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**Report on
Technical Assistance
for Somalia
National University,
Lafoole College
of Education,
Teacher Training
Program**

by

Noel S. Moore

**Submitted to
United States
Agency for International
Development**

Contract # DPE-1054-C-00-1034-00

931-1054

April 1986

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REPORT ON TECHNICAL ASSISTANCE

FOR

**SOMALIA NATIONAL UNIVERSITY,
LAFOOLE COLLEGE OF EDUCATION,
TEACHER TRAINING PROGRAM**

April 1986

by

Noel S. Moore, Ed.D.

This report was prepared under the auspices of Creative Associates' Nonformal Education Field Technical Support (NFE/FTS) Project, Contract #DPE-1054-C-00-1034-00, funded by AID's Bureau for Science and Technology, Office of Education.

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OVERVIEW OF ACTIVITIES AND ACCOMPLISHMENTS
TECHNICAL ASSISTANCE FOR SOMALIA NATIONAL UNIVERSITY
MOGADISHU, SOMALIA
FEBRUARY 2, 1986 THROUGH APRIL 2, 1986

Consultant Services Provided By: Noel S. Moore, Ed.D.
USAID/Somalia Contact Person: Dr. Edwin Tolle
SNU (Lafoole College of Education)
Contact Person: Hussein Muse Ali Kediye, Dean
Contracting Agency: Creative Associates Inc.,
Washington, D.C.

NARRATIVE SUMMARY

Although the specific contract language identifies (SNU) Somalia National University as the recipient institution of this consultancy, Lafoole College of Education Afgoi, Somalia, was the central work site location. All work priorities and activities were coordinated through the Dean of Lafoole, Hussein Muse Kediye, the Associate Dean, Saeed Fahia, and through the Academic Board. Since teacher training is centered at Lafoole College and since the language of instruction there is both English and Somali, while the language of instruction of the parent institution, SNU, remains Italian, there was minimal contact with SNU.

Major undertaking of this consultancy may be divided into a number of interrelated activities and outcomes. These included:

1. Responsibility for administrative supervision of the teaching practice program of Lafoole College between the date of arrival and March 13, 1986. This included helping to organize, to coordinate, and to supervise the two hundred fifty Lafoole pre-service secondary level student teachers in nine separate schools located in Mogadishu and Afgoi. Staffing for the teaching practice involved nine College Coordinators from Lafoole, fifty-five College Supervisors drawn from

the Lafoole Staff and from the MOE, approximately fifty Cooperating Teachers and nine Headmasters from the nine secondary schools cooperating in the teaching practice, and the Associate Dean of Lafoole who represented the Dean in the administrative arrangements and policy determinations. This activity was ongoing during the initial weeks of the consultancy and involved extensive visits and travel to the nine cooperating schools, separated some twenty miles in all. In addition, all activities and policy decisions were discussed and cleared with the Academic Board of Lafoole College, many of whom served also as College Coordinators. This group was convened on a weekly basis, usually in the late evening hours.

2. Designing and administering evaluative instruments to provide for a systematic evaluation of the teaching practice program. Data were analyzed from all segments of the personnel who contributed to the teaching practice operation as well as from student teachers.
3. Organizing and carrying out a series of meetings with the separate instructional divisions of Lafoole College in order to help assess the important needs in the area of curriculum revision.
4. Organizing and directing a four-day workshop involving fifty key personnel from Lafoole, from the Ministry of Higher Education and Culture, and the nine student-teaching site schools. This workshop served as the capstone experience of the teaching practice program and resulted in (A) a definition of roles and responsibilities for all persons involved in teaching practice, (B) a thorough evaluation of the teaching practice just completed, and (C) the generation of a great deal of material consolidated in a fifty-four page Teaching Practice Handbook.

