

LONG-TERM TEACHING PRACTICE

(Manual)

COURSE CODE: 6307



Department of Distance, Non-formal and Continuing Education
Faculty of Education
ALLAMA IQBAL OPEN UNIVERSITY

LONG-TERM TEACHING PRACTICE (Manual)

B.Ed (4 Years) DNFE

Course Code: 6307



**Department of Distance, Non-formal and Continuing
Education**
FACULTY OF EDUCATION
ALLAMA IQBAL OPEN UNIVERSITY ISLAMABAD

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1. Course Description

This practicum is aimed at providing prospective teachers with immersive, hands-on teaching experience. This course is designed to involve trainee-teachers in a real classroom environment to develop necessary pedagogical/teaching skills, professional ethics and classroom management skills. It focuses on the development of professional knowledge and skills for prospective teachers involved in both formal and non-formal education sectors. This course, Long Term Teaching Practice, encompasses the following components:

- Workshop for 03 3-day duration
- Teaching practicum of 06 weeks duration
- 02 Final lessons
- The record of all the lesson plans performed by trainee teachers and
- Proof of attendance record during teaching practice.

This course starts with a “3-day preparatory workshop”. Attending this workshop is compulsory and carries 10 marks. This workshop focuses on practical skills development that starts from techniques on lesson planning, preparation and use of audio-visual aids/educational technology, and progresses to independent teaching. This component ensures that prospective teachers are sufficiently equipped with the desired skills before entering the practicum phase.

In this component, prospective teachers will participate in a teaching practicum consisting of six weeks’ duration in schools (formal or Nonformal/multigrade schools). During this period, a total of 244 hours in a designated school setting is mandatory to complete. The trainee teacher will work 05 hours per day in the school during 06 weeks of teaching practicum. Prospective teachers are required to actively participate in hands-on experience teaching and school-related reflection activities.

Before commencement of the practicum, each prospective teacher is required to identify an appropriate school in which the practicum is desired to be performed and submit an approval from their respective Regional Center of Allama Iqbal Open University. This “Site Approval Form” must be submitted no later than 04 weeks before the commencement of the teaching practicum. This form must be completed in all aspects, including the name of the selected school, the primary contact number of the school principal/ coordinator/head teacher. Once the selected school is approved for practicum, the respective Regional Center will issue an official Teaching Practicum Authorization Letter to the trainee teacher to show it to the head of the approved school. This letter would serve the purpose of formally introducing the prospective teacher and requesting for the cooperation of the school authorities during the practicum period at the school.

2. Course Learning Outcomes

After completing this teaching practice, trainee teachers will be able to:

- Plan, implement and assess the teaching and class activities in their classes.
- Enhance personal development by improving pedagogical skills.
- Prepare lesson plans based on the learning needs of the students.

- Embed appropriate instructional techniques and methods in lesson plans.
- Plan and develop suitable AV aids to deliver quality lessons.
- Enhance communication and interpersonal skills to establish professional relationships.
- Establish a conducive learning environment to identify students' learning needs and modify instructions accordingly.
- Understand the role of the class teacher and the ethical considerations of teaching as a profession.
- Identify the diverse nature of different types of learners and be familiar with different forms of learning support during teaching.
- Identify and utilize different types of appropriate techniques for assessing students' learning.

3. Components of Long-Term Teaching Practice

Long Term Teaching Practice consists of the following components:

- Workshop: (03 days duration)
- Teaching Practicum: (06 weeks duration)
- Final Lessons: (02 lessons)
- Attendance record of teaching practicum + Teaching Practice completion certificate + the record of all the Lesson Plans developed and delivered by trainee teachers.

