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INTERNSHIP & SCHOOL PRACTICE POLICY & PROCEDURES MANUAL

Revised June 2022

Table of Content

1. Definition of terms
2. Preamble
3. Rationale
4. Objectives of internship
5. Principles of internship
6. Scope
7. The policy
8. Appendices

1. Definition of terms

1.1 Internship

An internship (which is similar to the mandatory School Practice for Bachelor of Education and Postgraduate Diploma in Education -PGDE students) is the opportunity offered by an employer to potential employees called interns (usually graduates or students) to work within a firm or school for student-teacher, for a fixed or limited period. It gives students the opportunity for career exploration and development, and to learn new skills. It provides the link between academic studies and work experience.

1.2 Intern

An intern is a student or trainee who works, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification.

1.3 Graduate

A graduate is a person who has received a degree or diploma on completing a course of study, as in a university or college.

1.4 Learnership

A learnership is a vocational education and training programme to facilitate the linkage between structured learning and work experience in order to obtain a registered qualification. It combines theory and workplace practice into a qualification that is registered on the National Qualifications Framework (NQF).

1.5 Mentor

A mentor is an experienced person who trains and guides someone on how to do a job.

1.6 Supervisor

A Supervisor is a University of Kigali Lecturer who has been assigned the responsibility of assessing the university student who are on internship for purposes of overseeing the work performance.

1.7 Youth

Refers to individuals who have attained the age of 18 years but have not attained the age of 35 years.

2. Preamble

The high rate of unemployment in Rwanda has been a source of great concern for policy makers in government. One of the contributing factors to this state of affairs is the lack of practical work-based experience among the graduates. Hence, to mitigate this, the government of Rwanda has identified internship as one of the key drivers for improving youth employability. The internship is designed to provide students with practical real-world career-related experience. It offers an opportunity for students to integrate both knowledge and theories learnt in the classroom with practical skills acquisition on the field, and also allow students to explore professions and develop career-related skills.

3. Rationale

Unemployment in Rwanda is exacerbated by the graduate's lack of practical work experience. To bridge this gap, University of Kigali (UoK) has embedded internship to all undergraduate programmes and the Postgraduate Diploma in Education Programme with particular reference to the School Practice component of the programme. Internship allows students to gain a better perspective of post-graduation employment by applying the principles and theories learnt in the classroom.

This practical experience creates an easier transition for the students from the classroom to the working world. Internships further enable students to investigate their career interests and prospective career goals. Additionally, it enables students to develop specific skills and knowledge related to their potential career.

In sum, the objectives of internship are to:

1. Assist students (interns) in the development of employer-valued skills such as teamwork, communication and decision-making;
2. Re-inforce the graduates' practical capacity by linking theoretical skills to the practice;
3. Expose the student to the work environment and role performance expectations of the potential employers performance;
4. Enhance and/or expand the student's knowledge of particular area(s) of the discipline;
5. Enable students apply business concepts or teaching/classroom experience and theories to real-world decision-making;
6. Expand network of professional relationships and contacts;
7. Develop a work ethic and professional demeanor, as well as a commitment to ethical conduct; and,
8. Expose the student to professional role models or mentors who can provide guidance, feedback, and support.

4. Objectives of the internship and teaching practice policy

The objectives of this Policy for the students at UoK are to:

1. Ensure a well-structured and coordinated internship programme.
2. Ensure effectiveness and efficiency in implementation and management of the internship programme; and
3. Provide a framework for monitoring, evaluation, and reporting for improvement of the programme.
4. To orient UOK students so that they may select programs suited to their intellectual capacity and professional aspirations
5. To empower students in setting and implementing personal development goals likely to enable them to acquire necessary competences as desired on the labour market.

