

2020-2021

Practicum Guidelines

Master's Degree of Education in
Mentoring



New Generation Pedagogical Research Center
NATIONAL INSTITUTE OF EDUCATION, PHNOM PENH

Practicum Guidelines

Master of Education in Mentoring

These guidelines might be revised shortly before the practicum, to take the needs and the constraints of the hosting schools into account.

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Overview

General Description

Master Degree candidates who are enrolled at the *New Generation Pedagogical Research Center (NGPRC)* of the National Institute of Education will be expected to fulfill the requirements of a Practicum at the end of their classroom coursework. The Practicum will provide a realistic setting to help candidates put their understanding of Mentoring Principles into real practice. The Practicum will, therefore, provide an ideal opportunity for candidates to reinforce what they have learned during classroom discussions and research. As such, the Practicum will be an essential element of the preparation of each candidate to be an effective mentor when they return to their assigned schools.

Location

The Practicum requirement for receiving the *M.Ed in Mentoring* will occur in several public schools chosen by the NGPRC in Phnom Penh.

Duration

The Practicum will last for 3 months at the end of each academic year (12 weeks) during May, June and July.

Credits

The Practicum will be equivalent to 10 modules in NGPRC syllabus or 10 credits.

Practicum Content Summary

The credibility of a mentor depends on his or her ability to do the job of a teacher. Therefore, the practicum comprises a small number of teaching demonstrations. A total of two or three demonstrations are anticipated during the required Practicum. In agreement with the supervising instructor from the center and the senior classroom teacher who hosts the practicum, the trainee will plan and implement a lesson using new or unusual techniques that were researched during earlier course work at the center. This demonstration can take the form of co-teaching with the normal teacher or other modalities that are agreed with the trainee, the supervisor, and the host teacher.

To be sure, teaching at a host school will not be the main task of the mentor during the Practicum. The central set of tasks of the practicum will consist of classroom observations. The trainees will observe the lessons of junior teachers to provide them with feedback and support. Trainees may be expected to work closely with teachers that they mentor in lesson preparation, planning meetings, and other forms of collaboration as recommended during mentoring coursework.

All the lessons observed during the practicum will be filmed as part the new *Observic* platform, which will be a key tool to ensure that the mentoring process is optimal. The trainees conduct themselves the utilization of *Observic*, from the footage to the final report.

To demonstrate their expertise as educators, the trainees will also produce learning material to be shared with other teachers in Cambodia.

Practicum objectives

The following objectives have been identified as benchmarks to assess the degree to which trainees were able to successfully complete their Practicum coursework:

- Trainees can prove their teaching abilities, by successfully undertaking classroom demonstrations and co-teaching.
- Trainees can reflect on their own practice, both verbally and in writing, through various self-assessment tools, including *Observic*.
- Trainees can conduct effective conferences with assigned teachers, as measured by agreed guidelines, to prepare lessons and provide relevant feedback.
- Trainees can observe the teacher's skills with benevolence and in a non-threatening manner.
- Trainees can provide feedback to assigned teachers 'constructively' and in accordance with guidelines discussed during previous coursework.
- Trainees can write reports for the benefit of the assigned teacher, including a description of the lesson(s) observed and answers to the questions that the teacher might ask.
- Trainees can effectively use *Observic* for all the main purposes for which it is intended, as these pertain to the needs of the mentee and as mentor. This includes the footage of a video, the submission of the video for review, self-assessment and the full review of someone else's video (exclusive of administrative tasks).

Implementation

If the sanitary situation doesn't allow a physical presence in the schools, please refer to the emergency online practicum.

First week of the practicum

The first week of the practicum will be spent in simulations and preparatory activities, to ensure a smooth beginning.

The trainees will watch lessons recorded on video, share their observations and role-play the conference between a mentor and the teacher on the video.

Different scenarios will be proposed during these role-plays, in order to simulate various problems that mentors can face during their actual practice, for instance:

- The mentee is an elderly teacher, who is very much attached to his traditional ways and doesn't want to change anything.
- The mentee challenges the authority of the mentor.
- The mentee tries to engage in a romantic relationship with the mentor.

A comprehensive list of scenarios will be prepared by the NGPRC faculty later on, to take in consideration any real case encountered by NGPRC alumni in their real practice.

