years. Its reputation for an outstanding academic achievement is known and reflects the intellectual achievement of its students, as well as the world-class original research carried out by the staff of the University and the Colleges. The University aims at advancing learning to the highest levels attainable through research, teaching and the dissemination of knowledge for the benefits of its students and society. The curricula offered in various fields equip students with hallmarks of academic and professional excellence, character formation and responsibility of citizenry. To this end, the University has a comprehensive range of both human and non-human resources to help in the achievement of its mission and fulfillment of its Vision.

1.1 University Vision

A university of academic excellence guided by Christian principles producing graduates in various fields for Global Service (A Christian University for Global Service).

1.2 University Mission

The Mission of the University is: "To develop servant leaders by imparting knowledge, skills and values through creative methods of education, research and spiritual formation."

1.3 University Philosophy

Commitment to Christian ecumenism, quality service and high academic standards as inspired by Christian faith and founded upon Christian values.

1.4 History of the Department of Education

The Department of Education was started in August 2011 with one programme, 3 school-based students and 1 full-time staff member. Today, the department has 3 full-time staff members and more will be recruited to meet the needs of students and all programmes on offer. By May 2014, the department had a total population of 351 students. Majority of the students are under the school-based mode while a few under the full-time mode. The first teaching practice for the department with a student population of 86 students attached to various primary and secondary schools in more than 10 Counties in Kenya was carried out between January and April 2014. It was very successful as evidenced by the reports the department received from institutional heads where students were attached as well as supervisors' reports on each student. However, there were some challenges too, particularly on logistics and standardization of teaching practice documents formats, teaching practice skills and training. This necessitated the need for a policy

that would help in meeting these challenges and giving a basis for offering quality, context-based and creative teaching practice

1.5 Vision of the Department of Education

In line with the Vision of the University, the Vision of the department is;

“To be a department of academic excellence guided by Christian values and professional integrity in provision of transformative and creative teacher education”.

1.6 Mission of the Department of Education

The Mission of the department is:

‘To train holistic, transformative and creative graduates in teacher education for the service of God and Humanity’

1.7 Philosophy of the Department

The philosophy of the department is to offer education that makes graduates self directed, creative and transformative in their professional and social lives. This Philosophy is founded on the principle that education should produce holistic individuals who can serve God and humanity and make positive contributions to the society. The application of the knowledge gained is based on the Biblical principle of being good stewards of God’s given gifts.

1.8 Core Values

Professionalism- In line with the University core values, the department seeks to uphold quality and ethical academic standards to all students in the department through quality teaching, mentorship and upholding of Christian values.

Team work- The department recognizes the contributions of all staff and students. The department shall therefore give an opportunity for all to participate in decision making and allow all to contribute to the well being and the development of the department.

Integrity- The department endeavours to be accountable and transparent in all it’s activities and engagements with all stakeholders.

SECTION TWO

TEACHING PRACTICE ORGANIZATION

2.0 Introduction

Teaching practice is a fundamental part of teacher training. It gives a teacher trainee an opportunity to practice the knowledge and skills learnt in a real classroom situation and thus relate theory to practice. For any student from SPU to graduate he/she must successfully complete the teaching practice with a pass. No student shall graduate from St. Paul's University without successfully completing the teaching practice and pass.

2.1 Posting of Students

Every student intending to be on teaching practice is expected to source for a teaching practice school of his or her choice provided that in the opinion of the teaching practice committee and the departmental board the school is accessible and can provide the student with a conducive environment to practice his/her teaching skills in the area of specialization. However, the department of education through the teaching practice committee will assist all students who request for help in getting a teaching practice school. Only students who are duly registered for teaching practice through filling in required details of their registration number, name, teaching practice school, physical location, mobile number, teaching subjects and have been accepted by the teaching practice committee shall be considered eligible for teaching practice.