6. To be a resources centre for staff and students willing to foster their personal growth leading to success in life.
7. To provide regular support to students in their endeavour to achieve academic excellence and to acquire necessary employability skills

4. Principles of Internship

1. The internship experience must be an extension of the classroom: a learning experience that provides for applying the knowledge gained in the classroom.
2. It must not be simply to advance the operations of the employer or be the work that a regular employee would routinely perform.
3. The skills or knowledge learned must be transferable to other employment settings.
4. The experience has a defined beginning and end, and a job description with desired qualifications.
5. There are clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.
6. The internship experience is for the benefit of the intern and his eventual contribution to the labour market.
7. The intern does not displace regular employees, but works under close supervision of existing staff.
8. The intern is not necessarily entitled to a job at the conclusion of the internship.
9. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.
10. Coordinating the implementation of Students' Personal Development Plan in collaboration with faculties.
11. Providing support to students for the development of employability skills: writing CVs and cover letters, preparing for interview, business communication, ethics of work etc.
12. Providing information on job markets and professional internships and linking students and graduates with industries likely to offer professional internships.
13. Coordinating industrial attachment with Schools.
14. Organizing field visits for students in collaboration with Schools.
15. Organizing talks to students aiming at enhancing professional skills and preparing them to being competitive on the labour market.
16. There is supervision by a professional with expertise and educational and/or professional background in the field of the experience.
17. There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.
18. There is feedback by the supervisor.

5. Scope

This policy applies to all undergraduate students at the University of Kigali (UoK).

6. The policy

6.1 Intern/ student-teacher should:

1. Adhere to the organization's policies, procedures, and rules governing professional behavior.
2. Be punctual, and work for the required number of hours agreed with their supervisor.
3. Notify their supervisor if they are unable to attend as planned.
4. Behave and dress appropriately to the particular workplace.
5. Respect the confidentiality of the workplace, its clients and its employees.

6. If things are slow, take the initiative and volunteer for different tasks or otherwork.
7. Discuss any problems with their supervisor and, if necessary, with the Internship coordinator at the department.
8. Submit an internship report following the university approved template or structure as a guided (**Appendix 4**).

6.2 During the Internship period

1. The internship organization's supervisor will be expected to establish goals and objectives of the learning experience, and clarify those goals and objectives before the intern begins working. In addition, s/he is expected to include the following in the interns' orientation:
 - a. **Information about the organization** e.g., an organizational chart that explains various roles and responsibilities of employees.
 - b. **Structure:** The supervisor (or Mentor in the case of School Practice) should clarify relevant policies and procedures to intern/student-teacher on their first day. This will enable the intern/student-teacher to familiarize himself or herself with formal workplace procedures (e.g., attendance policies, break times, days off).
 - c. **Introductions:** The supervisor (Mentor) should introduce the intern/ student-teacher to the people in the programme, allowing more time for conversation with those employees or teachers etc who are likely to interact with the intern/ student-teacher on a regular basis. Some interns/ student-teachers, based on personality or culture, may be reluctant to seek out co-workers on their own. By making a special effort to encourage those contacts early on, interns will feel more comfortable asking for advice or support later.

Because an internship is defined as a learning experience, proper supervision of the intern/student-teacher is essential. The supervisor serves as a teacher, mentor (furthermore, an expert teacher in the student-teacher's area of specialization in the school of practice is also assigned as Mentor), critic, and boss. Ongoing supervision of the student intern is key to the success of the internship. This is especially true for students who do not have extensive work experience. Acknowledging and identifying the different expectations between the workplace and UoK can help interns make a successful transition to the world of work.

2. The field supervisor (or mentor) should

1. Guide the intern on the work environment and the expectation on the assigned role based on the internship description provided by the university;
2. Monitor and record the Intern's daily performance in the log book (mentor's form) and provide relevant feedback to the intern where necessary;
3. Submit the internship signed log book (**Appendix 3**);
4. Evaluate the overall internship or school practice experience using a structured Student Intern Evaluation report or NESAs approved Lesson Observation Forms respectively. The evaluation form must be returned to the internship coordinator or Head of Department Education in case of the School Practice (**Appendix 1**)

The evaluation is important to an intern's development and is an opportunity to identify strengths and weaknesses of the student. It is helpful if supervisors evaluate throughout the entire internship, not just at the end.