The first week of the Practicum will also provide exploratory meetings and orientations to trainees to better understand how the Practicum is supposed to unfold. These orientations will include a tour of the school and introductions to relevant staff members at the school. The Supervisor will act as a team leader to demonstrate how assigned tasks are to be completed. He or she implements a "think aloud" strategy in which he comments on his own actions.

Detailed Preparations to Complete the Practicum

Identifying Assigned Teachers

There is obviously a balance to be found between the learning needs of students, of the teachers who will be mentored, and the development trainees' needs. In order to effectively organize the practicum, the Director of the high schools will provide a list of teacher candidates who are interested in receiving mentoring support from trainees enrolled at the New Generation Pedagogical Research Center.

The teachers who work as mentees will do so voluntarily and do not necessarily need to be 'elite' teachers. Assigned teachers may also be 'beginners' who want to learn new techniques or to get feedback about their current methods of teaching. Nevertheless, they must agree to be observed by a small team of young mentors and be ready to spend time to

discuss with NGPRC master's candidates about the preparation for teaching before and after class. Assigned teachers must also provide lesson plans and all necessary material. The assigned teachers should provide their timetables in advance, including planned tests and other special activities, so that the NGPRC can find the best time to observe their classrooms.

Participating in this practicum as an observed teacher should be seen as an opportunity to improve one's teaching skills and better understand the process of mentoring, which is different from 'inspection.' Teachers who are struggling with difficulties or who want to advance in their career should be encouraged to participate.

Team Work

Although trainees are evaluated individually, they will undertake classroom observations in teams. Each team will be comprised of 4 or 5 trainees under the supervision of a Center Instructor or a Mentor who is working at the NGPRC. There will be 6 teams in total comprising 24 or 25 individuals.

During an observation session, trainees must fulfill different roles, including the following:

- Team leader and main reviewer
- Demonstrator or co-teacher, as relevant,
- Technical supporter for *Observic* (taking video footage and editing),
- Deputy reviewer.

Trainees will take turns in fulfilling these roles so that every trainee will have taken on every role at least twice during the practicum.

Team Composition

As the time for the Practicum approaches, the teams will be organized during a general meeting of all NGPRC faculty members.

Faculty members will assign trainees to a team according to the following criteria and considerations:

- A review of Core Abilities (e.g., Critical Thinking Skills, Learning Styles, etc.) and academic background (e.g., STEM, Arts, Social Science, Language, etc.),
- The needs of the assigned teachers of the hosting schools in the core subjects
- A review of trainees' personality and leadership capabilities, in order to obtain well-balanced teams.

The teams will remain the same until the end of the practicum. Under exceptional circumstances, team members can be changed by a common decision of the NGPRC manager and mentors. In any case, the staff members overseeing the Practicum will ensure the consistency of the training. Before changing the composition of a team, 2 supervisors can shift their positions temporarily in order to get a better understanding of the circumstances.

Each team can be expected to work with several teachers of the hosting schools. The schedule will be designed to find a good balance between the needs of the hosting schools and the needs of NGPRC trainees.

Typical Observation Session

The Supervisor (NGPRC Mentor or Instructor) of the trainees will intervene as little as possible as trainees build a relationship with their mentees. Supervisors will provide comments and observations to the trainees at the very end of a session, when everything is wrapped up.

Each week, the Supervisor will designate the main reviewer, who will then be responsible for overseeing the training sessions and regular meetings. The assigned teachers should also join these meetings. The leader of the week will:

- Organize the schedule and the agendas of the meetings
- Facilitate each scheduled conference and animate the discussions
- Distribute roles for the other participants, according to their training needs and skills
- Give assignments to the other members of the team, such as *Observic* reviews or preparation tasks
- Conclude and summarize the debates
- Identify any problems that may have occurred during the week and lead troubleshooting discussions, as needed.
- Write down and sign the meeting report, which should also be co-signed by the Supervisor.

At the end of each week, the Supervisor will organize a short meeting (approximately 1 to 2 hours) with the trainees only (no teacher from the hosting school), to evaluate their work briefly, set new objectives and designate the next team leader. He gives personalized recommendations in writing.