4. Plan of Action

The university will inform the trainee teacher about the schedule for the workshop, teaching practicum, and final lessons by sending an intimation letter. There are three components: one is a workshop, the second is a practicum and the third is a demonstration of final lessons. The 3-day workshop component is mandatory for trainee teachers to attend before starting the teaching practicum. The trainee teachers are required to spend 244 hours in the school during 06 weeks of teaching practicum. During the workshop, supervision of trainee teachers is done by the tutor and resource persons. During the workshop, the tutor and resource persons will guide and supervise the trainee teacher. For future communication, the record of the trainee teachers (names, phone numbers, and email addresses) will be maintained by tutor(s) by filling out the Students Bio Data Form (see Appendix I). The tutor will also organize resource persons for the workshop sessions. After completion of the workshop and teaching practicum, the final lessons' presentations will be decided by the tutor. At the end of the workshop, the tutor will send the workshop report (Appendix II), the students' result reports (Appendix III), and the student bio data form to the regional office/center of the university at the earliest.

The final lessons will be evaluated by a panel including a tutor, supervisor, and experts. After completing the 3-day workshop, two final lessons will be delivered by the trainee teacher in front of that panel. The evaluation of the final lessons' presentation will be done on lesson planning and presentation, as explained in the rubrics provided in Appendix VI.

Before starting the teaching practicum, the trainee teacher must inform the respective

Regional Center of the university about the school where the practicum will be done. For this purpose, there is a “Teaching Practicum Site Approval Form” (Appendix IV) which must be filled and submitted to the respective Regional Center. Once this letter is received, the Regional Center will then prepare a Teaching Practicum Letter (Appendix V) to formally allow the trainee teacher to perform a practicum in the given school. This Teaching Practicum Letter will be given to the school authorities/principal by the trainee teacher to get formal permission to start the teaching practice. Before submitting the approval form, the trainee teacher should make sure the school allows the practicum. Trainee teachers can select formal nonformal or multigrade schools for teaching practice. This process must be completed at least 04 weeks prior commencement of the teaching practicum.

Responsibilities of Stakeholders

Stakeholders	Responsibilities
Regional Centre	<ul style="list-style-type: none"> • Facilitation for the trainee teachers to perform teaching practice in a school. • Continuous monitoring of the teaching practicum by the trainee teacher.
Tutor	<ul style="list-style-type: none"> • Ensuring the smooth progress of the workshop. • Conducting the workshop and final lessons presentation. • Coordinating with the Regional Center of the University and devising proper arrangements for monitoring the teaching practicum of the trainee teacher.
Cooperating Teacher(in school) & Supervisor(in workshop)	<ul style="list-style-type: none"> • Providing necessary support to the trainee teachers for hands-on experience in classrooms. • Observation of lesson plans and presentations delivered by the trainee teachers. • Provision of a conducive environment to support the trainee teachers in developing a professional attitude. • Provision of necessary arrangements for smooth lesson delivery. • Monitoring the performance of trainee teachers. • Supervising performance and giving feedback to trainee teachers. • Providing corrective suggestions to the trainee teacher for improving his/her teaching performance.
School Administration	<ul style="list-style-type: none"> • Assigning a cooperating teacher to a trainee teacher. • Provision of physical facilities, i.e. classrooms, furniture, electricity, AV aids etc., to ensure smooth conduct of lessons. • Ensuring the availability of opportunities for providing teaching and administrative experience to trainee teachers.
Trainee Teacher	<ul style="list-style-type: none"> • Demonstrating professional behavior (punctuality, responsibility, dedication, respect, integrity, teamwork and self-reflection) etc. • Seeking guidance from tutors, cooperating with teachers and school teachers in performing teaching and administrative tasks.

