

Appendix 1

Teaching Internship Calendar

| OBSERVATION PHASE | |
|-------------------------------------|--|
| December / January | <ul style="list-style-type: none"> - Intern meets with Training Supervisor. - Intern chooses the institution where the training will take place. |
| | <ul style="list-style-type: none"> - Faculty contacts the institution where the training will take place - Faculty sends Convention of Agreement. |
| | <ul style="list-style-type: none"> - Intern meets with veteran teacher at selected institution. |
| January / February | <ul style="list-style-type: none"> - Interns starts the observation phase and documents everything. |
| | <ul style="list-style-type: none"> - Eighteen hours of observation are needed. |
| SUPERVISED TEACHING SESSIONS | |
| February/ March | <ul style="list-style-type: none"> - Intern prepares three detailed lesson plans with the help of supervisor, after consulting the veteran teacher at selected institution. |
| | <ul style="list-style-type: none"> - Intern meets with supervisor to validate the sessions. |
| | <ul style="list-style-type: none"> - Intern submits the observation report at the end of this phase. |
| April | <ul style="list-style-type: none"> - Intern teaches¹ the three sessions under the supervision of Fsedu Training Supervisor. - Intern submits final Internship Report. |

¹ If it is not possible to teach in a genuine context, this will be replaced by a simulated session or an intervention in class, at Fsedu. In such a case, the student prepares and teaches a session for 15 or 20 minutes where their classmates will act as jury. The reflective analysis will take place around the oral presentation.

Appendix 2

Provisional Timetable

Name of intern:

Name of veteran teacher:

Name of educational institution:

Discipline of specialization:

| Timetable of Observations | | | | | |
|---|--------------------------|-------------------------|-------------|-------------|------------------|
| Grade | Theme of Sequence | Title of Session | Date | Time | Signature |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Timetable of Practical Supervision | | | | | |
| Grade | Theme of Sequence | Title of Session | Date | Time | Signature |
| | | | | | |
| | | | | | |
| | | | | | |

Signatures

Intern

Veteran Teacher

Appendix 3

Evaluation Rubric of Observation Report

Observation Report

Note :/20

Surname and name of intern:

Educational Institution:

Academic year:

Surname and name of veteran teacher:

| | Rubric | Evaluation Criteria | Note /20 |
|-----------------------------|------------------------------------|---|----------|
| Methodological competencies | Descriptive part (7 points) | <ul style="list-style-type: none"> - Description of institution, pedagogical project of school, and classroom. - Description of two coordination meetings. - Description of tutoring and professional support system (veteran teacher and supervisor). - Description of three observed lessons at the pedagogical, didactic, and disciplinary levels. | |
| Reflective Competencies | Analytical part (9 points) | <ul style="list-style-type: none"> - Analysis of observed lessons while highlighting positive and negative attitudes that need to be avoided. - Pragmatic suggestions to enhance pedagogical and teaching practices. | |
| Linguistic competencies | Writing skills (4 points) | <ul style="list-style-type: none"> - Text readability. - Writing quality : syntax, spelling, vocabulary, and language level. - Coherence, relevance, and transition between ideas and paragraphs. | |

Appendix 4

Evaluation Grid for Teachers

| | |
|--|---|
| Surname and name of intern: Name of school : Academic year : Surname and name of internship supervisor/field expert teacher : | <div style="border: 1px solid black; padding: 5px; width: 80%; margin: auto;"> Overall Grade: .../20 </div> |
|--|---|

| | | | | |
|--------------------------|----------------------|----------------|---------------------|--------------------------|
| 1- Underdeveloped | 2- Acceptable | 3- Good | 4- Very Good | 0- Not applicable |
|--------------------------|----------------------|----------------|---------------------|--------------------------|