Complementary activities

To demonstrate their pedagogical expertise and take a leading role in their schools, the trainees are requested to produce various kinds of learning material that might serve other teachers in their daily practice. These will demonstrate their counselling skills as well as their teaching abilities.

These materials are of different kinds:

- 2 Pedagogical articles in a Q&A format
- 1 E-learning lesson

Using *Observic* as a Key Part of the Practicum

This component of the practicum is suspended until further notice.

The New Generation Pedagogical Research Center seeks to empower trainees with knowledge of cutting-edge developments in 21st Century pedagogies and tools. This includes dynamic software mentoring programs such as *Observic* that will form a key part of the skill set imparted to trainees. NGPRC trainees will need to fully comprehend how the *Observic* platform works in two very different ways. First, they will be observed (as a mentee), as any other teacher might be, using this software. This will help them to better understand the use of the software as a mentee. But they will also be expected to use the software as a mentor for assigned teachers, giving them a very different perspective on the use of the software (as a mentor). These dual experiences will help trainees to gain a strong understanding of how to use this software effectively.

Articles in Q&A format

Trainees write 2 articles as a response to the question of a teacher, one in the classroom management category, one in the pedagogy category. A list of questions is provided by NGPRC's faculty. Trainees choose one question in the list and propose one article of their own.

The length of each article is comprised between 2 or 3 pages (without pictures).

- No plagiarism is allowed.
- The articles are written in Khmer.
- The articles are self-sufficient and don't require further explanation.
- They are clear of needless jargon and explain technical terms that could be misunderstood by ordinary teachers.
- They can contain references, for deeper understanding.
- They answer to the concerns expressed by the teacher.
- The articles should provide a practical response.
- They take the context into consideration.
- The proposed solution must be feasible in a normal Cambodian school.
- The solution tries to address the root of the problem, not just to answer the question as it is formulated. In his question, a teacher can suggest a solution that is not suitable, for instance: "How can I make my students fear me?" The article can propose classroom management techniques that don't resort to excessive punishment.
- The article can contain pictures or photos to explain the ideas.

Expected skills

- Trainee can write in a clear and concise way.
- Trainee demonstrates his/her practical sense.
- Trainee can take the context into consideration.
- Trainee can check background information, especially legal obligations, before answering.
- Trainee can counsel teachers in a constructive way.

List of possible topics

1. A colleague of mine is absent and the school principal is asking me to replace him. Do I have to do it?
2. A young student sleeps frequently in the classroom. He seems to have lost weight since the beginning of the school year. What should I do?
3. The PLC leader is calling for the third meeting this month. I cannot see the purpose of those multiple meetings and I have other things to do for my family. How can I avoid the meeting without getting into troubles?
4. My students frequently whisper behind my back. I feel that I'm losing my authority. How can I make them respect me?
5. One of my female students have been seen flirting with boys in a worrying way. She's only 13 years old and the boys are much older. Her marks have started to drop down. As a young male teacher, I feel very uncomfortable talking to her about this topic. What is the best course of action?