	<ul style="list-style-type: none"> • Collaborating with teachers on teaching and administrative tasks. • Devising a plan and co-teaching with teachers at the school. • Plan for performing teaching, management and assessment responsibilities in the classroom • Reflecting on his/her teaching practice. • Developing a register containing lesson plans taught by the trainee teacher and proof of attendance record for issuance of teaching practicum for teaching practice completion certificate.
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5. Assessment

The trainee teacher will be assessed by the cooperating teacher and the tutor on his/her performance within the classroom/school through his/her teaching. The trainee teacher will discuss and get feedback on his/her performance from his/her tutor and cooperating teacher throughout the teaching practice. During the teaching practicum, the trainee teacher can also seek guidance from the teachers at the school. The lesson planning, teaching performance in the classroom and classroom management skills of the trainee teachers will be assessed in the course. Additionally, final lessons and lesson plans will also contribute to the assessment of the trainee teacher during this course. Passing marks in Long Term Teaching Practice are 50%. The passing marks in the final lesson and the lesson plans components are also 50%. Attendance in the workshop is mandatory and below 80% attendance, trainee teachers will not qualify. The percentage for various components is as ahead:

Evaluation scheme of long-term teaching practice	
A. WORKSHOP (3-days)	Marks
1. Attendance & Participation	10
2. Development of Teaching Resources and Draft of 02 Lesson Plans (10+10)	20
TEACHING PRACTICE (06 weeks)	
1. 30 Lesson Plans	30
2. Two Final Lessons (20 + 20)	40
3. Total marks	100
4. Passing Marks	50

The criteria for passing marks for the teaching practice course will be altogether 50% aggregate.

6. Workshop

The workshop is a mandatory part of Long-Term Teaching Practice for B.Ed 4-year in Distance and Nonformal Education (DNFE). This workshop will be conducted before the teaching practicum. This workshop aims to develop practical skills that start with techniques on lesson planning, preparation and use of audio-visual aids/educational technology, and

progress to independent teaching. This component ensures that prospective teachers are sufficiently equipped before entering the practicum phase. It carries 30 marks, out of which 10 marks are compulsory for at least 80% attendance. The workshop is for 03 days with 05 hours duration per day, which constitutes 30 hours of work per week at school. These 30 hours are divided into face-to-face and home tasks components. Face-to-face interaction for lesson planning, practice & presentation includes 15 hours. Similarly, during workshop days, home tasks related to lesson planning and development of related AV aids etc. include 15 hours. This component ensures that prospective teachers are sufficiently equipped before entering the practicum phase. The following components are taught during this workshop:

- Lesson planning
- Lesson presentation
- Development of AV Aids/teaching resources

7. Workshop Schedule

Day	Activity	Responsibility	Time	Duration
01	Session-I: Lesson Planning & Its Components	Resource Person	02:00 p.m. to 02.55 p.m.	55 Minutes
	Session II: Writing Learning Objectives (SMART)	Tutor, Supervisor	02.55 p.m. to 03.50 p.m.	55 Minutes
	Session III: Development of Teaching Resources in Lifelong Learning	Resource Person	03.50 p.m. to 04.45 p.m.	55 Minutes
	BREAK		04.45 p.m. to 5.10 p.m.	25 Minutes
	Session IV: Use of Educational Technology	Resource Person	05:10 p.m. to 06:05 p.m.	55 Minutes
	Session V: Development of low-cost/no-cost teaching resources in Lifelong Learning	Tutor, Supervisor(s) & Trainee	06:05 p.m. to 07:00 p.m.	55 Minutes
02	Session I:	Tutor, Supervisor(s) & Trainee	02:00 p.m. to 02.55 p.m.	55 Minutes
	Session II: Differentiated Instruction and Managing Diverse Learners	Resource Person	02.55 p.m. to 03.50 p.m.	55 Minutes
	Session III: Embedding Classroom Communication and Interaction in Lesson Plans	Resource Person	03.50 p.m. to 04.45 p.m.	55 Minutes
	BREAK		04.45 p.m. to 5.10 p.m.	25 Minutes
	Session IV: Embedding Students' Assessment and Evaluation in Lesson Plans	Tutor, Supervisor(s) & Trainee	05:10 p.m. to 06:05 p.m.	55 Minutes
	Session V: Developing sample Lesson Plans by each student	Resource Person	06:05 p.m. to 07:00 p.m.	55 Minutes
03	Session I: Microteaching Session 1: Practice Presentations led by group discussion	Tutor, Supervisor(s) & Trainee	02:00 p.m. to 02.55 p.m.	55 Minutes
	Session II: Microteaching Session 1: Practice Presentations led by group discussion	Tutor, Supervisor(s) & Trainee	02.55 p.m. to 03.50 p.m.	55 Minutes