| | 1 | 2 | 3 | 4 | 0 |
|---|---|---|---|---|---|
| <i>I. Preparation of teaching sessions</i> | | | | | |
| Content design | | | | | |
| Adapts the content of the programs to students' needs | | | | | |
| Designs clear and appropriate learning outcomes | | | | | |
| Conceives coherent and feasible teaching sequences and sessions | | | | | |
| Chooses relevant and appropriate learning situations | | | | | |
| Chooses relevant and appropriate media | | | | | |
| Integrates ICT in proper learning situations | | | | | |
| Demonstrates solid disciplinary knowledge | | | | | |
| Assessment of learning outcomes and accompanying remediation | | | | | |
| Assesses acquired learning (formative assessment) | | | | | |
| Makes a relevant selection of exercises in the assessment of prior learning | | | | | |
| Exploits the mistakes that were made during the session | | | | | |
| Proposes remediation based on detected gaps | | | | | |
| Develops self-assessment capabilities | | | | | |
| Grade:...../48 | | | | | |
| <i>II. Teaching assessment</i> | | | | | |
| Implementation of teaching-learning activities (64 points) | | | | | |
| Makes association between real life situations and what is being taught. | | | | | |

| | | | | | |
|--|--|--|--|------------------------|--|
| Recalls prior knowledge and builds on it. | | | | | |
| Diversifies the activities within the session by adapting them to class' needs | | | | | |
| Formulates clear instructions, and makes sure that they have been understood | | | | | |
| Involves students in the educational process | | | | | |
| Uses questions and answers to reinforce learning | | | | | |
| Appropriately manages an individual, pair, or group work activity | | | | | |
| Recapitulates ideas in regular, brief, and structured summaries | | | | | |
| Verbal and non-verbal communication | | | | | |
| Looks after their professional appearance | | | | | |
| Adopts a posture that reflects self-confidence, authority, and openness | | | | | |
| Moves around to give attention to every student | | | | | |
| Makes adequate gestures to accompany or substitute words | | | | | |
| Adapts facial expressions to the current situation | | | | | |
| Establishes eye contact with all the students in the classroom | | | | | |
| Occasionally smiles to create a friendly but authoritative ambiance | | | | | |
| Maintains an audible voice, pleasant volume, and varied tone | | | | | |
| Follows, during speech, a suitable tempo (pause, flow...) | | | | | |
| Speaks correctly in the discipline's communication language | | | | | |
| Classroom management | | | | | |
| Starts the session with a hooking introduction | | | | | |
| Maintains the interest of the students throughout the session | | | | | |
| Encourages participation and values each student's input | | | | | |
| Assesses the session's learning outcomes and adjusts accordingly | | | | | |
| Manages class time properly including transitions between activities. | | | | | |
| Handles disruptive behaviors successfully | | | | | |
| Closes the session while reminding students of the main points | | | | | |
| Ethical behavior | | | | | |
| Behaves in a humble manner and recognizes their limits | | | | | |
| Communicates in a positive way | | | | | |
| Promotes relationships based on mutual respect, support, and cooperation | | | | | |
| Conveys a positive image of the discipline that is being taught | | | | | |
| Evaluation of Teaching Sessions | | | | Grade:...../148 | |
| Final grade/20 | | | | | |

Appendix 5

Evaluation Rubric of the Integrative Project

| Criteria | Note /20 |
|---|-----------------|
| Identification and formulation of learning outcomes (LOs) based on Bloom Revised Taxonomy | 2 |
| Organization and coherence of teaching sequence | 3 |
| Organization and coherence of teaching session | 3 |
| Characteristics of the complex situation elaborated for evaluation | 2 |
| Relevance of assessment tasks and rubrics designed in relation to LOs | 3 |
| Pedagogical alignment (alignment between LOs, teaching activities, and assessment) | 3 |
| Depth of reflective analysis | 2 |
| Quality of written work | 1 |
| Formatting and the list of references (latest APA edition) | 1 |

Appendix 6

| % of grade distribution | Criteria | Indicators |
|--------------------------------|--|--|
| 50% | Presentation quality and content | <ul style="list-style-type: none"> • Relevance of the lesson's objective to the overall subject matter theme • Creativity and richness in approaching the theme throughout the session • Consistency and structure of the plan followed with introduction and conclusion • Content consistency and rigor • Other courses contributions in sharpening professional practices • Professional skills to develop and strengthen • Quality of PPT slides formatting (font, colors, ideas developed by slide, clarity of video extracts and music) • Readability of the content (clarity of ideas, formulation, creativity) • Time management |
| 50% | Professional attitude and language skills | <ul style="list-style-type: none"> • Syntax and adequate tenses • Richness and adequacy of vocabulary • Pronunciation and articulation • Intonation and speech rate • Body expressions and eye contact • Relevance of responses and reactions |