6. Regularly, a female student pretexts her periods to avoid assignments and leave the class. As a male teacher, I feel very uncomfortable to deal with this woman problem and I'm under the impression that she's taking advantage of my shyness. How should I deal with this issue?
7. A young student looks sad since his mother has remarried with another man. Yesterday he was pulling his shirt to cover something that looks like bruises. Should I denounce the step father?
8. A student of mine asks to go to the toilets every 30 minutes. How can I force him to stay in the classroom, without looking like a bad guy?
9. The classroom next to mine is extremely noisy, especially on Friday afternoon. As a result, my own students are agitated as well. Should I intervene in my colleague's classroom to make the students stop?
10. I am always late when I correct the monthly tests. Besides, my students complain that my comments are difficult to understand and that their marks are too low. I don't want to lower my expectations, since the level of the class is already very low. This is driving me crazy. I barely sleep as a result. Can you help me solve this problem?
11. One of my students doesn't go to the canteen with his classmates. He usually brings his own food. But today, I was told that he has skipped his lunch. Should I worry about him?
12. Four 10-year-old students usually play with their compass together and make scarifications on their forearms. It gives me goosebumps. How can I make them stop?
13. An 8-year-old student, who is rather "childish", keeps asking me to solve his problems of marbles during the recess. He wants his classmate to give them back to him, while the other says that he has won them in a fair contest. This is bothering me. How can I make them stop complaining about such petty matters? I need my recess to relax and chat with my colleagues.
14. A 7-year-old student has elocution problems. The others are not mean but they keep laughing each time I question him. Should I stop questioning him or should I punish the class? None of these solutions seem correct to me.
15. My chemistry lab is underfunded. In the training workshop they told us to do experiments, but what can I do without a budget? I'm working in grade 7 and 8. My senior colleagues take all the reagents and say that grades 9 and 12 are more important.
16. I'm a Khmer teacher and I want to make my students read regularly. Unfortunately, the library of the school has very few interesting books and the parents are reluctant to buy some. They say school should be free. How can I make the students read?
17. During the training workshop, I was talked about reading contests. But I don't know how to organize that in grade 3. Do you think my students are too young?
18. I gave a book to read to my students in grade 7. It was only 100 pages long, but only 10 of them have read it. I am supposed to study it. How can I organize the activities I have planned, if they don't do read at home? I gave them 2 months to read it. I don't understand.
19. I'm an English teacher in grade 7. We are already in March and the abilities of my students are already too different. The dumbest ones don't even know the Latin alphabet. They don't want to learn anymore and make troubles regularly. What should I do?
20. After the school closure due to covid-19, my students seem to know nothing. I told them that they have been too lazy. They replied that their teacher didn't do anything last year. I know him and I really doubt that it is true. What should I do to make them work again?
21. I'm an English teacher. I try to do oral activities every day, but when I ask questions to my students, only 4 or 5 of them raise their hand to participate. What should I do to force them to speak? I tried to give them participation marks, but with little effect.
22. During the school closure due to covid-19, I have to meet students one a week. I have only one hour for each class. It takes me around 5 to 10 minutes just to check attendance. The number of

- students keeps changing in the virtual room. Is there any effective way to check attendance in virtual class?
23. I am a Khmer teacher. I often assign student work in groups. Then, they need to do a presentation on the topic. I usually give them the instructions and set the time for them. However, most of the time they can't finish the presentation by the set time which makes the class take longer. What can I do to manage this?
 24. I tried to assign mixed-ability students when I asked them to work in groups. I believe that students can learn from each other by doing so. However, I always received complaints from fast learners that their group members didn't participate in the process. How can I encourage students to work collaboratively in groups?
 25. I am a second-year teacher who hasn't yet developed a set of self-care strategies that come with experience. The pandemic adds more problems for my teaching and makes me more depressed about my teaching. Is there anything that your school or team has done to help promote self-care?
 26. Assessment is one of the best tools to measure students' achievement. I am a Khmer teacher. I found some difficulties to make an assessment in my subject, which answers to high order thinking. Are there any tips on how to do that?
 27. Since pandemic made so many changes this year. The way of distributing tests also changes. What are the effective ways of distributing tests during distance learning?
 28. I saw a public post on Facebook with some pictures of my school principal drinking beer. Knowing that this is inappropriate, I contacted him and asked him to remove the post by providing reasons. However, the school principal was not pleased with what I had suggested to him and he charged me with the case of insulting him, so he decided to file a complaint to the court. What should I do with this problem?
 29. At one NGS school, the students' learning result is shown monthly during the faculty meeting to reflect what can be done to solve the problem of the students who cannot pass the exam. I'm a math teacher and the bar charts show that my classes have lots of students failing the exam and I have already tried my best. I feel demotivated and wanted to quit my job. What can you do to solve this problem?
 30. I'm a new teacher at one school. I have heard that this school is famous for nepotism. Lots of unfair things happen to a group of teachers whom the school principal is not in favor of. A group of teachers always complains about his problem and wants to move to another school. Knowing that those teachers have a great potential and I don't want to see this movement happen. What can I do to retain those teachers?
 31. During Covid-19 pandemic, all schools were closed and you must teach students by using e-Learning class-room. Please describe how to use ICT in your e-Learning class-room?
 32. Please describe how to use Kahoot platform for student's assessment in English teaching?
 33. I'm a teacher in a province and most of the students come from poor families. Within this hard time, school closure because of Covid-19, students cannot come to school to study normally and they have to learn remotely. Most of my students and others do not have access to technology to continue their learning. As a teacher, I really want to help my students to continue studying normally. What are some of the contextual and applicable strategies to help me and other teachers address this problem?
 34. After attending a forum about school-based management, I'm so intrigued with the idea that schools can involve the community to support and develop schools. I come up with an idea to talk to my school principal and propose an idea to eliminate private tutoring and instead involve the community to support teachers financially in exchange for increasing teaching hours and