In considering the eligibility of the teaching practice school the following shall apply;

- a) All students will be allowed to practice in schools that are accessible and secure preferably in areas that have the requisite road infrastructure.
- b) ODL and school based students will be allowed to practice in their schools unless the school is inaccessible or too far from other schools. In such as case, a student will be required through the help of the department of Education ,the Ministry of Education and the Teachers Service Commission to relocate to another accessible school within the allowable limits and zones for the duration of teaching practice
- c) In hardship and insecure areas, students will be asked to relocate from their regular stations and move to schools in the nearest town through the help of Ministry of Education and Teachers Service Commission.
- d) Every student will only be allowed to practice in his/her area of specialization in a school

that offers the subject or subjects of his/her specialization.

- e) Students will only be allowed to practice in schools within Kenya. However, those in schools outside Kenya may be allowed to practice in their schools after due evaluation and consideration by the teaching practice committee on accessibility and costs involved in supervision of such as student. In such a case, the student may be required to pay extra teaching practice fee depending on the costs involved.

2.2 Eligibility of Students

A student will be considered eligible for teaching practice after:

- a) Completing and passing of the following courses
- i. ECT 104: Instructional Methods in Education
 - ii. Subject Instructional Methods 1
 - iii. Subject Instructional Methods II
 - iv. ECT 300 : Education Communication and Technology
- b) Completing and passing of micro- teaching which forms a part of subject Instructional Methods
- c) Completing his/her 6th semester if taking a BEd programmes inclusive of period exempted due to Course unit waivers/credit transfers and 3rd semester if studying for Diploma in Education programmes. However, in special circumstances those who have completed their 2nd semester for the Diploma in Education programmes or those who have completed their 5th semester for the BEd programmes may be considered.
- d) Registration will be done the semester preceding the commencement of the teaching practice exercise. It will involve filling in the relevant registration forms and giving the required details to the University staff in charge of registration. The student should ensure that all the filled in details are correct.

2.3 Student's Conduct

Every student/teacher trainee on teaching practice is expected to demonstrate a high degree of professionalism during the period of teaching practice. He/she will also be expected to portray acceptable behavior and attitudes to the community he will interact with during the period of teaching practice. The following shall be considered as misconduct.

- a) Non-attendance or irregular attendance of classes.
- b) Non adherence to corrections given by the school administration and or University supervisors.
- c) Indecent dressing as explained in the University's student code of conduct, TSC Code of Conduct for teachers or code of conduct for the institutions the student is undertaking the teaching practice.
- d) Insubordination.
- e) Purposeful refusal to be supervised.
- f) Desertion of duties or non-completion of the teaching practice which includes administration and processing of exams at the end of the teaching practice period.
- g) Sexual relations with students.
- h) Being drunk and disorderly.
- i) Conducting oneself in a manner likely to cause disrepute the teaching profession or the University.
- j) Any other acts that may be considered as misconduct as provided for in TSC code of conduct for teachers as well as University students' code of conduct.

2.3.1 Penalty

Any student/teacher trainee who contravenes the stated provisions of the teaching practice code of conduct shall either or be:

- a) Recalled from teaching practice by the Head of Department in consultation with the Dean in case of gross misconduct.
- b) Disciplined by university disciplinary committee.
- c) Counseled by the supervisors.

2.3.2 Harassment by School Managers or Supervisors

Any student/teacher trainee who reports harassment from school authorities or supervisors will be protected by the department and the University as necessary. The following actions shall take place in case of harassment.

- a) The student is expected to report such harassment to the HoD in writing.
- b) The HoD shall present the case to the TP committee to deliberate and make their recommendations to the HoD in accordance with section 2.7(f) of this policy.
- c) If the findings of the committee indicate that there is an offence committed, the HoD shall forward the recommendations to the Dean for necessary action in accordance with the University staff disciplinary procedures in case of a supervisor.
- d) If the culprit is a school manager, the HoD in liaison with the TP Coordinator and the Dean may withdraw the teacher trainee from the TP School. In this case, the student will be allowed to look for an alternative TP school. The Department may also help in seeking for an alternative TP school for student if the student so wishes.
- e) If the harassment is of a criminal nature, the teacher trainee will be advised to report such as case to the relevant government authorities for necessary action.