The evaluation should be planned as a learning experience and an opportunity for two-sided feedback (Supervisor evaluation of the intern and Student evaluation of the internship experience (**Appendix 2**).

Regularly scheduled evaluations will help avoid common problems with internships, including

miscommunication, misunderstanding of job roles, and lack of specific goals and objectives.

3. The University supervisor:

The University supervisor shall meet with the intern once (or twice in case of the School Practice) over the internship or school practice period;

1. To interact with the field supervisor (Mentor) in order to get the feedback from the Institution on the competence of the University students in a way of assisting the University to improve on the teaching and learning activities based on the market needs;
2. To evaluate the Intern's performance, review progress and provide feedback (**Appendix 5**).

6.3 Assessment of Internship

Assessment is two-sided: Site (Field) supervisor assessment and internal supervisor assessment.

Site (Field Supervisor)	30%
Internal supervisor	30%
Internship report	40%
Total Marks	100%

6.4 Internship period and Duration

All students will be required to carry out internship programme for two (2) months in year 3 trimester one. The internship will have 20 credits.

The School Practice will run for a period of 3 months that will be split into two sessions, in case of Bachelor of Education students and 30 working days for PGDE student-teachers

Commencement of internship will vary depending on when the student is approved by his/her respective department to enter into the internship/teaching practice period. The moment he/she is cleared by the department the student is required to report to the internship coordinator's office for further instruction on internship guidelines and internship programme expectations.

6.5 Implementation of the policy

1. This policy shall be implemented by the school Deans, Heads of Departments and the Internship Coordinator under the leadership of the DVC- Academics and the Deputy Vice Chancellor Institutional Development, Research and Innovation;
2. The Director of University Relations and Partnerships in consultation with the Dean, School of Education (for the case of school practice), shall be responsible for identifying and selecting internship sites/ companies through signed Memorandum of Understanding (MoU's) for student interns and communicate these companies to the Internship Office;
3. All interns shall be allocated internal supervisors by the respective Deans in conjunction with the Internship coordinator based on area of expertise;
4. The internship organisation shall provide a supervisor (Mentor) who will be responsible for providing orientation and supervision to the student intern. This should be someone who will be available to the student on a regular basis, and who possesses expertise in the area in which the intern will work.
5. The University supervisor shall meet with the intern once (or twice in the case of the School Practice) over the internship/school practice period respectively, to review progress and provide feedback.
6. The internship organization's supervisor will oversee and monitor the student intern's work by signing the Intern's Logbook (**Appendix 3**) on a daily basis.

6.6 Criteria to consider when evaluating an intern

1. Progress towards or accomplishment of learning objectives as stated in the learning agreement;
2. Skill development or job knowledge gained over the course of the internship;
3. Overall contribution to the mission of the organization;
4. Dependability, punctuality, attendance;
5. Relations with others, overall attitude; and,
6. Potential in the field.

6.7 Criteria to consider when evaluating the internship experience

1. The student will also evaluate the internship experience, which is important in determining the value of the work experience for future interns. This evaluation might include: [**Appendix 2**]
2. Was there educational value or merit in the assignment?
3. Did the position live up to its initial description?
4. Was the supervisor receptive to your ideas?
5. Does the experience relate to your specialization or career goals?
6. Did you receive a proper job orientation?
7. Was the supervisor willing and/or capable of answering questions?
8. Did you develop good work habits?

APPENDICES:

APPENDIX 1

FIELD INTERNSHIP SUPERVISOR'S FINAL EVALUATION REPORT

In order to assess the competence and effectiveness of the Intern, your evaluation as the Organization Supervisor is vital. Please complete the following form (at the conclusion of the 5th week of the internship), emphasizing the unique strengths and/or areas needing improvement for this student.

Thank you for your time and consideration in this matter.