Appendix 7

Oral Performance Evaluation Grid - Integrative Project

The trainee's oral performance is the simulation of a professional practice, that of taking charge of a teaching session in a chosen class. To develop it, the intern relies on the knowledge and skills that were acquired in the Internship Seminar, the classroom observations, and the Unit Planning and Assessment course. The trainee designs, prepares, and analyzes a teaching sequence in the discipline of specialization. They prepare 3 teaching sessions that were already validated in the Unit Planning and Assessment course.

The oral presentation or session has two components:

- The first part is the actual **oral presentation** (15 minutes) of an activity chosen from the three already validated teaching sessions. The intern is required to be filmed during the entire presentation.
- The second part is a **reflective analysis** of the oral performance. The trainee describes two significant moments that were experienced (to follow or avoid) and then analyzes them in relation to their skills in the two teaching units.

This practice allows the trainee to explore teaching methods, to implement professional skills, and to promote the development of reflective analysis in and on action.

The **oral performance** is evaluated by a jury made up of the head of the Department of Educational Sciences at the Faculty, the Internship Supervisor, and possibly a visitor-expert.

| % of grade distribution | Criteria | Indicators |
|--------------------------------|--|--|
| 50% | Presentation quality and content | <ul style="list-style-type: none"> • Relevance of the lesson’s objective to the overall subject matter theme • Creativity and richness in approaching the theme throughout the session • Consistency and structure of the plan followed with introduction and conclusion • Content consistency and rigor • Other courses contributions in sharpening professional practices • Professional skills to develop and strengthen • Quality of PPT slides formatting (font, colors, ideas developed by slide, clarity of video extracts and music) • Readability of the content (clarity of ideas, formulation, creativity) • Time management |
| 50% | Professional attitude and language skills | <ul style="list-style-type: none"> • Syntax and adequate tenses • Richness and adequacy of vocabulary • Pronunciation and articulation • Intonation and speech rate • Body language and eye contact • Relevance of responses and reactions |

Appendix 7

The Skills of the Intern According to Reference Guide¹

| Learning Outcomes | | 0 | 1 | 2 | 3 | 4 |
|---|-------------------------|----------------|-----------------|------------|------|-----------|
| | | Not applicable | Under-developed | Acceptable | Good | Very good |
| Plan and organize the different phases of the internship. | Beginning of internship | | | | | |
| | End of internship | | | | | |
| Develop and utilize data collection tools. | Beginning of internship | | | | | |
| | End of internship | | | | | |
| Undertake simple tasks designed by the veteran field teacher while becoming progressively autonomous and capable of analyzing their practices. | Beginning of internship | | | | | |
| | End of internship | | | | | |
| Conceive and develop a teaching sequence while respecting the educational alignment and being consistent with the annual program. | Beginning of internship | | | | | |
| | End of internship | | | | | |
| Design and manage lesson sessions by varying teaching and assessment strategies and methods. | Beginning of internship | | | | | |
| | End of internship | | | | | |
| Manage the classroom in a climate conducive to learning. | Beginning of internship | | | | | |
| | End of internship | | | | | |
| Collaborate with educational actors in the classroom (colleagues, students, and if possible with parents too) and support students in their learning. | Beginning of internship | | | | | |
| | End of internship | | | | | |
| Adopt an ethical and responsible stance while working. | Beginning of internship | | | | | |
| | End of internship | | | | | |
| Build a reflective practice. | Beginning of internship | | | | | |
| | End of internship | | | | | |
| Design and develop the internship report. | Beginning of internship | | | | | |
| | End of internship | | | | | |

¹ This grid shall be filled before the students take the course and then again after its completion.