2.4 Eligibility of Supervisors

For one to be appointed as a teaching practice supervisor he/ she must be;

- a) A Masters Degree holder plus a minimum of a BEd degree at undergraduate level with teaching experience at the University or Post graduate Diploma in Education holder with teaching experience at the University.
 - b) A department of education staff who meets the criteria in (a) above.
 - c) A lecturer at St. Paul's University who meets the criteria in (a) above but is not a member of the department of Education but recommended by the department of Education through the teaching practice committee and the departmental board.
 - d) An administrative staff who meets the criteria in (a) above and recommended by the department of Education through the teaching practice committee and the departmental board.
 - e) A part-time lecturer who meets the criteria in (a) above and recommended by the department of Education through the teaching practice committee and the departmental board.
- In addition such a part-time lecturer should not have a full time job elsewhere and should

not have taken any part time courses in St. Paul's University or elsewhere during the teaching practice period.

- f) Supervisors shall be drawn from the Department of Education but if there is dire need to seek elsewhere, those in other departments and faculties, administrators and part time lectures may be considered as indicated above.

2.5 Supervisors Conduct

Supervisors are expected to observe a high degree of professionalism. They should therefore;

- a) Observe the whole lesson for the specified time indicated in the time table. There should be no partial assessment of any lesson whatsoever.
- b) Be fair and honest in assessment following the parameters set in the teaching practice and evaluation assessment criteria form. The assessment should be aimed at guidance and development of the teacher and not merely awarding of marks.
- c) Assist the student as much as possible with the aim of making him or her a better teacher.
- d) Demonstrate knowledge of the documents, rules and regulations and adhering to them.
- e) Avoid making arrangements for supervision outside the teaching timetable in a way that disrupts learning, disadvantages the teacher trainee or the learners.
- f) Not accept gifts of any kind from a student because this might compromise their judgment of the student's performance,
- g) Not have any sexual relations with the teacher trainees or conduct oneself in a manner that can be interpreted as sexual harassment.
- h) Not dress in an inappropriate or indecent manner.
- i) Diverge confidential information to the student teachers such as supervision marks.
- j) Fail to perform expected duties as part of the supervisors' responsibilities including evaluating the schemes of work, computing grades and handing them in on time.
- k) Not conduct oneself in a manner that puts the university to disrepute.

2.5.1 Penalty

Any supervisor who conducts himself/herself unprofessionally may either or be;

- a) Recalled from teaching practice depending in case of gross misconduct as stipulated in the human resource policies on academic staff conduct.
- b) Banned from participating in future teaching practice for a period of time as may be

determined by the teaching practice committee and the University staff disciplinary committee.

- c) Referred for counselling.

2.6 Structure

Teaching Practice shall be organized by the teaching practice committee. It shall be organized in terms of blocks and zones. The number of blocks and zones will be determined by the duration of teaching practice, the number of teaching practice students, the location of teaching practice schools and the number of supervisors.

2.7 Teaching Practice Committee

There shall be a teaching practice committee that will oversee the running of the teaching practice. It shall be headed by a teaching practice coordinator. The members of this committee shall be appointed by the Head of the Department of Education. The teaching practice committee members shall have representatives of each campus or center and the main campus. Their duties shall include;

- a) To register teaching practice students.
- b) Oversee the preparation of the Teaching Practice documents.
- c) Compute the distances from the main campus to each of the schools.
- d) Plan on logistics of supervision such as appointment of the group leaders, the time to be taken in each zone, group membership.
- e) Compute the facilitation in terms of mileage, lunches and night outs in accordance with the University policy.
- f) Deliberate and recommend disciplinary action on any teaching practice student or supervisor.
- g) Determine eligibility of supervisors and recommend them for consideration and appointment by the department through the relevant processes.