Student's name: _____ Date: _____

Supervisor's name: _____ Organization: _____

Title: _____ Phone: _____

Supervisor's Signature and Stamp: _____

Use the following rating to award marks to the intern:

1: Excellent =5 2: Good=4 3: Satisfactory=3 4: poor =2 5: Very poor=1

A. Functions related to organization: To what extent were you satisfied with the student's ability to:

SN	Item	Marks scored
1	Identify and conform to agency rules and regulations, be punctual and dependable	
2	Get along with staff, Utilize, on a constant basis, the skills of the staff	
	Total marks/10 marks	

B. Functions related to supervision: To what extent were you satisfied with the student's ability to:

SN	Item	Marks scored
1	Follow instructions, Work without close supervision, Ask appropriate questions, take initiative	
2	Conduct him/herself professionally, Follow through and complete tasks on time, Look for responsibilities	
	Total marks/10 marks	

C. **Student's skills**

SN	Item	Marks scored
1	Verbal Communication, Written Communication, Organizing and researching a problem, Basic knowledge of the field, Interactions with customers/clients	
	Total marks/5 marks	

D. Personal attributes

SN	Item	Marks allocated
1	Inquisitive, Ability to deal with criticism , Ability to work well with others, Acceptance of responsibility, Ability to organize time, Ability to work independently, potential to be a good professional in the industry	
	Total marks 5 marks	
	TOTAL MARKS/30 Supervisor's Signature and Stamp.....	

E. Special strengths

F. Areas needing improvement

H. If this student were to apply for a position in you're the organization, would you recommend hiring him/her? Yes No

Why?

APPENDIX 2

STUDENT INTERN EVALUATION OF THE INTERNSHIP EXPERIENCE

Name of Internship organisation Intern's Name

..... Reg, No.

Internship start date -----

Internship end date -----

Please rate the following aspects of your Internship placement based on this scale: Excellent

(Consistently exceeds expectations) =5

Good (Sometimes exceeds expectations) =4 Average (Meets expectation) =3

Poor (Rarely meets expectations) =2

N/A Not Applicable (Not applicable to this internship experience) =1

Select one evaluation level for each area by marking an “X” under the level that represents the internship.

	Excellent	Good	Average	Poor	N/A
Work experience relates to my area of study					
Adequacy of employer supervision					
Helpfulness of supervisor					
Acceptance by fellow workers					
Opportunity to use my training					
Opportunity to develop my human relations skills					
Provided levels of responsibility consistent with my ability and growth					
Opportunity to develop communications skills					
Opportunity to develop my creativity					
Cooperativeness of fellow workers					
Opportunity to problem solve					
Opportunity to develop critical thinking skills					
Provided orientation to the organization					
Attempt to offer feedback on my progress and abilities					

	Excellent	Good	Average	Poor	N/A
Effort to make it a learning experience forme					
Gave me a realistic preview of my field of interest					
Adequate training					
I feel I am better prepared to enter the world of work after this experience					
I felt I was productive for the department					
Through this internship I had the opportunity to use and develop my:					
Interpersonal/human relation skills					
Oral communication/presentation skills					
Creativity					
Problem solving abilities					
Critical thinking skills					
Writing skills					
My internship experience:					
Confirmed my interest in a career in this line of work					
Has made me decide to pursue a different career path					
Overall Internship experience (circle one)	Excellent	Good	Fair	Poor	

Comment:

Would you work for this supervisor again? Yes No **Uncertain**

Would you work for this organisation again? Yes No **Uncertain**

Would you recommend this organisation to other Students? Yes No **Uncertain**

Why or why not?

Intern's Signature:

APPENDIX 3

Students on Internship Log Book

Name of student: Reg No-----

Academic programme: Organization where attached

WEEK 1 - WEEK 12

Day/Date	Department/ Section	Description of the activities/ Tasks	Learningoutcomes	Remarks

Student name -----

Sign -----

Date:

Name of organization's Supervisor: -----

Sign:

Date.....

University Assessor (Name):

Sign:

Date: -----

Appendix 4

INTERNSHIP REPORT GUIDELINES

The following guidelines are offered as suggestions to help you with your internship report. Please discuss specific requirements and expectations with your faculty reader. The report is a reflection of your internship and its relationship to your studies: namely, how has the theoretical knowledge you have acquired in your courses prepared you for this professional experience? Did any aspects of your internship surprise you, based on what you have been learning, and if so which ones?