Session III: Microteaching Session 1: Practice Presentations led by group discussion	Tutor, Supervisor(s) & Trainee	03.50 p.m.to 04.45 p.m.	55 Minutes
BREAK		04.45 p.m. to 5.10 p.m.	25 Minutes
Session IV: Microteaching Session 1: Practice Presentations led by group discussion	Tutor, Supervisor(s) & Trainee	05:10 p.m. to 06:05 p.m.	55 Minutes
Session V: Microteaching Session 1: Practice Presentations led by group discussion	Tutor, Supervisor(s) & Trainee Teachers	06:05 p.m. to 07:00 p.m.	55 Minutes

8. Teaching Practicum

The trainee teacher will spend at least 05 hours/day in the school (from opening to closing time of the school) in which he/she is doing teaching practicum. Every week, the trainee teacher will gradually take on more responsibilities, thus leading to assuming the full range of responsibilities. Attendance is compulsory during the teaching practicum, which will be maintained by the school on a daily basis.

Teaching Practice:	244 hours of work
Teaching in the classroom:	72 hours (2 hours/day to teach in the classroom at the school level)
Teaching Support activities in school:	72 hours (2 hours/day to teach in the school)
Lesson planning and preparation:	100 hours (3.3 hours×30 lesson plans=100 hour)

9. Activities during Teaching Practicum

The activities that a trainee teacher is supposed to perform at the practicum school are given with an explanation below:

- Performing Co-curricular and administrative tasks assigned by the school within the school
- Teaching in the Classroom: The trainee teacher would develop at least 40 lesson plans and teach them in the class during the teaching practicum. The duration of each lesson will be equal to one period in the school.

10. Schedule of Teaching Practicum

A general plan for teaching practicum is given below. The tutor, cooperating teacher and the trainee teacher must ensure to follow this plan:

Week	Tasks to be Performed
01	<ul style="list-style-type: none"> • Awareness about school resources, school records, community relationships, discipline procedures and policies • Interaction with the schoolteacher and student(s) to gain information • about the working of the school.

02	<ul style="list-style-type: none"> Working on tasks assigned by school administration/cooperating teacher i.e. lesson-planning, copy checking, test development, guiding a group of students, invigilation or paper-checking. Observing the practice of a schoolteacher for teacher-student interaction and lesson delivery.
03	<ul style="list-style-type: none"> Co-teaching lessons with a teacher at school for one subject every day. Performing duties as a helper teacher for the rest of the day throughout the week.
04	<ul style="list-style-type: none"> Assuming the responsibility for lesson planning Teaching and assessing one subject (full lesson) throughout the week Performing duties as a helper teacher for the rest of the day throughout the week.
05	<ul style="list-style-type: none"> Assuming the responsibility for lesson planning Teaching and assessing subjects (full lesson) taught throughout the week. Performing duties as a helper teacher for the rest of the day throughout the week.
06	<ul style="list-style-type: none"> Continue to assume the responsibility for lesson planning. Teaching and assessment of subjects (full lesson) taught at secondary school level throughout the week, while carrying out the various teaching and nonteaching activities under the supervision of cooperating teachers at the school.

11. Final Lessons

At the end of the teaching practicum, the trainee teacher would be required to prepare two final lessons and present these before the panel. The panel will consist of a tutor and a cooperating teacher. The marks allocated to the trainee teacher during final lessons will add up in his/her final score for the course “Long Term Teaching Practice”.