2.8 Organization

- a) Teaching practice shall be centrally organized for all campuses. Teaching practice will only be held during the January and April school term in every calendar year for all campuses, centers and collaborating institutions. However, in special circumstances that are justifiable and acceptable to the teaching practice committee, the departmental board and the university, teaching practice may be organized in during other school terms.
- b) Only duly registered students and those who have met the requirements indicated in section 2.2 above will be allowed to proceed on teaching practice in all campuses, centers and collaborating institutions. However, for collaborating institutions, all the details of the students on teaching practice will be sent to the department in the main campus for central organization of teaching practice. Consequently, all the teaching practice for students in collaborating centers should be sent to the Main campus St. Paul's University Finance office. The department of Education will centrally organize teaching practice for all students. In such a case, eligible full-time lecturers from the collaborating centers will be considered as supervisors through mutual agreement between the center, the lecturer and the department in consideration of the teaching practice requirements and the relevant University human resource and collaboration policy requirements.
- c) Registration of teaching practice students in all campuses /centers and collaborating institutions will be done at the same time (one semester before the teaching practice semester).
- d) Teaching practice for SPU students shall be organized in terms of blocks and zones.
 - i. A zone refers to an area that has been chosen by the teaching practice committee for supervision purposes based on the number of students that is manageable, the location of TP schools, number of supervisors and time available for supervision and the logistics of distances and accessibility.
 - ii. A Block refers to a period of supervision/teaching within the teaching practice period. This may vary between 2 and 3 weeks.

- e) There shall be 3 to 4 blocks each with specific duties that supervisors are expected to perform. The number of blocks will be determined by the number of supervisors, number of students, the time available for supervision and the tasks for supervisors in each block. The following are the blocks and the duties for each block.

2.9 Block 1 (Week 2&3 and 4)

This shall be the first supervision within the teaching practice period. Duties of the supervisors shall be:

- a) To mark and approve the schemes of work if found appropriate in accordance to the format and guidelines of the department of Education SPU. Schemes of work that do not meet the format and guidelines of the department shall not be approved. In such a case, the affected student shall re-do the schemes of work as directed by the supervisor and present the new schemes plus the old non-approved copy to the second supervisor in Block 2. Where the schemes are approved with amendments the student will be expected to make the necessary corrections.
- b) Build rapport and bond with the school administration and the teacher(s).
- c) Make one supervision in any one of the teaching subjects in a case where there are 4 blocks. If there are 3 blocks, the supervisor will need to make two observations (One per each student's teaching subjects)
- d) Guide on the writing of the lesson plan, and advice as necessary.
- e) Guide on the individualized Education programme(IEP) where applicable.
- f) Write a report and hand in to the TP coordinator. Such a report shall include any difficulties encountered any students who require special attention, Students with unapproved schemes of work. This report shall then be availed to the team leader of the next group.

2.10 Block2 (Week, 5 &6 and 7)

This shall be the second supervision within the teaching practice period. The supervisor shall:

- a) Verify whether the corrections on the marking scheme are done.
- b) Approve the non-approved schemes of work if the corrections are done appropriately.
- c) Make two supervisions (one per teaching subject) for each student.
- d) Mark and guide students on the records of work covered and progress records.
- e) Guide on IEP where applicable.
- f) Write a report on the block to the TP coordinator detailing the students who need special attention and the kind of attention they need. This report should then be availed to the team leader of the next group.

2.11 Block 3 (Week 8,9 and 10)

This shall be the third supervision within the teaching practice period. The following shall be the duties for the supervisor.

- a) Make two supervisions (one per teaching subject) for each student.
- b) Guide on IEP where applicable.
- c) Write a report on the block to the TP coordinator detailing the students who need special attention and the kind of attention they need. This report should then be availed to the team leader of the next group.

2.12 Block 4 (Week 11 & 12)

This shall be the fourth supervision within the teaching practice period. The following shall be the duties for the supervisors.