Finally, how has this professional experience affected your understanding of the subjects you have been studying? Your report should be at least ten (10) typed, double-spaced pages in length; or 20 single pages.

Footnotes and bibliography should follow the form as required in research in your field and should be used for all sources of information.

1. The organization:

Name, location, objectives (product, service), structure (size, divisions, personnel, etc.), history, company policies, philosophy, financial data.

2. An overview of the field/industry:

Growth, dynamics, current trends economic situation

3. The work assignment:

Your duties and responsibilities, the means at your disposal to accomplish your assignment, your working conditions (physical setting, hours, benefits), general atmosphere, co-workers and how they interacted with you. Can you describe the “corporate culture?”

4. The research project:

This is to be discussed and decided upon with your faculty reader.

5. The internship experience:

Reasons for the choice of this internship, results (completion of projects, acquisition of new skills, application of classroom learning in a professional context)

6. Evaluation of the internship experience:

Comparison of expectations with actual results, whether you feel better equipped to enter this field/industry as a result of this internship, contribution towards future choices –graduate school, career, etc.

7. Information about the company/organization

Sources such as industry publications, company newsletters and other documents, and interviews with key personnel can help you acquire a deeper understanding of your employer. In the private sector, the annual report in particular will provide the following information: current objectives and policies, organization, forecast of anticipated growth, accomplishments, description of operating divisions, financial review, and contributions to the industry or field. A comparison of the two most recent annual reports can be especially revealing. In the case of an internship in a public service area (NGOs, museums, etc.), mission statements, fundraising documents, and miscellaneous reports can clarify specific organizational aims and objectives.

8. Information about the field/industry

Your report should present information about the history, traditions, organizations, products, and expected growth of the field or industry in which you are working. Where relevant, current issues, developments, and the effect(s) of political and economic trends on the field or industry should be included.

The Internship Report:

The purpose of the Internship Report is for students to describe their accomplishments and demonstrate what they learned during their Internship

Outline for Internship Report

1. Title Page

First page should display Student's full name, student number, and internship start and finish dates, working hours per week, company/institution name.

NB! This page should be signed and stamped by the supervisor of the intern student.

2. A brief Executive Summary of the Internship

A one-page summary of the company/institution and a short account of the major activities carried out during the internship period.

3. Table of Contents

Contents of the report with page numbers, list of tables, and list of figures.

4. Description of the company/institution

This section should answer the following questions:

1. What is the full title of the company/institution? Give a brief history of the company, full mailing address and relevant web links.
2. What is the type of ownership of the company/institution? State the main shareholders and their shares.
3. What is the sector that the company/institution operates in? Specify the products and services produced and offered to its customers.
4. Who are regarded as the customers of your internship company/institution (consider the end users, retailers, other manufacturers, employees, etc.)?
5. Provide an organization chart of the company, along with information on the number of employees.
6. Provide a list of functions performed by different departments/divisions in the internship organization.

5. Internship activities

This is the main body of your report. During the internship period, an intern may focus on the following types of analysis and questions. You do not have to answer all the questions in the list:

- i. Describe your working conditions and functions, such as: Who is your supervisor (include his/her name and his/her position); other team members or co-workers and what their functions are to complement yours.
- ii. Provide an organization chart of the internship organization. Provide the department or division layout of the internship organization.
- iii. Provide an overview of the production system or service procedure (what are the resources,