more quality teaching from teachers. However, the school principal disagrees with my proposal because doing so will lead to the complete loss of his benefits from teachers who have been involved in private tutoring. What can I do to convince the school principal to accept my suggestion and start implementing the project?

35. What is the difference between Teaching Methodology and Teaching Andragogy? What are their characteristics?
36. Should I change the traditional teaching methods to the 21st teaching methods while I find out that the traditional ones are really useful and effective for my current classes or context? Why or Why not?
37. How can I stop my student's interruption behaviors (i.e., chit-chatting, disturbing other classmates...) while I am explaining or working at the whiteboard without upsetting them or letting other students know about this?
38. What are the best ways for teachers to improve their teaching profession if they do not have a chance to get any training from school principals or the Ministry of Education, Youth, and Sport?
39. What are the techniques for improving the online teaching management? How can I help my students learn online better?
40. What are the techniques for online classroom mentoring?

E-learning material

Table of specifications

Content

The lessons are complete, self-sufficient packages, comprehending:

- A lesson on video
 - Several exercises, with a correction
 - Assessments
 - Supporting materials (such as vocabulary lists, reading assignments, etc.)
-
- The lessons follow the national curriculum.
 - The videos are in Khmer, except for the English subject.
-
- Explanations on video should last between 5 and 20 minutes.
 - Explanations should be kept as clear as possible.
 - The objectives and type of the lesson should be stated clearly in a short introduction (below 30 seconds).
 - Lessons should follow clear steps (e.g. five E: engagement, exploration, explanation, elaboration, evaluation). This can be done in several files.
 - The lessons comprehend charts and pictures for better understanding.

The lesson can be done through various techniques, from traditional whiteboard to animated images (also includes experiments, slideshows and so on).

The platform is easily accessible online, by any school in Cambodia.

- As much as possible a standardized platform should be used for tests and activities (could be Google classroom).
- The content is independent from the platform (saved under a standard format).
- Each lesson is be properly referenced.
- The recording date is displayed clearly.

The resolution of the video is sufficient.

The sound is clear without disturbing noise.

Process

A proper storyboard or plan (with precise timing) is submitted to the faculty before recording, with a request for special material, if needed.

The storyboard is peer-reviewed for fact checking and clarification.

The *Observic* platform is used to peer-review the final lesson before it is published.

Every material that is to be peer-reviewed should be submitted to the supervisor and at least two students who are not taking part in the preparation.

A full transcript is prepared in advance.

Recording can be done at home, in a school, at the NGPRC or in a studio, depending on the needs and the possibilities.

The video is edited to remove unnecessary parts.

Quizzes and other materials are saved independently from the sharing platform.

Format for the files:

.mp4 for video files

.txt .docx and .pdf for written documents

.jpg or .png for image

Files should be named as such:

subject_grade_initialletter_title_documentnumber

Example:

math_8_lsh_trigonometry_3

Topics

Trainees choose their topics and prioritize them in small teams, by subject-matter, according to the national curriculum. They are not allowed to choose a topic that has already been taken by the previous cohorts.

Emergency online practicum

This section describes the online practicum that will replace all or parts of the normal practicum, in case primary and secondary schools are closed. It follows the same strategy as during the Covid outbreak in 2020.

2 main activities:

- Observations of lessons pre-recorded on video (from 10 May to 28 May)
- Observation of online lessons and conference with the real teacher. (31 May to 23 July)

Observations of lessons pre-recorded on video

2 formats:

Long video (complete lesson)

Short video

Short videos are followed by group discussion to analyze the classroom situation or the teaching strategy displayed on them.

Long videos are followed by a role-played conference. Each conference follows a scenario to prepare the future mentor for challenging situations that he might encounter in his professional life. The scenarios are chosen by the faculty of NGPRC for each video.