- Final Lessons - 14 hours
- Presence at the presentation venue for the final lessons presentation and observation of lessons presented by their colleagues (5 hours×2 day = 10 hours)
- Preparation of Lessons and AV aids for Final Lessons (2 hours× 2 final lessons 4 hours)

12. Format of Final Lesson

The format of the lesson plan is given below:

- Preliminary Section:** It contains information about the title of the lesson, date of teaching the lesson, name of the trainee teacher, his/her registration number, subject name from which topic has been selected for teaching, topic to be taught, class and number of students.
- Objectives of the Lesson:** There will be general and specific objectives in the lesson plan. The general objectives would be related to the purpose of teaching the subject from which a topic for the lesson has been selected. The specific objectives reflect the target behind teaching the topic.

- **Teaching Method:** The teaching method that would be used to teach a particular topic must be suitable for teaching that topic. And the teaching method must also be helpful for achieving the general and specific objectives of the lesson.
- **AV aids:** AV aids to be used for teaching the topic of the day must be in accordance with the subject and topic of the lesson. And it is also helpful for achieving the general and specific objectives of the lesson.
- **Previous Knowledge Test:** Previous knowledge tests would involve asking questions from children to test their previous knowledge. The purpose of the previous knowledge test is to relate the lesson of the day to the previous knowledge of the students.
- **Announcement of the Topic:** The trainee teacher would announce the topic of the lesson in such a way that would arouse the interest of the students.
- **Presentation:** Presentation of the lesson would be in two parts: questions/activity would be asked from students after every part for formative evaluation of the lesson.

During the presentation, easy words should be used. The style of presentation of lessons must be appropriate to the age, background knowledge and mental level of students. Formative evaluation will keep the lesson fresh in the minds of students.

- **Recapitulation (Evaluation):** Summative evaluation will be carried out at the end of the lesson. It will be helpful to inform the teacher about how successful he/she is in achieving the objectives of the lesson.
- **Homework:** The students must be assigned brief but interesting homework for practicing the lesson of the day in more detail. Sample lesson plans are given in Appendix VII. The trainee teacher will teach, manage, and assess the students' performance for three or more subjects in the 5th and 6th weeks of teaching practicum. He/she will also keep the written record of lesson plans in his/her portfolio. The portfolio will be evaluated at the end of the teaching practicum.

SAMPLE LESSON PLAN

Name of the Teacher:

Class: 5

Subject: English

No. of Students: 30

Duration of the Lesson: 40-45 min.

Date: Topic of

the Lesson: Grammar, Use of Adjectives

General Objectives:

1. To enrich students' vocabulary to describe people with appropriate words.
2. To enhance students' understanding and use of personal characteristics used through words and phrases.
3. To improve speaking and writing skills of pupils by using descriptive language.

Specific objectives:

1. To define the term 'Adjective'.

2. To use different types of adjectives
3. To identify adjectives in given sentences.
4. To use at least three adjectives to describe a person.
5. To write a simple paragraph of 3-4 sentences by using different types of adjectives.

Teaching Method: Direct Instruction combined with Interactive Discussion and Demonstration Method

AV Aids: Black/whiteboard, Chalk/whiteboard pen, Flashcards with adjectives (e.g., tall, kind, happy), Adjectives Chart, Pictures of people with different moods and personalities, Worksheet for classwork

Previous Knowledge:

1. What is the Basic sentence structure (Subject + Verb + Object)?
2. What are common nouns and verbs?
3. Give examples of the different moods of your friends.
4. What do we say differently when a person is happy or sad?

Announcing the topic: Today, we are going to learn about “Adjectives”.

Introduction:

Give two minutes to students to notice and tell various moods and feelings, sizes and qualities of persons and things. Living and non-living things in the classroom and the school. Write down the vocabulary given by students on the blackboard. Ask more if necessary to tell them about adjectives by saying “Today, we are going to learn how to describe people using adjective words that tell us more about someone or something”.