- inputs, outcomes, and constraints?)
- iv. Provide a process chart of a major product and/or service.
 - v. What kind of materials is used during the manufacturing?
 - vi. What kind of accounting standards and principles are used in the organization?
 - vii. Discuss telecommunication technologies (Database, Instant Messenger, Networking, Ecommerce tools) used in the company.
 - viii. Provide the routing for products, along with manufacturing technologies used. (ix) How the capacity of production is measured and calculated?
 - ix. Describe the quality planning and control activities in the internship organization
 - x. Describe the quality control activities throughout the life cycle of the product/service groups.
 - xi. What financial analysis and decision-making methods do corporate treasurers and financial managers in the internship organization use?
 - xii. What kinds of incentives are used in order to create more effective and efficient organization?
 - xiii. What types of marketing, selling, and human resources analysis are performed (cost system, evaluation of consumers, needs, product strategy, distribution strategy, promotional strategy)?
 - xiv. Describe what kind of working documents and analysis you did there and what experiences you have gained throughout your training.
 - xv. A comparison between theory (things you have learned in the classroom) and practice (things you did or observed at the company) must be made.
 - xvi. Show some work samples that you have encountered/conducted at the company through graphs, pictures, data, drawings, or design calculations and include them in your report

6. An assessment of the internship

In this section you should answer the following questions

- 6.1. What skills and qualifications you think that you have gained from the internship?
- 6.2. What kind of responsibilities you have undertaken during the internship period?
- 6.3. How do you think the internship will influence your future career plans?
- 6.4. How do you think the internship activities that you carried out are correlated with your classroom knowledge?

7. Conclusions of the report

This section should include:

- 7.1. A summary of key conclusions derived from the internship experience.
- 7.2. General observations about the sector in which your internship company/institution operates

8. Appendices and supplementary material (charts, graphs, pictures, etc.)

9. References

Rules for writing the internship report:

- (i) You do not have to provide a day-to-day diary of the internship activities.
- (ii) Do not write theoretical excerpts from textbooks! Describe what you exactly did there and what

experiences you have gained throughout your internship

(iii) The internship report should be between 15- 20 pages.

(iv) The internship report should be original, no photocopies are accepted.

(v) You can include graphs, pictures, data, drawings, or design calculations in your report; however they should not cover more than 1/3 of the page. Larger graphs, pictures, data, drawings, or design calculations should be given as an Appendix

Appendix 5

INTERNSHIP ACADEMIC SUPERVISOR'S EVALUATION REPORT

In order to assess the competence and effectiveness of the Intern, your evaluation as the University Supervisor is vital. Please complete the following form (at the conclusion of the 6th week of the internship), emphasizing the unique strengths and areas that need improvement.

Student name:

Registration number: _____ Programme of study:

Email: _____ Phone: _____

Organization: _____ Department: _____

Starting date: _____ Ending date: _____

Use the following rating to award marks to the intern:

1: Excellent =5 2: Good=4 3: Satisfactory=3 4: poor =2 5: Very poor=1

B. Interaction with the Field supervisor.

SN	Item	Marks scored
1	Written communication & Oral communication & interaction with other staff	
2	Planning, organization & time management and ability to deal with challenging situations	
3	Student ability to translate theory into practise	
	Total marks/15 marks	

C. INTERACTION WITH THE STUDENTS.

SN	Item	Marks scored
1	Relevance of concepts learnt in class to the practical work environment AND teamwork building, Dependability & flexibility	
2	Overcoming Challenges faced by the student during the internship period	
3	Look for responsibilities, take initiative & Ability to meet or exceed expectations/objectives	
	Total marks/15 marks	

	TOTALMARKS/30 Signature of the University Supervisor and stamp
--	---

C. Did the internship improve the intern's employability?

D. Is there anything else you would like to share about the internship?

E. If this student were to apply for a position in your organization, would you recommend hiring him/her? Yes No

Why?

F. STUDENT'S FEEDBACK ON THE FIELD SUPERVISOR'S SUPPORT

Academic Supervisor's name: _____

Phone:

Academic Supervisor's Signature: _____

Date:

Stamp:



OFFICE OF INTERNSHIP COORDINATOR

“Unequaled Education Excellence”

UNIVERSITY SUPERVISOR MISSION ORDER

NAME OF UNIVERSTIY SUPERVISOR	
TEL	
Signature	

STUDENT NAME	
REGISTRATION NUMBER	
TEL	

NAME OF VISITED INSTITUTION	
NAME OF FIELD SUPERVISOR	
TEL	
Field Supervisor Signature & Reception Stamp	

APPENDIX 7 (TO BE USED BY THE SCHOOL OF EDUCATION)



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Classroom Observation Form (by Mentors)

Student teacher name: **Registration Number:**

Combination **School name:**

Mentor’s name in host school:

Class: **Number of registered learners:** **Number of learners present:**

Subject: **Topic:**

Observation period: from..... **to**.....