- a) Make one supervision {the one not assessed in block one) for each student.
- b) Deliver the clearance letters to the school Head for students who are not regular teachers in schools.
- c) Write a report on the block to the TP coordinator detailing the coverage of students' supervision and making recommendation for future TP.
- d) Compile the grades for all blocks and hand in to the TP coordinator.

SECTION THREE

TEACHING PRACTICE ADMINISTRATION

3.0 Introduction

This chapter deals with administration and facilitation of officers on teaching practice. It outlines the duties hierarchy of administration and the duties of each officer.

3.1 The Vice Chancellor

The Vice chancellor is the overall authority in the teaching practice exercise.

- i. He/she shall ensure that the exercise runs smoothly in all the spheres.
- ii. Approves the teaching practice proposal after receiving it from the DVC AA or makes recommendations for corrections.
- iii. He/she ensures that the exercise is carried out in the most professional manner according to the rules set out by the University.
- iv. The VC also ensures that adequate and sufficient funds are availed for use in the exercise to cater for transportation, accommodation, and general welfare of the supervisors in accordance with University staff facilitation rules and procedures.

3.2 The Deputy Vice Chancellor Academic Affairs

The teaching practice is an academic course unit like any other academic course units in the university and thus falls under the jurisdiction of the DVC AA.

- i. The, DVC A.A should ensure that the process is carried out in the most professional manner taking into account the academic rules stated as stipulated in the respective education programmes and University academic rules and regulations.
- ii. In liaison with the HoD and the Dean, the DVC AA ensures that the exercise has the requisite academic staff to carry it out successfully.
- iii. He /she receive the TP proposal document from the HoD through the Dean and confirms that the budgetary allocations are adequate and in accordance with the University staff facilitation rules and regulations.
- iv. He/she then makes his/her recommendations and forwards the TP proposal document to the VC for approval if everything is in order or returns it to the HoD for corrections if not in order.

3.4 The Finance Manager

The Finance Officer shall

- i. Recommends the TP budget proposal for approval as submitted or makes recommendations for corrections in accordance with the University staff facilitation rules and regulations.
- ii. Ensure that the TP funds are available and have been paid by the students registered for teaching practice.
- iii. Avails the funds requested for facilitating the teaching practice supervision on time.
- iv. Ensure that the imprests filled in by all supervisors are accounted for immediately after each block before the supervisor fills in the imprest for the next block.

3.5 The Dean of Faculty

The Dean shall

- i. Be responsible for ensuring that the whole TP exercise is carried out in a professional manner to meet the academic and programme requirements.
- ii. Receive the TP proposal from the HoD department of Education and ensure that the budgetary allocations are adequate and in accordance with the TP budget and University staff facilitation rules and regulations
- iii. Recommends the TP Budget proposal for Approval and forwards it to the DVC AA or make recommendations and return it to the HoD for corrections.
- iv. Ensure that the TP proposal is prepared in good time.
- v. Ensure that there is enough manpower for the job and if not, may together with the HoD recruit members of staff from other faculties, the administration and part-timers in line with the eligibility of members as stipulated in the TP policy.
- vi. Ensure that the TP budget is approved at the different levels.

3.6 The Head of Department

He/she

- i. is the overall supervisor of the teaching practice.
- ii. Should ensure that the process is carried out in the most professional manner taking into account the academic rules and programme requirements.
- iii. Ensures that there is enough manpower for the job and if not, may together with the Dean

recruit members of staff from other faculties, the administration and part-timers in line with the eligibility of members as stipulated in the TP policy.

- iv. Facilitate the acquisition of TP materials
- v. Oversee the induction of supervisors for the TP exercise.
- vi. Ensure that the TP budget is approved at the different levels.
- vii. Forward the TP proposal to the Dean for approval after receiving it from the teaching practice coordinator and confirming that the budgetary allocations are in line with the University policies and adequate in terms of academic staff, transportation and other forms of facilitation such as accommodation and lunches or make recommendations and return it to the TP coordinator for corrections..
- viii. Supervise students as allocated by the teaching practice committee as indicated in the TP budget proposal.