Presentation:

Now show a chart to students and explain what adjectives are with examples: "a tall boy", "a kind girl". Use charts and flashcards.

Question: What are the characteristics of the persons showed in each flash card?

Now tell about the importance of adjectives, nature and different types. We describe people using adjectives, words that tell us more about someone or something. Give explanations and examples of different types of adjectives. Ask students to respond side by side to the lecture.

Activity (Encourage use of adjectives): Show pictures and ask: “Can you describe this person?”

Now, explain the importance of adjectives in daily life. Also mention the importance of describing people differently as per their personalities and moods.

Independent Practice: Distribute worksheets. Ask students to write 3-4 sentences describing a person they know. Complete this worksheet and share responses with all the students in class.

Partial Recapitulation:

What is an adjective?

What benefits are using adjectives?

Why do we describe people with different vocabulary?

Class Work:

Activities and exercises at the end of the lesson will be discussed and done in the grammar notebook. Pictures of adjectives will be shown in class. Activity will be done independently by each student. Discussion and demonstration of adjectives based on pictures will be generated by the teacher.

Final Recapitulation:

1. What do you mean by adjective?
2. Give some examples of adjectives around you from your class.
3. Define your teacher by using adjectives?

Homework:

1. Write 5 sentences describing your best friend or a family member using adjectives.
2. Write 3 sentences by using adjectives about your own self.

APPENDIX I
STUDENT BIODATA FORM
(WORKSHOP)

S/No.	Student Name	Phone Number	Email Address
1.			
2.			
3.			
4.			
5.			
6.			
7.			
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10.			
11.			
12.			
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16.			
17.			
18.			
19.			
20.			
21.			

APPENDIX II

WORKSHOP REPORT

1. Program: B.Ed. (4 years)
2. Duration of the Workshop: 03 days
3. Name of the Institution (where Workshop was conducted)
4. Name of the Tutor
5. Qualification of the Tutor.....
6. Designation of the Tutor
7. Name of the Supervisor
8. Qualification of the Supervisor
9. Designation of the Supervisor
10. Total Number of Students in Workshop
11. Number of Failure Students in Workshop.....
12. Timings of the Workshop from..... to.....
13. Difficulties Faced During Workshop

.....
.....
.....

14. suggestions for Improving Workshop

Regional Director

Tutor

Supervisor

APPENDIX III

RESULT REPORT OF STUDENTS

APPENDIX IV

TEACHING PRACTICUM SITE APPROVAL FORM

This form must be completed and submitted to the concerned Regional Office/Center of the Allama Iqbal Open University for approval at least 08 weeks prior to the start of the teaching practicum.

Student Name:

Registration No:

Name & Address of School:

Phone Number of School:.....

Principal/Head Teacher Name & Signature:

APPENDIX V

TEACHING PRACTICUM LETTER

Respected Head of the Institution,

Mr./Ms./Mrs. _____ is a student of B.Ed. (4 years)

under registration number _____ in Allama Iqbal Open University,

Islamabad. He/she is needed to perform a teaching practicum in the school as a requirement of his/her degree program. Kindly facilitate him/her by providing this opportunity in your institution.

**Director,
Regional Center, AIOU, Islamabad**

APPENDIX VI

FORM FOR FINAL LESSON & PRESENTATION

Name of Trainee Teacher:

Roll No.:

Subject:

Date:

S/No.	Dimension	Total	Score
1.	Objectives	2	
2.	Checking Previous Knowledge	2	
3.	Use of AV Aids	2	
4.	Instructional method	2	
5.	Assessment Tool	2	
6.	Lesson Recapitulation	2	
7.	Questioning / Closure	2	
8.	Home Assignment	2	
9.	Time Management	2	
10.	Write-up of Lesson Plan	2	
	Total	20	

NOTE: FOR ASSESSING EACH LESSON, A SEPARATE FORM WILL BE

USED. Comments:

Supervisor Evaluator

Evaluator.....Tutor