Planning/ Pre - lesson phase	Poor(1)	Fair (2)	Good(3)	Very good (4)
1. Availability and quality of Pedagogical Documents (Scheme of work, lesson plan, Content, Class Diary , Quiz/ Test Books)				
2. Coherence between all pedagogical documents				
3. Lesson content is aligned with learning outcomes.				
4. Lesson outcomes are worded in learner				
5. Teaching, learning and assessment strategies are aligned to the achievement of specified learning outcomes				
6. Instructional materials are attractive and readily available				

Overall rating for Planning/24

Comment:.....
.....
.....
.....
.....

Context for Learning	Poor(1)	Fair (2)	Good(3)	Very good (4)
1. Student teacher probes learners to establish mastery of prior learning.				
2. Learners demonstrate active participation by asking				

questions, interacting with teachers and their peers and doing their own research discovering new things and feel happy about studying, creative and innovative				
3.Learners develop a critical thinking and reasoning				
4.Student teacher demonstrates mastery of content to achieve learning outcomes				
5. Active teaching and strategies are used to stimulate critical thinking.				
6. Reinforcement techniques are used when appropriate.				
7.Student teacher encourages all learners to participate in learning				
8.Student teacher encourages all learners to participate in learning				
9Connections are made between students' experiences and the new learning				
10. Objective is posted, shared with students, discussed and clarified as needed.				
11Instructional activities are varied to address different learning styles.				
12.Learning activities and transitions are coherently sequenced based on students learning pace and feedback				
13. Expectations/standards for student work are clearly communicated.				
14.Instruction makes cross-curricular connections (as appropriate) and uses technology when available				

Overall rating for Planning/56

Comment:.....

Assessing Student Learning/Differentiation	Poor(1)	Fair (2)	Good(3)	Very good (4)
1. Formative assessment strategies are utilized throughout the lesson				
2. Instruction is adjusted based on informal assessments of learners' understanding.				
3. Instructional modifications (interventions/enrichment) are provided and based on learner needs				
4. Students practice new learning independently.				

Overall rating for Assessment and differentiation/16

Comment:.....

Summarizing the Lesson	Poor(1)	Fair (2)	Good(3)	Very good (4)
1. Summary provides connections to past and/or future lessons.				
2. Intern leads learners to demonstrate, reflect and evaluate attainment of learning outcomes				

Overall rating for the summary/8

Comment:.....

Classroom Management	Poor(1)	Fair (2)	Good(3)	Very good (4)
1. Student behaviour is managed effectively.				
2. Classroom routines and procedures are evident to support positive learning environment				
3. Instructional space, equipment, and materials are organized.				

Overall rating for Classroom Management/12

Comment:.....

Professionalism	Poor(1)	Fair (2)	Good(3)	Very good (4)
1.Time is well managed across all levels of lesson delivery				
2.The student teacher uses instructional language correctly				
3.Student profile (as available) is used to inform instructional decisions				
4 The student-teacher uses a clear voice, which is appropriately adjusted in volume and inflection				
5 The intern uses non-verbal communication effectively.				

Overall rating for Professionalism/20

Comment:.....

Overall Rating:x..... /136 $x*50/136=...../50$

Suggestions for improvement:.....

Mentor's/Supervisor's signature: **Date:**

Intern's comments:

Intern's signature: ----- **Date:**.....

University Supervisor's Form

Student teacher name: Registration Number:

School Name: **Supervisor's Name:**

.....