5. Directly assisting and guiding the Education Division of Lafoole in the design and planned implementation of a 'professional semester' for future pre-service secondary teachers at Lafoole. The major thrust of this activity was to organize existing professional education classes into a more meaningful pattern and to develop a series of three new methods courses. The new methods courses will include one in the social sciences, one in the physical and biological science and mathematics, and one in languages. To facilitate the design of these new courses, twice weekly meetings were arranged with all members of the Education and Audio-Visual Aids Division of the College.
6. Assisting the Teacher Training Department of the MOE through the design of materials to be utilized in the newly program for the decentralization of training of primary teachers.
7. Maintaining liaison with other donor agencies and with Somali Ministry of Education as well as with USIS and USAID in an effort to minimize the duplication of efforts impacting upon Lafoole College. (At present, UCLA, USIS, USAID, the British Council, the University of Saskatchewan, and both a Danish and a German agency are involved in one way or another with Lafoole.)
8. Writing and producing two forty-five minute color video-tapes intended to help orient future groups involved with the teaching practice program.
9. At the request of the Associate Dean who is responsible for the academic programs, I developed the instrumentation and procedures for staff evaluation for the future. At the time of this report the Academic Board had not yet reviewed this material.

10. In the process of working on a plan for staff evaluation, I also developed, with the Associate Dean, a list of training needs for staff at Lafoole and provided USIS with a list of personnel who might benefit from training in the U.S.
11. The culminating activity was the design of a preliminary proposal for additional technical assistance to Lafoole College. This proposal calls for an intensive ten week workshop to be held at Lafoole College during the November-December 1986 break in the academic year. The purposes of the proposed workshop include (1) training for Lafoole staff in teaching methodology in science, social science, foreign language, and in the design and production of instructional modules and accompanying instructional materials, based on the MOE Syllabi for Secondary Schools, (2) the selection and training of secondary school teachers and administrative staff from four outreach target areas in the same areas of teaching methodology, and (3) the design and implementation of regional workshops for in-service secondary school teachers which would allow both Lafoole and regional educators to cooperate in field-testing the instructional modules developed in the larger workshop.

Constraints Which Should Be Noted For Possible Future Consultants:

1. Lafoole College of Education is not well-integrated with its parent institution, the National University of Somalia. This is primarily because SNU is under the sponsorship and funding of the Italian Government and the language of instruction is Italian. Lafoole College retains both English and Somali as instructional languages. This

results not only in Lafoole being awarded either second-class status or being tolerated, but also ignored. There is a great deal of replication and duplication in course offerings at the two centers.

2. Lafoole has not as yet established itself or its programs as a four year college. Although a full year program and accompanying syllabi are not 'on the books' and a good deal of lip service is paid to this newly reorganized program, much of it remains to be implemented, or translated into real courses and programs. Dramatic examples exist in instances where pre-service teachers have had only four or five actual hours of classroom instruction in subjects, particularly in professional education, and yet they have been awarded full credit.
3. A very major problem at Lafoole College, as well as throughout the education sector of Somalia, is the excessively low salaries earned by teachers and college level instructors. At Lafoole this translates into a situation where teaching loads seldom exceed four or five hours per week; thus almost the total staff have multiple jobs and occupations away from campus. At Lafoole a further complicating fact is that subsidies for instructional staff are mainly reserved for SNU and are denied to Lafoole staff totally their first four years of active service.
4. Academic standards are very low at Lafoole College. There is strong evidence that a number of key personnel at the college are working hard to change this, but overall staff commitment is developing slowly. The lack of adequate laboratories and instructional materials further exacerbates this condition.

5. Finally, donor assistance to the education sector of the country is minimal and somewhat uncoordinated. Although many agencies contribute short-term consultants and token materials from time to time, there is a need far exceeding the amount of assistance received.

APPENDIX I

Thoughts About Planning Methods Classes

**For Content Areas: Prepared for the Education
Division of Lafoole College of Education**

**Sam Moore, EMU/USAID
Creative Associates, Inc.**

Introduction

The set of guidelines and suggestions is intended primarily for the use of professional teacher trainers, either at the college or university level or in teacher training institutes. It may be adapted to suit some needs in program planning of instructional staff in other types of special projects. The major emphasis here is on an orderly process which will lead to course syllabi.

