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**Prácticas  
Ed. Infantil  
Mención Inglés**

**Curso 2019-20**

## **Degree of Early Childhood Education (English specialization)**

The teaching practice is a compulsory subject (5,5 credits) to achieve the degree of **Early Childhood Education with English specialization**. The main objective of this teaching practice period is twofold: on the one hand, extend your knowledge of the teaching-learning process, and on the other hand, to relate what you have learnt in the degree with actual classroom practice. In a way, this teaching practice should allow you to learn from experienced teachers, contrast your academic knowledge with school reality and apply the appropriate methodological tools and strategies for teaching English.

Competence and results:

CEC15. Be able to use a second language in the classroom (Level B2)

- RA1. Meet a minimum level B2 according to the European Language Framework
- RA3. Be able to develop contents according to the students' level.
- RA4. Be able to design educational material to enhance the second language acquisition.

## INFORMATION GIVEN TO THE MENTOR TEACHER

As a mentor teacher, you will play a major role in helping your student fulfil his/her responsibilities and demonstrate competency in teaching a foreign language. We appreciate the commitment and energy that this entails, and we thank you in advance for your willingness to contribute to our program and the teaching profession in this vital way.

We hope you will observe your student daily, and will regularly provide constructive feedback on his/her performance. At the end of the practicum, mentor teachers are asked to complete and submit the Practicum Report and the electronic version of this rubric will be emailed. We also hope this will be a rewarding experience for you, and that your student will be able to make a contribution to your classroom and your school.

### Students' tasks:

- Follow a full timetable, doing the maximum number of hours in English.
- Create, tell a cross-curricular story and carry out two meaningful activities.
- Record the story session once, understanding that only the teller will appear in the video to protect children's privacy.

### Important remarks:

- Consider student internship as a full-time job, the student has to keep to the school schedule (English lessons and other subject matters if needed to complete the timetable). The student cannot alter the school timetable under any circumstances. If a student needs any change in the timetable due to work duties, you will be informed by the CESAG supervisor the first week of the internship.
- To avoid any potential problem, we would like to remind you that, if a mentor teacher is absent, the student may not be asked to serve as a substitute in the classroom.
- If a student needs to be absent from practicum due to unforeseen circumstances (e.g. illness), he/she has to inform and hand in a medical certificate specifying the period of disability to the mentor teacher and the CESAG supervisor. If the student is away for more than 3 days, he/she will have to make up these days at the end of the practicum.
- Please contact the CESAG supervisor if the student does not fulfil his/her duty or is experiencing difficulties during the practicum.

## INFORMATION FOR THE STUDENT

The practicum is the culminating experience of your teaching preparation. You will have the opportunity to learn new strategies and techniques and apply the ideas and skills you have learned. You will be informed of rules and duties in the practicum seminar before the internship starts, so attendance is compulsory. **If a student misses the practicum seminar, he/she will be penalized (-1).**

### Remember:

- Always keep in mind that teachers are role models for the students they teach and that practicum time extends to before and after school hours.
- Learn about the rules for school routines and use of the teacher workroom.
- Everything you see and hear in your classroom is protected by rules of confidentiality. When you use student work samples, **first remove all identifying information.**
- Ask for suggestions and develop plans for teaching under the guidance of the mentor teacher.

### Important remarks:

- The student cannot alter the school timetable under any circumstances. **Any personal agreement with mentor teacher is not allowed** (if so, you may fail the practicum period). If a student needs any change in the timetable due to work duties, you have to inform the supervisor immediately after the practicum seminar and hand in a work proof a week before the internship starts to prolong the teaching period (if not, you will not be allowed to alter the school timetable).
- **Absence due to illness:**
  - Inform the mentor teacher and the CESAG supervisor.
  - A medical certificate copy to your teacher and your supervisor is required and must certify the period of disability.
  - If the student is away for more than 3 days, he/she will need to make up these days at the end of the practicum.

### The CESAG supervisor will:

- Be in charge of giving information to the mentor teacher about the teaching activities.
- Provide tutorial sessions arranged via mail to guide and clarify corrections during internship (not a day before the portfolio delivery).
- Correct evidences and give feedback.
- Contact the mentor teacher if the student has difficulties during the practicum.