3.7 The Teaching Practice Coordinator

The teaching practice coordinator shall:

- i. Chair the teaching practice committee meetings and is answerable to the HoD.
- ii. Advise the HoD on all matters relating to TP.
- iii. be responsible for the preparation of the TP budget proposal
- iv. Be in charge of the registration of students for TP by ensuring that all the relevant details are given.
- v. Oversee the micro-teaching exercise as well as the induction of supervisors for the TP exercise.
- vi. Be the overall coordinator of the entire TP supervision exercise.
- vii. Ensure that all the materials needed for the TP exercise are availed both to the staff and the students.
- viii. Receive TP results and reports from the supervisors and ensures the reports from each block are handed over to the next group of people to visit the next block.
- ix. Supervise the students allocated by the TP committee as indicated in the TP Proposal document.

3.8 The Teaching Practice Committee

The teaching practice committee is appointed by the HoD department of Education. The committee is answerable to the teaching practice coordinator who is the Chair of the committee. This committee shall

- i. Oversee the running of the TP exercise.
- ii. have representatives from each area of study from the main campus all appointed by the HoD
- iii. Be involved in the registration and posting of students.
- iv. Ensure that students are placed in accessible schools.
- v. Oversee the preparation of the teaching practice proposal as well as compute the distances from the main campus to the school for purposes of preparing mileage, lunches and accommodation.
- vi. Plan the logistics of supervision such as the appointment of group leaders, the division of the schools into zones and routes, the division of the exercise into various blocks.
- vii. Compute the facilitation in terms of the lunches and night outs in accordance with the existing staff facilitation rates of the university.
- viii. Be responsible for the organization of transportation for the whole TP exercise.
- ix. If the university provides transport, the committee through the TP coordinator will liaise with the transport department to ensure effective transportation.
- x. If the lecturers use their vehicles for the exercise, the TP committee will compute the mileage using the existing university policy on the same.
- xi. When the supervisors are required to use public transportation (Air or Road), the committee will compute the figures for the same.

3.9 Role of the University Management

University Management shall provide efficient and effective transport for the supervisors during the teaching practice assessment. In the event that the university administration is not able to cater for transport, the supervisors may be requested to use their personal vehicles for the exercise. In such a case, the University will facilitate the said lecturers through the provision of mileage as provided for in the University policy and calculated by the teaching practice committee.

3.10 Facilitation

The department of Education shall make a proposed budget to the vice chancellor outlining in details the number of students expected to proceed on teaching practice the location of their Teaching practice schools and all other requirements for effective supervision of students. The Budget for the teaching practice assessment shall consist of the following components.

3.10.1 Mileage Computation

The Teaching Practice committee shall compute the mileage for the various zones outlined for the assessment. The mileage computation shall begin from the main campus (LIMURU) and back after each zone. The budget will then be made in accordance with university mileage rates. This will help in estimating the cost of running the exercise against the fees paid by the students. This shall be filled in as imprest and accounted for by each supervisor.

3.10.2 Night Outs

The teaching practice committee shall compute the night outs in accordance with the university rates for the lecturers during the assessment. This will take into account the number of students being assessed in a zone and the number of supervisors in that zone, and the distance between schools. All these factors will determine how long supervisors can be in a particular zone. In areas where supervisors can operate from their houses, there shall be no night outs. In such cases, the supervisors may be provided with local running facilitation to cater for any transport contingencies and for effective coverage of schools within the stipulated time as determined by the teaching practice committee and in line with the University Human Resource policies. Such areas shall be determined by the teaching practice committee.

3.10.3 Lunches

The Teaching practice committee shall compute the lunches for the supervisors during the assessment where applicable. This will be done in accordance with the university rates.

3.10.4 Hardship Areas

The hardship areas depending on the registration of students in a particular year shall be accorded special rates for the purposes of computation in terms of Night outs and Lunches which will be determined by the teaching practice committee in accordance with the University regulations on facilitation for staff on duty outside their work stations.