The guidelines are arranged sequentially; that is, each step of the overall approach is arranged to build directly upon the step which preceded it.

The overall outline used here contains seven parts. These seven parts become the sequential steps in writing a course syllabi. The steps are (1) Targeting on Learners, (2) Identifying and Listing Competencies Sought, (3) Writing Course Goals, (4) Using Course Goals to Determine Units of Study, (5) Developing Written Learning Objectives, (6) Deciding on Appropriate Learning Activities, and (7) Listing Teaching Aids and Bibliographic Materials.

While each of the seven steps in the process is introduced and discussed separately, and while each step includes examples wherever possible, it is frequently necessary to provide information about a certain step which is not really a part of the process itself. For example, the fifth step of the process is called "Developing Written Instructional Objectives". When we arrive at this step in the outline we will refer the reader to a paper which is entitled "Writing Instructional Objectives" and which is indexed to this paper.

Finally, it should be mentioned that while it would be entirely possible for an individual person to develop a course syllabus, these guidelines are, wherever possible, approached from the possibility of a cooperative effort involving several staff members whose teaching responsibilities are similar or parallel.

Sequential Steps Outline

- I. Targetting on Learners
 - A. For whom are we designing this methods course?
 - B. Who will be called upon to teach this methods course?
- II. Identifying and Listing Competencies Sought
 - A. What are the general competencies which we wish all teachers to have regardless of the subject or subjects which they will teach?
 - B. Are there special competencies which teachers in a given special area of the curriculum will need?
- III. Writing Course Goals
 - A. Defining course goals from already established or defined MOE syllabi.
 - B. Enriching the MOE syllabi to include other considerations.
- IV. Using Course Goals to Determine Units of Study
 - A. Developing a unit fo study from a single course goal.
 - B. Combining several course goals in a unit of study.
- V. Developing Written Learning Objectives
 - A. Using course goals to write learning objectives.
 - B. Criteria for a learning objective.
- VI. Deciding on Appropriate Learning Activities
 - A. Kinds of learning activities.
 - B. Criteria for assessing the worthwhileness of a learning activity.
- VII. Listing Teaching Aids and Bibliographic Materials
 - A. Keeping the focus on what is available.
 - B. Helping students recognize possibilities for creating their own instructional aids.

Now, then, let's follow the outline through from beginning to end, stopping to discuss each part as we go.

I. Targeting on Learners

If we intend to teach a course in teaching methodology we first need to know something about the people (students) for whom we are designing this course. What kind of preparation have they had in other professional education courses? Have they had previous experience? Who will they be teaching eventually? How much education or training have they had in the special subject matter which they will be required to teach? All of these questions should help us determine just how ready they are for this methodology course.

A second and equally important question we need to ask has to do with the background of the instructors for whom we are designing this course in methodology--the people who will teach it. Have they, themselves, had experience in training teachers? Are they knowledgeable about the content area this methodology course deals with? Will they need help or assistance from subject area specialists in determining what should be included in the course?

Once we have answers to these important questions we are ready to move on to the second step.

II. Identifying and Listing Competencies Sought

There are some skills which all teachers should possess or have experience with before they are turned loose on students. For example, regardless of what subject a teacher is responsible for it would be good for him or her to know how to lead class discussions, how to lecture in a meaningful way, how to prepare lesson and unit plans, how to write learning objectives, how to design worthwhile

learning activities, and how to find or create learning aids. We can expand this list considerably. Once we have decided what skills or competencies we want our students to have, and have listed them, we can move on to the second part of the questions. That is, 'What special kinds of skills do we need to teach our future teachers'? Let us assume that we are working with students who will teach biology or physics. Will they not need to know special sorts of things such as how to teach students to use scientific apparatus or how to conduct simple experiments? On the other hand, let's assume that our students are learning about methods of teaching geography or history. It seems reasonable to assume that they will need to know how to teach map reading skills, how to locate and use historical references, or how to use the community in which they are teaching as a source of information. Again, this list can be as complete as you are able to make it.