Assessment tools	Percentage in the final mark	Minimum Standards	Technique
➤ <b>Mentor Teacher Assessment report</b>	30%	–	Cannot be retaken
➤ <b>*Portfolio</b>	70% <ul style="list-style-type: none"> <li>▪ Story</li> <li>▪ Activities</li> <li>▪ Reflection</li> <li>▪ Video</li> </ul>	35%	Minimum standards can be retaken

### **\*PORTFOLIO EVALUATION**

#### **WRITTEN STORY 25%**

- Develops cross curricular objectives / contents.
- Uses appropriate language for audience.
- Uses correct grammar, vocabulary, punctuation and spelling.
- Introduces context and main characters.
- Provides a good story structure (a problem emerges - attempts to succeed- a resolution).
- Gives details to enhance plot.

#### **MEANINGFUL ACTIVITIES + REFLECTION 10%**

#### **VIDEO 25%:**

#### **DURATION:**

- Introduces unfamiliar words for pupils' comprehension.
- Provides context and introduces main characters.
- Finishes with clear ending.
- Speaks clearly and fluently (grammar, pronunciation and pace)
- Uses correct body language.
- Interacts with audience meaningfully.
- Uses appropriate visual support

#### **STORY REFLECTION 10%**

**STUDENT DELIVERY DATES**

**Delivery dates:**

<b>April 2020</b>				
<b>Mon.</b>	<b>Tues.</b>	<b>Wed.</b>	<b>Thurs.</b>	<b>Fri.</b>
6	7	8 Easter	9	10
13	14	15	16	17
20	21 Story + activities	22	23	24
27	28 Feedback	29 Feedback	30	1

- **6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> April:** e-mail information and topic story
- **21<sup>st</sup> April:** hand in story + activities.
- **28<sup>th</sup> - 29<sup>th</sup> April:** receive feedback.

<b>May 2020</b>				
<b>Mon.</b>	<b>Tues.</b>	<b>Wed.</b>	<b>Thurs.</b>	<b>Fri.</b>
4	5	6	7	8
11 Portfolio + video link	12	13	14	15
18	19	20	21	22
25	26	27	28	29

- **Until 8<sup>th</sup> May:** to tell the story
- **11<sup>th</sup> May:** hand in portfolio+ video link.

## TASKS

### ▪ TASK 1:

**6<sup>th</sup> April:** the first day, after meeting the mentor teacher, the student is expected to email **a document** including the following information to his/her supervisor:

- Student Name: \_\_\_\_\_ Degree: \_\_\_\_\_
- School: \_\_\_\_\_
- Mentor teacher name and surname: \_\_\_\_\_
- email\_ \_\_\_\_\_
- phone number\_ \_\_\_\_\_
- Timetable table (**specify all subjects and levels**)
- The number of hours in English: \_\_\_\_\_

### ▪ TASK 2:

**7<sup>th</sup>, 8<sup>th</sup> April:** once you have chosen the topic of your story, write an email to your supervisor including the following information:

- Level: \_\_\_\_\_
- Subject & Cross Curricular content/s: \_\_\_\_\_
- Plot: write what the story is going to be about.  
If planned
- Oral Activity: \_\_\_\_\_
- Oral Activity: \_\_\_\_\_

### ▪ TASK 3:

**21<sup>st</sup> April:** hand in a document (**3 pages**) with the complete storytelling and the two activities.

### Keep in mind:

- Create an **entertaining** and **cross-curricular story**. The story can be about any content the students study in other subjects except English.
- **Read, read and revise your story.**
- **Check punctuation.**
- **Adapt the story** to the children's level.
- Be professional! **Autocorrect your story.**

- **Keep and respect the type format** you are given.
- **Do not invent contents/aims** which are not in the curriculum and focus on the contents you want to work on.
- **Explain** the teacher's **body language clearly** (in brackets)  
\*The student may fail this activity and cannot be retaken if:
  - the story is shorter than 5 minutes.
  - it is not cross curricular.
  - a student does not create his/her story or tells a story already created in Teaching English as a Foreign Language II.