3.10.5 Air Transport

In order to enhance efficacy, time wastage due to long distance travels special zones such as Marsabit, Lodwar, Maralal Mandera and areas out of Kenya among others shall be considered for Air Transport and transport facilitated in various schools as determined by the teaching practice committee. Students in such zones will be required to be in schools within the main town which is the county headquarters for ease of access, security of the supervisors and reduction of facilitation costs.

3.10.6 Telephone

Every supervisor during the teaching practice assessment shall be given Airtime for each block. This will be determined by the teaching practice committee but within reasonable limits in order to facilitate communication during the assessment period.

3.10.7 Contingences

These shall be computed by the teaching practice committee to cater for emergencies for each block during the assessment period. If an emergency occurs, the money will be accounted for by the lecturers concerned and if there is no emergency the money will be returned to the Finance Manager.

3.11 Teaching Practice Coordinator

The TP coordinator shall be relieved of one teaching course during the semester preceding the

teaching practice in order to allow him/her have time to deal teaching practice registration and preparation of the teaching practice budget proposal.

SECTION FOUR
TEACHING PRACTICE DOCUMENTS FORMAT

SCHEMES OF WORK FORMAT

COVER PAGE

Student's Name:..... Registration Number:.....

School's Name:..... Subject:..... Class:.....

Term:..... Year:.....

Course Objectives

References

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TEACHING PRACTICE ASSESSMENT AND EVALUATION CRITERIA

Students Reg. No..... Name.....

School..... Zone..... Subject.....

Lesson Topic.....

Class No..... Lesson/Week no..... Date.....

ITEM	CRITERION	MARKS	COMMENTS
PREPARATION	Schemes of Work <ul style="list-style-type: none"> • Availability • Format • Relevance • Utilization • Objectives- SMART 	0-10	
	Lesson Plan <ul style="list-style-type: none"> • Availability • Format • Relevance • Concurrence with Schemes • Utilization 	0-9	
	EVALUATION <ul style="list-style-type: none"> • Records of work • Progress records • Evidence of marking and guidance 	0-10	
LESSON PRESENTATION	LESSON INTRODUCTION <ul style="list-style-type: none"> • Recapitulation of the previous lesson • Connection to the current 	0-5	
	INSTRUCTIONAL LANGUAGE <ul style="list-style-type: none"> • Comprehensibility • Voice projection • Accuracy 	0-9	

	<ul style="list-style-type: none"> • Command of language 		
	STUDENTS'/TEACHER ACTIVITIES AND USE OF INSTRUCTIONAL RESOURCES <ul style="list-style-type: none"> • Involvement/engagement • Sequencing of Activities • Use of Teaching Skills/student Interactions • Use of Instructional Resources-Relevance, timing, adequacy & creativity • Display of Materials 	0-8	
	LESSON CONCLUSION <ul style="list-style-type: none"> • Recapitulation of the lesson • Consolidation • Evaluation in relation to objectives 	0-5	
	SUBJECT MATTER <ul style="list-style-type: none"> • Mastery • Depth of coverage • Appropriateness for the level 	0-10	
PERSO NAL PRESE NTATI ON	TEACHER PERSONALITY <ul style="list-style-type: none"> • Punctuality • Confidence • Cheerfulness • Disposition • Interaction with learners 	0-10	
CLASS ROOM MANAG EMENT	CLASS MANAGEMENT <ul style="list-style-type: none"> • Room preparation • Class control • Rapport • Knowledge of learners • Time Management 	0-10	
	TOTAL		

OVERALL
REMARKS.....

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SUPERVISOR'S NAME.....SIGNATURE.....DATE.....

NOTE:

1. The grades appear on the second and third copy of the assessment sheet. The original copy should be given to the student while one copy should be submitted to the teaching practice office and the other remains in the assessment booklet.
2. For IEP learner the supervisor should check whether the student teacher integrates the learner with others and gives him individualized attention.

ECDE ASSESSMENT

Although the supervision guidelines are the same for all lessons, the supervisor should bear in mind the following during the supervision of an ECDE class.