Possible scenarios:

- The mentee cries.
- The mentee tries to make the mentor sorry, in a manipulative way.
- The mentee lies about some mistakes.
- The mentee wears inappropriate clothes.
- The mentee has critical problems with classroom management. He's bullied by his own students.
- One of the students of your mentee has terrible issues. He's involved in drug trafficking.
- Conflict between your mentee and other colleagues.
- The mentee gossips about students and colleagues.
- The mentee is starting to have a bad reputation in the school.

Observation of online lessons with real teachers

The exact schedule and organization will be communicated later on, to accommodate for the constraints of the partner schools. The partners can be private or public schools, and have different backgrounds and organization, in order to expose the trainees to diverse teaching experiences. For the 2021 practicum, the prospective partners include: NGS, Neeson Cripps Academy, Angkor Intellectual Academy (AiA), Sovannaphumi.

The partnership is intended to be mutually beneficial. The schools will benefit from useful advice, and the trainees will develop their mentoring skills.

The online observation is similar to an ordinary classroom observation. The mentors are invited to the virtual room in small groups, and observe in silence. The students are informed of their presence, but the mentors are not required to turn on their camera. They take notes but don't interrupt the lesson. They intervene only at the demand of the hosting teacher, if an agreement has been made in advance.

The trainees are organized in groups of 6 or 7, that include various subject matters. Responsibilities mimic the ones described above as much as possible. However, there will be no *Observic* component this year, in case of online practicum.

The possibility of teaching demonstration will be examined with the hosting schools, but is not a requirement, due to the limited possibilities offered by online courses.

Assessment of the Practicum

Practicum Journal

To practice self-reflection and gather material for their future work, the trainees are required to write a journal during the practicum. Each observation and conference, whatever its format, must be reported briefly in the journal, with the following sections:

- Brief description of the observation
- Brief description of the post-conference (with the objectives for the mentee)
- What the mentor can do well
- What the mentor must improve
- General reflections on the fly.

Trainees take notes during the activities. The journal is simply a clarification of these notes.

- The length depends on the time spend.
- Each activity should be documented, even briefly.
- Journals should be submitted for scoring at the end of each week, in the appropriate form on Google classroom.
- Trainees submit their journals to their assigned supervisor.
- Journals are written in Khmer or in English, to the trainee's choice.

Scoring system

The following sections cover the assessment of all the activities conducted during the Practicum. Practicum assessments are not based on an average of unchangeable scores. There will be no final exam. The trainees will be continuously evaluated based on dynamic scoring, so that rapid progress at the end of the Practicum will outweigh poorer scores received at the beginning. In practice, it means that the instructor can score a specific item whenever a trainee has demonstrated his or her competency.

When in serious doubt with an individual case, a supervisor can ask a colleague to assist in order to get a second opinion and ensure that all the assessments are reliable. This should be more the exception than the rule, in order to avoid an excessive disruption of the training. The first supervisor remains responsible for the grading of the given trainee, unless the manager of the center says otherwise.

To be accredited, a trainee must validate all the required skills. Numerical scores are used to determine special achievements and to reward outstanding trainees.

Each item is graded over 5.

1. Serious efforts are required
2. Almost sufficient. You must confirm the next time.
3. Satisfactory.
4. Solid
5. Outstanding

The candidates should score at least 3 on each item, without exception. The main purpose of this assessment is to evaluate the readiness of the future mentor. A score of 3 means that the faculty trusts the candidate with his/her future job.

A trainee who has validated all the required skills continues to participate to the activities until the official end of the practicum. Grades can be revised by the instructor until the end of the practicum.

Criteria	1 st assessment	2 nd assessment	3 rd assessment	Validated = 3 or more (date and signature)	Final score (not an average)
<i>Teaching skills (only if possible)</i>					
The ability to design clear and practical lesson plans.					
The ability to define clear learning objectives.					
Ability to design activities that are consistent with the objectives.					
The ability to design support material (worksheets, tests and so on).					
The ability to anticipate difficulties in a lesson design.					
The ability to explain one's choices during the Practicum and their limitations (e.g., relevance, expected benefits, points of attention), so that another teacher can imitate him.					
The ability to coteach and support a teacher without replacing him.					