## STORYTELLING

- **Story title:**
- **Level:**
- **Subject:**
- **Cross Curricular aims:**
  - **Catalan**
  - **English** (just the ones you work on)
- **Cross Curricular contents:**
  - **Catalan**
  - **English** (just the ones you work on)
- \*check [http://weib.caib.es/Normativa/Curriculum\\_IB/curriculum\\_.htm](http://weib.caib.es/Normativa/Curriculum_IB/curriculum_.htm)
- **Key words to pre-teach:**
- **Words to revise:**
  
- **The story** (write in brackets teacher's actions), student-children interaction must be included in the story.

### ▪ **TASK 4:**

Check the feedback, make the necessary changes, create material and rehearse.

### ▪ **TASK 5:**

Tell the story and record the story once.

- The student may fail the video if **he/she joins bits** of the story from different sessions.
- The candidate's performance (during the introduction, the story and the oral activity) will be recorded sequentially in the **YouTube link**. The storytelling link will be submitted via mail the day of the portfolio delivery.
- If the video link does not follow the correct format, the student will be penalized with -1 point.



### Keep in mind:

- **Reading the story is not allowed.**
- **Do not memorize** the story as you sound cold and distant.
- **Rehearse** several times before telling the story instead of telling the story in different classes and choosing the best one to hand in. Some students lack rehearsals and it is clearly seen when you tell the story without rehearsals.
- Introduce **the plot, characters** (some descriptions are not related to the plot), **setting and key words** before telling the story and this part **must be recorded.**
- Material is relevant: **make big posters and flashcards (minimum DinA4:** objects, settings and characters) and **lamine** the flashcards.
- **Stick flashcards/ characters on the board.** Having a lot of material in your hands is very distracting for children and for you too.
- Be professional! You will be a qualified teacher in a near future so please, **check the pronunciation** of the words you don't know or you are not sure of.
- Be careful when "**changing voices**" as sometimes it is confusing because you do not pronounce the words in the correct way.
- Some stories are really **dull** and not attractive at all. Be original and think about children's interests. Be honest and ask yourself if your story is enjoyable.
- **Body language and eye contact** are essential aspects when telling a story. Some students just look at the pictures/ poster on the board so you are not able to check children's understanding.
- **Interact** with kids making **meaningful questions related to the story**, not asking questions which are not relevant at all ("are you happy or sad?", "say hello.....", colours, size.... some questions are out of context).
- **Do not sit on the floor/chair** as you lack "body language" and small kids get lost.
- **Do not use stick puppets** as you are only worried about moving the puppets (no body language, no eye contact).

▪ **TASK 6:**

After telling the story, the students should carry two appropriate, meaningful and original activities. **(2 pages: one for each activity)**

**STORYTELLING Activities**

- **Speaking Activity 1:**
  - **Aims:**
  - **Time:**
  - **Procedure:** explain step by step, use accurate language and simple **present tense**.
    - The teacher explains....
    - The students answer / act out.....
- **Reflection (after watching the video):**
  - What worked well?
  - Would you change any aspect of the activity? Explain
- **Speaking Activity 2:**
  - **Aims:**
  - **Time:**
  - **Procedure:**
  - **Reflection:**

▪ **TASK 7:**

After telling the story and watching the video, answer the following questions **(compulsory 2 pages):**

**Story Reflection**

**Video length:**

1. How did you present the story to the audience?
2. What activity did you carry out to introduce unfamiliar words?
3. What creative elements (no material) did you introduce to make the story come alive?
4. What grammar / pronunciation mistakes did you make? List and correct your mistakes.
5. Would you change any aspect of your story? Why? What would you do

- instead?
6. Reflect on your body language and voice. What aspect would you change? Why?
  7. What strategies did you use to ensure students´ active participation?
  8. Your assessment grade is:
    - written story .....
    - originality/ material of your story:.....
    - innovation in the post activities:.....
    - communicative skills:.....

▪ **TASK 8:**

**11<sup>th</sup> May:** Hand in the Portfolio and send the video link.

**Remember that:**

- All activities must be typed (Arial 12, simple spacing on paper and submitted on the established deadline). If a student fails to hand in the assignment, it will not be corrected but it must be enclosed in the final portfolio.
- Do not exceed the numbers of pages allowed as they will not be corrected.
- The documents will be graded as **passing+ / passing / failing**. The student may fail the activity due to poor contents and all kinds of language mistakes (Level B2), but he/she will have the opportunity to retake the activity and get the **minimum standards (5)** in the final portfolio.
- Your mistakes will be marked once so please, read the corrections carefully to spot the same mistake again. Check your mistakes in [wordreference.com](http://wordreference.com) and correct them **in bold**.
- If the Cesag supervisors find out that the tasks have been written/ corrected by someone, the student may fail the internship and he/she will have to repeat the teaching period next year.

## PORTFOLIO

- **STORY (3 pages)**
- **ACTIVITIES (2 pages: one for each activity)**
- **REFLECTION (compulsory 2 pages)**
  
- **Portfolio requirements:**
  - The portfolio is a collection of individual work and reflections about the teaching period so plagiarism / on-line translator / help from a third party will be penalized with a zero (0) in the portfolio and the student will have to repeat the practicum period.
  - The student will correct the mistakes **in bold** in the final portfolio. If the mistakes are not checked and corrected, the student may fail the portfolio.
  - Portfolio format: a spiral binder and plastic covers + feedback versions in a plastic folder. If the final portfolio does not follow the correct format, the student will be penalized with -1 point (bold, italics, space...)
  - If the portfolio/video link is not handed in on due time, the student will be penalized – 1 point per day.

## EVALUATION

As mentor teachers any feedback or insights you can provide regarding the practicum timeline, mentoring and evaluating is invaluable as it is a rewarding experience for all involved.

- 1) Remember that this is a confidential report so please rate the student in the competency areas by **marking the level (X)** that the student demonstrates for the particular performance indicator.
- 2) If you have any question, please contact
  - Sra. Ana Burguera ([aburguera@cesag.org](mailto:aburguera@cesag.org))
  - Dr. Alberto Lombardero ([alombardero@cesag.org](mailto:alombardero@cesag.org))
  - Dra. Catalina Ribas ([cribas@cesag.org](mailto:cribas@cesag.org))

- **Student Name:**
  
- **Teacher Name:**
  
- **School:**

COMMUNICATION COMPETENCY	Accomplished	Developing	*Needs to Improve
1. Speaks clearly and understandably (e.g. pronunciation, intonation...).			
2. Uses correct oral conventions (e.g. mechanics of the English language as well as subject specific terms).			
3. Uses correct written conventions (e.g. mechanics of the English language as well as subject specific terms).			
4. Demonstrates appropriate communication strategies.			
5. Uses effective and appropriate non-verbal communication. (e.g. eye contact, facial expressions, body language).			
6. Demonstrates appropriate level of English for academic purposes.			

PLANNING /IMPLEMENTATION / KNOWLEDGE COMPETENCY	Accomplished	Developing	*Needs to Improve
1. Tells students the main learning objectives of each lesson.			
2. Activates students' prior knowledge and hooks their interest.			
3. Uses clear explanations, appropriate language, and examples to present new contents.			
4. Demonstrates appropriate pacing and timing.			
5. Makes effective transitions throughout the lesson (e.g. conducting the lesson, giving instructions...).			
6. Designs activities that are relevant and motivating to engage students.			
7. Ensures consolidation of student learning and closure of lesson.			
8. Utilizes appropriate verbal and non-verbal classroom management techniques.			
9. Uses appropriate resources to enhance lesson (e.g. visuals, technology...).			
10. Uses clear and effective instructional and questioning techniques.			
11. Adjusts or modifies teaching and learning activities based on student responses.			
12. Responds to questions regarding lesson content in a knowledgeable and appropriate manner.			
13. Demonstrates knowledge of subject matter for teaching the assigned grade level.			
14. Deals with disruptive student behaviours in an appropriate manner			

**\*Answer the following and remember that our students are not yet teachers and they should be evaluated accordingly.**

**Final grade according to the following categories (from 1 to 10) :**

▪ **Linguistic Skills (level of English, pronunciation, fluency and accuracy):**

▪ **Teaching Skills (teaching strategies and techniques, developing lesson plan....):**

▪ **List some aspects the student needs to improve:**