1. Introduction

- Did the teacher use the following in introducing her/his lesson?
- Story telling – teacher or children to narrate stories
- Songs/dance – by – children
- Does this have any relevance to the same/topic of the lesson

ii. Lesson plan content

Teacher must cover different children's activities to enable full grasp of the lesson, e.g. writing, drawing, reading from flash cards, modeling, printing (individually and in group).

iii. Resources

- Are there learning corners in class?
- Nature corners, shop corner, hospital corner
- Are the corners well maintained and updated regularly
- Use in lesson delivery

iv. Learning and teaching aids

- Availability and use
- Are the teaching/learning aids arranged/displayed in classes per activity areas (subject)

v. Grouping of the children

- Are children grouped based on the following: interest, age, ability etc?
- Are the groups involved in variety of activities?
- Is individual participation within the group encouraged?
- Are groups made of rotate in under taking different activities?

vi. Integration of Activities-Thematic Approach

An integrated approach is recommended at ECDE level. The teacher should therefore use this approach. The themes are based on the ECDE guidelines from the Ministry of Education.

LESSON PLAN FORMAT

Student's Name:..... Registration No.:.....

School:..... Class:.....

Subject:..... Date:..... Time:.....

Main Topic:.....

Sub-topic:.....

Lesson objectives

By the end of the lesson the learner should be able to:

.....

References:

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TIME:	CONTENT	TEACHING/LEARNING ACTIVITIES	TEACHING RESOURCES
INTRODUCTION			

LESSON DEVELOPMENT			
CONCLUSION			

RECORDS OF WORK

Student's Name:..... Registration No.:.....

School:..... Class:.....

Term:..... Year:.....

WEEK	LESSON	WORK	REMARKS

IEP ASSESSMENT FORM

Student's Name:..... Registration No.:.....

School:..... Class:.....

Term:..... Year:.....

	CRITERION	PERFORMANCE				
		V. Weak	Weak	Average	Good	V. Good
1	Cover page/Content/Timetable Available, legible, visible, neatness, relevant details	1	2	3	4	5
2	Seating Plan Availability, neatness, practice, learning areas/resources, position of IEP learner	1	2	3	4	5
3	Historical Background Learning Environment, test use, result, genesis of IEP learner. more details of IEP learner e.g. hobbies, biography etc.	1-2	3-4	5-7	8-7	10
4	Learning Environment General learning environment, staff composition (Teaching and Non Teaching)	1-2	3-4	5-6	7-9	10
5	Present Functioning Level	1-3	4-7	8-10	11-13	14-15

	Your assessment would reveal perceptual/cognitive, motor, language development, social/motional development/ others i.e. while at home					
6	Observation/Assessment Tools Initial observation/teacher made tests, standardized tests. Result of your administered tests, recommendation and development of your IEP	1-3	4-7	2-10	11-13	14-15
7	Initial Recommendation Strengths and weaknesses before, recommendations incorporated, provisional teaching aids, practicality of recommendations	1-3	4-6	7-9	10-12	13-15
8	Progress Reports Initial assessment, continuous assessment tests, guidance and counseling test evaluation	1	2	3	4	5
9	Strength and Weaknesses Your observation of assessment, write up of achievements and	1-2	3-5	6-7	8-9	10

	failure, strengths and weaknesses					
10	<p>Final Recommendation</p> <p>Systematic recommendation, can the recommendation be helpful to pupil, teachers, parents and other professionals.</p> <p>Is the report academic neat and ready for presentation</p>	1-2	3-5	6-7	8-9	10
	Total					

General Remarks:

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Supervisor's Name.....Signature..... Date.....

REVIEW OF THE POLICY

This policy shall be reviewed after every two (2) years.

REFERENCE OF THE MINUTES

The policy was adopted by the senate on 25th August 2014, the 62nd University Senate Meeting.

AUTHORIZATION

Council Chairman:

Name: _____

Signature: _____

Date: _____

Official Stamp