III. Writing Course Goals

Course goals are statements of what the instructor wants to include in the course. They should not be confused with learning objectives which are statements about what the teacher wants to learn.

Let us assume that the instructor is designing a teaching methodology course for history and geography majors who will do their teaching practice in Somali secondary schools.

Our first step in defining course goals may be to look closely at the General Secondary School Syllabi issued by the MOE and obtained through the Curriculum Development Center. If we do this we find the following course titles and outlines:

History

- Form I : African Culture and Civilization
- Form II : The Coming of the Europeans and Their Impact on Africa
- Form III: Somali History
- Form IV : World History

Geography

- Form I : Map Reading
- Form II : Physical Geography Part I: Major and Minor Landforms
- Form III: The Major Natural Regions
- Form IV : Commodities, Etc.

Since we are preparing teachers who will teach one or more of the above courses to secondary school students, it would be a good idea to familiarize them with the textbooks they will be using. Therefore, let's start our course goals with the following:

- Course Goal # 1: To familiarize students with the curriculum outline and the specific topics the MOE has adopted for each grade level in history and geography in Somali secondary schools.
- Course Goal # 2: To guide students in an evaluation of the strengths and weaknesses of these curriculum outlines and topics, with the aim of pointing out how these might be modified or enriched (added to) to meet local conditions.
- Course Goal # 3: To critically examine with students the textbooks prepared or adopted by the MOE for each subject in the social science courses of the secondary school curriculum in Somalia.

We would want, of course, to continue adding to this list of course goals. For purposes of this outline, however, let us consider the three examples of course goals presented here. Since these three course goals seem to fit together naturally, we can move onto the next step of the process (Using Course Goals to Determine Units of Study).

IV. Using Course Goals to Determine Units of Study

Perhaps our first unit of study, formed from the three course goals we have written, can be called "Unit on Textbook Familiarization and Evaluation." Other course goals will fit together also to suggest other units. In some cases, a single course goal might provide enough for an entire unit of study.

We are now ready for the next step in the outline.

V. Developing Written Learning Objectives

In order to keep this outline and process moving along, we need to know something about the types of learning objectives and how to write them. Attached to this outline is a separate short paper entitled "Writing Instructional Objectives." Consulting this paper should help you in your writing of objectives.

Remember that our first course goal was "To familiarize students with the curriculum outline and the specific topics which the MOE has adopted for each grade level in history and geography in Somali secondary schools". Remember, also, that we have already identified these by consulting the General Secondary Schools Syllabi. Our next task is to write the instructional objectives for the first course goal. Following are some examples:

- Students will be required to examine either the four history courses or the four geography courses and to discuss why each has been included in the Syllabi.
- Students will be required to select one course, either in history of geography, and to decide what amount of teaching time they would spend on each topic or part of that course. This will need to be written out.
- In small groups, students will be required to develop a list of additional topics which they think should be included in the course on Somali History taught in Form III.

We next need to write the instructional objectives for the remaining two course goals of this unit.

When we have done this, we can move to the next unit and repeat the process, continuing until we have planned all of the units for the course.

We have next to consider what kinds of learning activities we want to plan in order to satisfy our instructional objectives.

VI. Deciding on Appropriate Learning Activities

Learning activities are instructor-planned methods of having students deal with our written learning objectives. The most frequently used learning activity in Somali secondary schools has stressed the lecture method. There are other learning activities such as discussions, debates, group projects, experiments, role playing, using resources people from the community, and taking field trips which might provide better learning results than simply lecturing. One thing is certain. Unless your students have the opportunity to experience a wide range of types of learning activities themselves, it is not likely

that they will feel comfortable using them in their own student teaching.