Number of registered learners: **Number of learners present:** **Subject:**

Topic/Unit: **Observation period: From** **to**

Planning of Scheme work	Poor (1)	Fair(2)	Good(3)	Very good(4)
Student/teacher demonstrate learning objectives (copied or adapted from the syllabus depending on the bunch of lesson)				
Scheme of work indicate the key unit competence				
Student/teacher identifies intended Knowledge and understanding				
Student/teacher identifies intended skills, attitudes and values				
Teaching methods & techniques plus evaluation procedures is aligned with the topic				
Overall rating for Planning of Scheme work <i>Comments:</i>				...../20
Lesson Plan	Poor (1)	Fair(2)	Good(3)	Very good(4)
Lesson is aligned with appropriate content standard and indicator.				
Lesson objective is worded in learner terms.				
Lesson objective identifies intended learning.				
Evaluation is directly aligned with the objective.				
Instructional materials are attractive and readily available.				
Overall rating for Planning <i>Comments:</i>				...../20
Context for learning				
Students demonstrate adequate prior knowledge to be successful learners.				
Grouping techniques are appropriate for intended learning.				
Overall rating for Context for learning <i>Comments:</i>				...../8

Motivation for Learning	Poor (1)	Fair(2)	Good(3)	Very good(4)
Strategies are used to promote excitement and stimulate thinking.				
Reinforcement is used when appropriate.				
An appropriate review/drill/warm-up/motivation is conducted.				
Overall rating for Motivation <i>Comments:</i>				...../12

Lesson Development	Poor (1)	Fair(2)	Good(3)	Very good(4)
Connections are made between students' experiences and the new learning				
Objective is posted, shared with students, discussed and clarified as needed				
Instructional activities are meaningful and relate to the objective.				
Instructional activities are appropriately sequenced.				
Instructional activities are varied to address different learning styles.				
There is a balance between teacher-directed and student-centered learning experiences				
Students are actively engaged during instruction.				
Teacher/student modeling sequence is appropriate to intended learning.				
Expectations/standards for student work are clearly communicated.				
Pacing is appropriate and adjusted based on student feedback.				
Transitions between activities are efficient and effective.				
Levels of questions are varied and support the objective.				
Content is accurate				
Instruction integrates the use of technology (as appropriate)				
Homework assignment is appropriate.				
Overall rating for Lesson Development				...../60
<i>Comments:</i>				

Assessing Student Learning/Differentiation	Poor (1)	Fair(2)	Good(3)	Very good(4)
Informal assessment strategies are utilized throughout the lesson.				
Instruction is adjusted based on informal assessments of learners' understanding.				
Instructional modifications (interventions/enrichment) are provided and based on needs of learners				
Students practice new learning independently.				
Formative assessment is completed during the class period.				
Overall rating for Assessment and differentiation				...../20

<i>Comments:</i>				
Summarizing the Lesson	Poor (1)	Fair(2)	Good(3)	Very good(4)

Summary provides connections to past and/or future lessons.				
Intern leads learners to demonstrate, reflect and evaluate attainment of the objective				
Overall rating for the summary				...../8
<i>Comments:</i>				
Classroom Management Student behavior is managed effectively.	Poor (1)	Fair(2)	Good(3)	Very good(4)
A positive and supportive atmosphere is maintained.				
Classroom routines and procedures are evident.				
Appropriate feedback and reinforcement are used consistently.				
Instructional space, equipment, and materials are organized.				
Overall rating for Classroom Management				...../20
<i>Comments:</i>				
Professionalism	Poor (1)	Fair(2)	Good(3)	Very good(4)
Time management				
The intern uses instructional language correctly				
Student data (as available) is used to inform instructional decisions				
The intern demonstrates knowledge of instructional strategies.				
The intern appears sensitive to individual needs and differences.				
All written materials are clear and legible.				
The intern uses a clear voice, which is appropriately adjusted in volume and inflection				
The intern uses non-verbal communication effectively.				
Overall rating for professionalism				...../32
<i>Comments:</i>				

Overall Rating: X /200	..... X 40/200= /40
Suggestions for improvement:	

Mentor's/Supervisor's signature:.....Date.....

Intern's comments:

Intern's signature:Date: