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UNIVERSITY PERSONNEL AND CONTACT NUMBERS

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Dr. Robin Dada
EDC 351 Instructor
College of Education
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PRACTICUM COURSE DESCRIPTION

COURSE: EDC 351A: Teaching Studies II
COURSE INSTRUCTOR: Rabaa Al Sumaiti
Office: R-L2-071
Extension: 11489
E-mail: rabaa.alsumaiti@zu.ac.ae

COURSE TIME/LOCATION: 8:00 – 11:30

COURSE DESCRIPTION

The Role of the educator as decision-maker in planning, teaching and assessing learning will be the focus of this course. Topics will include the characteristics of an effective educators, instructional and management strategies, curriculum planning, and assessment. The associated Practicum in one classroom will provide opportunities for small group and whole class intervention.

Ministry of Education- School Social Workers Job Description

1. Plan and implement social work programs according to the school’s plan.
2. Follow up with students in cases of: absences, failing, lateness, struggling in subjects….etc.

1. Plan and implement intervention programs for special cases: gifted, students with slow learning problems, other special needs cases.
2. Follow up with students academic performances, with giving suitable suggestions in cooperation with teachers, parents and school administration.
3. Organize group guidance programs based on age, levels, school and community needs.
4. Assist in organizing spare time activities.
5. Supervise schools clubs and societies.
6. Supervise social events and extra curricula activities (Field trips, community services).
7. Assist in organizing school’s events and activities (celebrations, competitions).

8. Supervise parents and teachers meetings.

9. Supervise student council and its activities.

10. Work on strengthening relations between the school, parents and community.

11. Observe and monitor problems occurring in the school community.

12. Develop supporting and rewarding programs (fund rising to support disadvantaged students, rewarding and appreciation events).

13. Record and document all assigned tasks.

14. Do all other assigned tasks from the principal or the vice-principal.

**COURSE LEARNING OUTCOMES:**

By the end of the course, students will be able to:

1. Collect behavioral data about student interactions in the classroom, analyze, and make recommendations of interventions.
2. Conduct instructional activities and plan in an efficient and effective manner.
3. Assess student progress.
4. Use assessment data to make informed decisions.
5. Create and maintain a professional attitude that supports all students learning and developing academic, social, and emotional skills.
7. Develop a plan for continuous professional development.

**COLLEGE LEARNING OUTCOMES:**

By the end of the course, students will be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning
4. Design and implement learning experiences for all students.
5. Assess and evaluate student learning.
6. Develop continuously as a professional educator.
ZAYED UNIVERSITY LEARNING OUTCOMES:

By the end of the course, students will be able to:

1. Recognize information needs, access and evaluate appropriate information to answer those needs, and communicate effectively to a variety of school audiences in both English and Arabic.

2. Use technology to support teaching and learning.

3. Use information, reasoning, and creative processes to achieve teaching goals and make responsible and ethical decisions.

4. Relate to communities beyond the local community, perceive and react to differences from an informed and reasoned point of view, and is critically aware of the implications and benefits of cultural interaction.

5. Work efficiently and effectively in groups.

6. Assume leadership roles and responsibilities in the school setting and accepts accountability for the results.

STUDENT RIGHTS AND RESPONSIBILITIES:

The Practicum Social Worker has the right to expect her university supervisor to provide feedback regarding areas that require additional development to reach professional standards. The Practicum Social Worker also has the right to expect her supervisor to make contact with her weekly.

The Practicum Social Worker has the responsibility to arrive at the school on time and be fully prepared for each lesson everyday. All lessons must have a lesson plan prepared in advance. Lesson plans are to be made in the appropriate language and when the university supervisor is expected, the lesson plan will be available in English, before the beginning of the class that will be observed.

The Practicum Social Worker also has the responsibility to contact her supervisor a minimum of once per week to inform regarding teaching schedule, successes and difficulties. It is expected that the Practicum Social Worker will arrange with her supervisor time for observations, pre-observation conferences, and a post-observation conferences.

UNIVERSITY SUPERVISOR EXPECTATIONS:

The university supervisor expects that the Practicum Social Worker will complete each day’s work and reflect on the successes and failures of the day. The Practicum Social Worker must contact the supervisor immediately when any problems arise or are foreseen. Faculty
member will expect an e-mail or phone call weekly from the student regarding their assignment successes and problems.

**ASSESSMENT CRITERIA:**

1. Plans and data are prepared in appropriate language for each lesson prior to teaching of lesson.
2. Learning support materials and activity pages are prepared in conventional language as a support component of the instruction.
3. A variety of intervention strategies are considered in the context of student cases.
4. Technology is used appropriately to support student learning and management.
5. Formative and summative assessments are prepared and conducted where appropriate.
6. Effective student management strategies are used to promote learning in groups or one-on-one interventions with students.

**ASSESSMENT STANDARDS:**

A. **PASS** — is given for successful completion of the weekly activities expected during the practicum, including the tasks, and the resource file. In addition, satisfactory evaluation reports from both the mentor and the university supervisor will be considered.

B. **FAIL** — if the student has received more than one warning note from the supervisor and has not shown improvement based on the feedback given, the student will risk failure in the practicum module. Failing the practicum will result in getting an (I ) Incomplete for the whole course. This means that the students will have to repeat the practicum component in the next semester.
# PRACTICUM TASKS

<table>
<thead>
<tr>
<th>REQUIREMENT</th>
<th>SUBMISSION DATE</th>
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<tbody>
<tr>
<td>Schedule for the Practicum duration for every Monday and Wednesday. Include your mobile number and the name of the school social worker who will be your mentor.</td>
<td>During Week 1</td>
</tr>
</tbody>
</table>

- Sheet with names of school administrative personnel including the principal, vice principal and school social worker.
- Review school policies on behavior management. Write two paragraphs describing the strengths and weakness of policies and classroom interventions on behavior management. If the school does not have a written policy on behavior management, interview the school Social Worker and summarize the information.
- Develop a referral form for staff to request school social work services. If the school has a form, then examine it and comment on it (does it seem to be effective?).
- Write a short reflection

<table>
<thead>
<tr>
<th>END OF WEEK 1</th>
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<tbody>
<tr>
<td>- Ask the school Social Worker for the name of a student that you can do a behavior case study. Interview the teacher(s) to learn about the student.</td>
</tr>
<tr>
<td>- Conduct classroom observations for the student. Use a system called event recording (i.e. writing down everything that occurs during a time span).</td>
</tr>
<tr>
<td>- Complete the observation by summarizing what you have you observed.</td>
</tr>
<tr>
<td>- Write a reflection about the case study.</td>
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</table>

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<thead>
<tr>
<th>END OF WEEK 2</th>
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<tbody>
<tr>
<td>- Using the behavior information you collected, discuss your observations with your mentor social worker and the issues of the student. Talk with her about how you think the teachers might work more efficiently with the student and get her thoughts on the same.</td>
</tr>
<tr>
<td>- Write a reflection about your conversation with the mentor social worker about the child behavior study</td>
</tr>
<tr>
<td>- If you are involved in meetings with parents and/or students or teachers with the school Social Worker, summarize what you have observed (please leave names out of the report).</td>
</tr>
<tr>
<td>- If you have been involved in any other events or activities (e.g. doing a presentation or helping at an event) summarize what you have done.</td>
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<tr>
<th>END OF WEEK 3</th>
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<tbody>
<tr>
<td>- Ask the school Social Worker for the name of a student that you can do a behavior case study. Ask her to identify a student that is</td>
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Fall 2009, College of Education, Zayed University
perceived as very intelligent, but may not be achieving well at school. Interview the teacher(s) to learn about the student.
- Conduct classroom observations for the student. Use a system called event recording (i.e. writing down everything that occurs during a time span.
- Complete the observation by summarizing what you have you observed.
- Write a reflection about the case study.

- Using the behavior information discuss your observations with your mentor social worker and the issues of the student. Talk with her about how you think the teachers might work more efficiently with the student and get her thoughts on the same.
- Write a reflection about your conversation with the mentor social worker about the child behavior study
- If you are involved in meetings with parents and/or students or teachers with the school Social Worker, summarize what you have observed (please leave names out of the report).
- If you have been involved in any other events or activities (e.g. doing a presentation or helping at an event) summarize what you have done.

End of Week 5

- Using the behavior information discuss your observations with your mentor social worker and the issues of the student. Talk with her about how you think the teachers might work more efficiently with the student and get her thoughts on the same.
- Work with your Mentor Social Worker to meet with at least two teachers to discuss your findings and your collective thoughts on a strategy that you consider will be effective in adjusting a behavior.
- If you are involved in meetings with parents and/or students or teachers with the school Social Worker, summarize what you have observed (please leave names out of the report).
- If you have been involved in any other events or activities (e.g. doing a presentation or helping at an event) summarize what you have done.
- Write a reflection

End of Week 6

Continue involvement in the school and complete your detailed cases. Prepare portfolio.

End of Week 7-10

351 Portfolio Contents
- Worksheet and report on observed classroom intervention components and school’s behavior management policies.
- Typed copy of referral form or your analysis of the school’s form.
- Typed suggestions or ideas to the mentor social worker and teacher
- Behavior Logs (handwritten acceptable)
- Copies of Information Workshop slides
- Include your reflection, the peer evaluation, mentor

Back at ZU
feedback/notes and supervisor feedback/notes (see templates attached),

- Final summative reflection

*Please delete all personal identifying information (i.e. names) from the case studies and any other sensitive information.*

In order to successfully complete the practicum, the above tasks must be met satisfactorily. Evaluations conducted both by the mentor teacher and faculty supervisor will be considered for determining whether the student has passed the practicum module.

**ACT IN A PROFESSIONAL MANNER:**

- Practicum Social Workers arrive at the school at least fifteen minutes before class time and take advantage of every opportunity the Mentor Social Worker provides to experience the daily work of a social worker.

- Practicum Social Workers stay until school closing, attend meetings and do all of the things a social worker in the school is required to do.

- Practicum Social Workers are expected to advise the Principal and Mentor Social Worker if they are unavoidably absent from school and the University Supervisor must also be immediately notified.

- Absence from the school for more than one day of the weeks of Practicum could mean that the practicum ends, and the Practicum Social Work will be required to undertake counseling at the university and to complete the Practicum at another time.

**PROFICIENCY IN MODERN STANDARD ARABIC** is essential and will be assessed in case needed by an Arabic advisor.
PRINCIPLES OF SOCIAL WORKER EDUCATION AT ZAYED UNIVERSITY

Consistent with the philosophy of the University, the Faculty of Education is committed to producing teachers who:

1. Demonstrate positive values and attitudes appropriate to professional social worker and learning practices
2. Engage in critical self-reflection of professional practices to improve the quality of services and support to learning
3. Actively participate in professional development activities and programs and demonstrate a commitment to continuous professional learning
4. Progressively demonstrate improved social work practice
5. Take a role in collaborating and discussing the work of other social workers to develop strong professional social work skills.
6. Understand the principles of learning, including the characteristics of learners and their developmental needs, as well as productive intervention strategies that can support students who may struggle in academic and social situations.
7. Understand school curriculum structures, planning, implementation and evaluation, as well as professional responsibilities related to ethics and confidentiality.
8. Know and implement strategies of caseload management and organization of daily schedule.
9. Motivate and engage students in their own problem solving while using a range of counseling practices, strategies and technologies appropriate to success in school.
10. Promote in students an understanding of themselves and their goals.
11. Use a variety of assessment strategies to provide multiple sources of information about student achievement and learning needs to evaluate students who encounter social, academic, and emotional issues in the school environment.
12. Develop relationships with teachers, students, and parents that foster positive attitudes
13. Recognize the important role the home environment plays in student’s learning and collaborate with parents in facilitating the success of their students.
14. Communicate with parents or guardians, students and colleagues in a professional manner
15. Seek to support and to foster in students an appreciation of their heritage and culture, a spirit of inquiry, intellectual advancement, humane values, environmental conscience, aesthetic sensitivity, a sense of physical and mental well being, the ability to establish interpersonal relationships, sensitivity to others’ interests and feelings, and encourages students to apply these qualities in fulfilling their responsibilities in a global society.

RESPONSIBILITIES

RESPONSIBILITIES OF PRACTICUM STUDENTS

15. Reflect on social work practice:
   Students are expected to be ‘reflective practitioners’ as they proceed through the weeks of Practicum. A reflective practitioner is one who actively considers and critically analyzes her own professional practice. She constantly seeks alternative and better ways of providing the best possible help and support for her students. Students are expected to reflect through their blog during the practicum. Use of the blog (www.edc351.ning.com) facilitates supervisor and instructor interaction with the Practicum Social Worker on issues identified by her.

16. Create and Conduct a Public Concern Awareness Lesson for Students:
   School social workers assist with student learning through their focus on high interest, public health issues, and/or concerns. The Practicum Social Worker is to identify a topic of importance at the school and develop a 1 period awareness session for students at two different levels. The Public Concern Lesson should make use of a well organized plan based upon sound strategies for the age level of the target students and draw upon the students ability to use technology to support student understanding. The Practicum Social Worker should submit copies of her plans prior to conducting the lessons to her practicum supervisor and e-mail to her EDC 351 instructor for feedback, in addition to asking her Mentor Social Worker to give feedback and recommendations. Pictures of the activity in the classrooms, as well as learning aides should be included in the practicum portfolio, along with the plans and feedback.

3. Keep a log of Practicum Activities
   Using the form at the end of the Handbook, keep a log of your activities during Practicum.

4. Engage in the following activities over the course of the practicum.
   You may adjust the weeks to accommodate all activities in a way that fits the school schedule. Work with your Mentor Social Worker to create a plan that will take into account the required activities.
RESPONSIBILITIES OF THE MENTOR SOCIAL WORKER

1. Pre - Practicum Seminar
   ♦ Mentor Social Workers will be asked to join their assigned Practicum Social Worker at the University for a seminar prior to the beginning of the teaching experience. This session allows the Practicum Social Worker and Mentor Social Worker to become acquainted; provide a forum for clarifying the student intervention process.

2. The Mentor Social Worker is asked to provide the following.

   A. Practical support:
      o The Mentor Social Worker provides access to required data collection and management materials, policies and procedures and resources in the school as well as a general orientation to the school, to the class(es) the Practicum Social Worker will be teaching and to classroom management, routines and expectations.

      o The Practicum Social Worker will be allocated a place to work and a secure place for her belongings.

      o At any point in time during the weeks of Practicum, the Mentor Social Worker may see a need to model good practice by doing a demonstration intervention, parent meeting, teacher meeting for the Practicum Social Worker to observe.

      o The Mentor Social Worker is expected to contact the University Supervisor immediately if a problem develops.

   B. Time during the observation period:
      o Before the Practicum Social Worker observes in the classroom, the Mentor Social Worker is asked to share with the Practicum Social Worker her program of work and intentions, any plans she may have, the resources and suggestions of things to watch for during the observation.

      o After the observation period there should be a chance for the Practicum Social Worker to ask questions.

      o There should also be time for the Practicum Social Worker to learn more about the subject and the class, and gain from the mentor’s experience prior to her own independent observation. This is most helpful for the Practicum Social Worker.

      o The Mentor Social Worker should give the Practicum Social Worker the required time to teach and leeway to use strategies considered “best practices” by international standards.
3. **Pre-conference and/or post-conference time:**

- It is suggested that the Mentor Social Worker meet with the Practicum Social Worker on a regular basis during the weeks of Practicum teaching period. This allows the Practicum Social Worker an opportunity to share her written notes and plans before she discusses them, and to talk about what concerns and recommendations she might make to the teacher and what she did not have solutions for when she has completed her observation assignment or at the end of the day.

- It is important that the Mentor Social Worker give the Practicum Social Worker honest feedback on the areas of her strength in teaching and areas that require improvement.

4. **Ongoing encouragement and feedback:**

- The Practicum Social Worker needs support as she assumes increasing responsibilities over the weeks of Practicum.

- While most feedback is given informally in writing or verbally, at two points in the Practicum period, the Mentor Social Worker is asked to complete a Zayed University Observation and Evaluation Form (see attached) at the mid-point through the weeks of Practicum.

- In the final week of the program there is a collaborative formal evaluation requirement based on the College of Education’s standards.

- The Practicum Social Worker will be evaluated on her use (both written and oral) of Modern Standard Arabic (see attached rubric).

- The intent of the evaluation is to assist the Practicum Social Worker in her professional growth as she learns to recognize and use best practices, to learn ways to improve her teaching abilities, and to demonstrate improvement over time.

- Zayed University, the school and the Mentor Social Worker work collaboratively to plan the Practicum program, assist the Practicum Social Worker in any reasonable way during the weeks of Practicum, and evaluate the Practicum Social Worker’s plan of work.

- On a regular basis, the Mentor Social Worker discusses the Practicum Social Worker’s performance with the visiting Zayed University Supervisor.

- And at the mid-point in the program the Mentor Social Worker participates in a progress review with the student.

- The Mentor Social Worker is asked to keep a record of Practicum Social Worker’s tardiness and absences and share any concerns she may have about the Practicum Social Worker’s attendance patterns during these discussions.
5. **Benefits to the school and the Mentor Social Worker include the following:**

- Access to the Zayed University library for the Mentor Social Worker and the school administrators
- Invitation to ongoing professional development opportunities during the year
- A time to celebrate and meet with other Mentor Social Worker, public recognition at the end of the semester
- A very useful addendum to the Mentor Social Worker’s resume as a recognized leader in the profession.
PRACTICUM GUIDELINES

Dear Student:

Please read the following guidelines to be followed during the practicum.

1. Students should follow the schools’ rules and should exhibit professional behavior at all times and adhere to the dress code of the school.

2. Students must arrive before opening assembly or when school day begins even if their mentor teacher schedule does not start in the first class period. They may use this time to prepare for their lessons or assist in other activities. A warning note will be issued if this requirement is not met.

3. Students should call their mentor teacher and their university supervisor in advance if they will be absent from school. A warning note will be issued if this requirement is not met.

4. The plan of work should be submitted to the mentor Social Worker and the university supervisor ahead of time. The university supervisor should be given the approximate time of the lesson and when and where it will be taught. A warning note will be issued if this requirement is not met. Please forward the lesson plan electronically so that it can be forwarded to your EDC 351 instructor.

5. Students are required to prepare their plans and identify times when they can be free when the university faculty supervisor will meet them and evaluate how the placement is progressing. Social Workers are encouraged to try different strategies and arrangements for the classroom.

6. Students need to get feedback from the mentor Social Worker and the university supervisor after the lesson is taught.

7. During the class students’ mobile phone should be on the silent / off mode.

8. During the practicum days, students are encouraged to stay in school until the end of school day if there are no university classes in the afternoon.

9. Students are required to read all the materials included in the Practicum handbook.

NOTE: If the student receives more than two warning notes, the student will be on probation and consequently affect the final grade.

I have read the above requirements for the Practicum and agree to abide by them.

Signature of the Practicum Social Worker________________________ Date___________________
GUIDELINES FOR PORTFOLIO

The file presented at the end of the practicum should include the following:
# PRACTICUM DAILY LOG

Name: _________________________  Supervisor: _________________________

Week: _________________________  Day: ___________  Date: ________________

<table>
<thead>
<tr>
<th>CLASSES</th>
<th>ACTIVITIES</th>
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<tbody>
<tr>
<td>Period 1</td>
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<td>Period 2</td>
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<td>Period 3</td>
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<td>Period 5</td>
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<td>Period 6</td>
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<tr>
<td>Period 7</td>
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<tr>
<td>Extra</td>
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</tbody>
</table>

Mentor’s Name: --------------------------  Signature: --------------------------
SUGGESTED LESSON PLAN FORMAT

Name: __________________________  Date: _______________________________
Subject: _________________________  Grade Level: _______________________

LEARNING OUTCOMES: describe the different learning outcomes based on the curriculum (concepts, skills, attitudes). When applicable, include the three components of an instructional objective (performance, condition, and criterion)

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

MATERIALS/RESOURCES NEEDED: describe the classroom resources needed as well as additional resources in detail (e.g. whiteboard, markers, computer station, projector, textbooks …)

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
PROCEDURES: write what both teacher and students will do as well as the estimated time needed – make sure to describe all the components of the procedures. You need to make reference to the learning outcomes when describing the procedures

A. INTRODUCTION – How will you begin your lesson?
_____________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

B. METHOD OF INSTRUCTION – What are the steps and activities that you plan to use during the instruction?
_____________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

C. CLOSURE – How do you plan to end the lesson?
_____________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

D. EVALUATION – How will you know your students have achieved the learning outcomes?
_____________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
REFLECTING ON THE LESSON AND SUGGESTIONS FOR FOLLOW UP OR FUTURE MODIFICATIONS.
Here are some guiding questions: What went well in this lesson? Did I meet my objectives? Was the time frame for the lesson adequate? Do you think the lesson was interesting? How did students react to the lesson? Which areas need improvement? How would you do things differently in your next lesson?

____________________________________________________________________________________

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STUDENT OBSERVATION REPORT
(to be used by the student)

Name: ______________________________________________________

Grade observed: ______________________________________________

Lesson observed: ______________________________________________

Date observed: ________________________________________________

BRIEFLY DESCRIBE THE LESSON/ACTIVITY OBSERVED IN THIS CLASSROOM. INCLUDE COPIES/PICTURES OF ACTIVITIES OR RESOURCE MATERIAL USED WHEN POSSIBLE.

________________________________________________________________
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Fall 2009, College of Education, Zayed University
WHAT WERE THE INSTRUCTIONAL STRATEGIES USED? (E.G. LECTURE, DEMONSTRATION, INDEPENDENT PRACTICE, COOPERATIVE LEARNING, DIFFERENTIATED INSTRUCTION …)

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

WHAT WERE THE CLASSROOM MANAGEMENT STRATEGIES USED? (CLASS RULES, PUNISHMENT, POSITIVE REINFORCEMENT …)

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

WHAT WOULD YOU DO DIFFERENTLY (ALTERNATIVE IDEAS AND STRATEGIES)

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

OTHER COMMENTS (DOUBTS, CONCERNS …)

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Fall 2009, College of Education, Zayed University
FINAL EVALUATION PRACTICUM REPORTS

Student Name: __________________________  School: __________________________
Subject/Grade: ____________  Date: ____________  Mentor Teacher: ____________

Based on your weekly observation and evaluation reports of the student, please comment on each of the following skills.

1. Engages and supports all students in learning

2. Creates and maintains effective learning environments

3. Understands and organizes subject for student learning

4. Designs and implements learning experiences

5. Assesses and evaluates student learning

6. Develops continuously as a professional educators

Other Comments

Mentor’s Name: __________________________  Signature: __________________________
القرير النهائي للتدريب العملي

اسم الطالبة: ___________________________ المدرسة: ___________________________
المادة والمراحل: ______________________ التاريخ: ___________________________
المعلمة المشرفة: ______________________

بناءً على ملاحظتك الأسبوعية وتقدير التقييم للطالبة المتدربة، الراحة التعقب على المهارات
التالية:

1. إشراك ومساندة جميع الطلاب في عملية التعلم

2. حلل بيئة تعليمية مناسبة للتحصيل العلمي

3. معرفة وتنظيم المادة الدراسية لمساعدة الطلاب على الفهم

4. تصميم وتخطيط خبرات التحصيل الدراسى

5. تقييم مستوى التحصيل لدى الطلاب

6. تطور المستوى المهني للمدرسة:

ملاحظات أخرى:

اسم المعلمة المشرفة: ___________________________ توقع المعلمة المشرفة: ___________________________
REFLECTIONS ON PRACTICUM EXPERIENCE

These are sample questions that you may be asked to address in your final reflections that will be written in the last class session scheduled during the final exam period.

1. Describe how you felt towards the work of school social workers? Where you excited, apprehensive, enthusiastic, worried… Why?

________________________________________________________________
________________________________________________________________

2. What were your personal goals for this practicum? Were you able to achieve the goals that you set for yourself?

________________________________________________________________
________________________________________________________________

3. What things went well and what did not go so well? What might you change or do differently as a teacher?

________________________________________________________________
________________________________________________________________

4. What did you learn from your practicum experience that would help you in your future career as a social worker?

________________________________________________________________
________________________________________________________________

Based on all your Practicum experiences what would you say are your strong points as a social worker?

________________________________________________________________

6. What are the areas that you feel that you need to work more on as a social worker?
FINAL REPORT

Practicum Social Worker: ___________________ School: ___________________

Report Written by: _________________ Date: ___________ Subject: ________________

OBSERVATION OF PLANNING & IMPLEMENTATION OF CURRENT ISSUE

LESSON:

__________________________________________________________________________

__________________________________________________________________________

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__________________________________________________________________________

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COMPLETION OF PRACTICUM PORTFOLIO:

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ADDITIONAL COMMENTS

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Fall 2009, College of Education, Zayed University