Criteria	1 st assess- ment	2 nd assess- ment	3 rd assess- ment	Validated = 3 or more (date and signature)	Final score (not an average)
The ability to demonstrate specific teaching techniques convincingly.					
The ability to scaffold student work.					
The ability to answer questions effectively.					
The ability to respond to unexpected events (e.g. disruptive behavior, incidents).					
<i>Self-assessment</i> (only if teaching demonstration is possible)					
The ability to assess the outcomes of one's own lessons in terms of students' achievements and motivation.					
The ability to use <i>Observic</i> to do a self-assessment.					
The ability to listen to critics made by one's mentee or peers.					
<i>Learning journal</i>					
The ability to take notes during observations.					
The ability to take accurate notes during conferences.					
The ability to identify one's strengths and use them to one's advantage.					
The ability to be lucid about the difficulties one encounters and how to effectively resolve them					
<i>Leadership</i>					
The ability to plan effectively the work of other people, giving them all necessary information and instructions.					
The ability to create the conditions for effective (focused on the task) and harmonious (friendly) team work.					
The ability to conduct conferences so that every participant has an opportunity to share his/her opinions and concerns.					
The ability to facilitate					

Criteria	1 st assessment	2 nd assessment	3 rd assessment	Validated = 3 or more (date and signature)	Final score (not an average)
conferences so that they have positive & concrete outcomes (decisions are made).					
The ability to listen to others during conferences and take their remarks into consideration.					
<i>Observation Skills</i>					
The ability to pay attention to the material conditions of the lesson.					
The ability to understand the body language of the participants.					
The ability to observe and understand the reactions of students.					
The ability to understand the purpose and the organization of activities.					
The ability to respect the authority of the mentee.					
The ability to pay attention to the security and well-being of all the people in the classroom and report any problems in this regard to the supervisor.					
<i>Counseling</i>					
The ability to understand the objectives and constraints of mentees.					
The ability to help a teacher design a lesson plan, so that the teacher can effectively implement it (with private school teachers, or peer-review of story-boards)					
The ability to express feedback in a way that is acceptable to the mentee (with tact)					
The ability to provide feedback that is grounded in the real practice of the mentee, i.e. specific and relevant.					
The ability to effectively					

Criteria	1 st assessment	2 nd assessment	3 rd assessment	Validated = 3 or more (date and signature)	Final score (not an average)
respond to questions and concerns of the mentee and to take these concerns into account.					
The ability to set up reasonable and reachable objectives for the mentee to improve his lessons (summarizing and prioritizing).					
<i>Reporting (post-observation report given to the teacher)</i>					
The ability to summarize the most important pieces of advice.					
The ability to formulate the advice in a way that is both encouraging and honest.					
The ability to submit the report on time.					
Respect confidentiality (to be checked at the end of the practicum).					
<i>Observic (only if possible)</i>					
The ability to make clear footages of a lesson.					
The ability to choose a relevant point of view to record a lesson, depending on the planned activity.					
The ability to edit and upload a video for review.					
The ability to explain the Observic software to a teacher.					
The ability to use all the forms on the Observic platform (as a reviewee)					
The ability to assess all forms (as a reviewer)					
The ability to perform admin tasks on Observic					
The ability to interpret the key indicators					
<i>Pedagogical articles</i>					
The ability to provide practical recommendations					
The ability to identify the needs					

Criteria	1 st assessment	2 nd assessment	3 rd assessment	Validated = 3 or more (date and signature)	Final score (not an average)
of a teachers and to take the context into consideration.					
The ability to check background information, especially legal obligations, before answering.					
The ability to write in a clear and concise way.					
The ability to counsel teachers in a constructive way.					
<i>E-learning material</i>					
The ability to make a clear presentation on video.					
The ability to use presentation tools properly (whiteboard, LCD projector and so on). For lesson on video.					
Voice control and body language.					
The ability to display the objectives clearly to the target public (i.e. teenagers).					
The ability to use the learning material effectively (reading material, experiment, textbook).					
The ability to engage learners (i.e. asking some questions, pausing, emphasizing, ...)					
The ability to manage time (sticking to the plan, avoiding blanks etc.)					
<i>Attendance</i> (validated at the very end of the practicum)					