Deciding just what sort of learning activity fits a given instructional objective best is a matter for the instructor to decide. Probably each instructor has some activities he likes to direct and certainly no two instructors have to approach the problem in the same way. It is possible, however, to offer some criteria for a good learning activity. These criteria include all of the following:

1. A worthwhile learning activity requires that learners be in active rather than passive learning roles.
2. A worthwhile activity leads to a definite outcome or product.
3. A worthwhile learning activity needs to offer some challenge to learners.
4. A worthwhile learning activity needs to allow for individual differences in the abilities of the learners.

The final step in our outline deals with teaching practice aids and materials.

VII. Listing Teaching Aids and Bibliographic Materials

I think that the key here is to include in your list of both audio-visual aids and references to published materials, only those things which are available to the course instructor. It does little or no good to include books or films or articles or objects which are in some library in Italy or the U.S.A. if there is no way for the instructor to actually put his hands on these.

WRITING INSTRUCTIONAL OBJECTIVES

A. Definition of an Instructional Objective:

An instructional objective is a clear statement about what the teacher wants his students to learn about (knowledge) or to learn how to do (skill).

B. Characteristics of Good Instructional Objective:

1. They are student- rather than teacher-centered.
2. They have a single learning as opposed to several learnings.
3. Their outcome (result) is either measurable or observable in the behavior of learners.
4. They are stated as clearly and simply as possible.
5. They can be transformed into definite learning activities.

C. Types of Instructional Objectives:

1. Cognitive objectives. Cognitive objectives require that the student learn about something, or learn the theory behind something, or learn facts, or gain new knowledge.
2. Psychomotor objectives. These are frequently called 'skill' objectives. Skill objectives require that students learn how to do something they did not previously know how to do.
3. Affective objectives. These objectives deal with attitudes and feelings. Sometimes we may need to help students explore their own feelings about a topic rather than tell them how we think they should feel.

Example #1 (Cognitive objectives)

- Students will learn the theory of the internal combustion engine.
- Students will learn how photosynthesis occurs.
- Students will learn about the effects of temperature on liquids.
- Students will learn why England, France, and the United States joined forces with Russia against Germany and Italy in World War II.

Example #2 (Skills objectives)

- Students will learn how to change the spark plugs in a car.
- Students will learn how to photograph leaves in order to recognize the effects of photosynthesis.
- Students will learn how to read both a Fahrenheit and a Celsius thermometer.
- Students will learn how to measure rainfall.

Example #3

- Students will be asked to discuss their feelings regarding foreign aid to Somalia.
- Students will be asked to compare living in cities with living in villages, citing the benefits and disadvantages of each.

Note of caution: It is not always easy to make the differences between cognitive and skill objectives clear. Sometimes it takes both kinds of objectives in order to teach a particular concept.

The Measurement Part of Objectives:

Sometimes teachers want to build into their instructional objectives some way to measure students' learning. This is called the 'level of acceptance.' For example, look at the following objectives and see if you can find the level of acceptance in each.

1. Students will learn the names of all the members of the Somali Parliament.
2. Students will solve problems concerned with quadratic equations with 90% accuracy.
3. Students will write a composition explaining the term 'motivation', 'transfer of training', and 'measured intelligence'.
4. Students will list and discuss six reasons for the war between Somalia and Ethiopia.
5. Students will be required to do fifty correct push-ups in three minutes.
6. Students will write an essay on the topic 'The most necessary changes in Somali Higher Education' in forty five minutes.

You have probably already noticed that it is possible to measure objectives which are classified as 'cognitive' or 'psychomotor' objectives. Affective objectives, since they deal with attitudes and feelings rather than with facts of skills, are very difficult to measure.

Levels of Objectives:

When we write cognitive objectives, each one fits into one of six levels. We can call these six levels:

1. Knowledge
2. Comprehension
3. Application
4. Analysis

5. Synthesis

5. Evaluation

As we move from level 1 (knowledge) to level 6 (evaluation) we demand a higher order of learning for each level in the sequence.

Definition of Each Level:

1. Knowledge: Knowledge level objectives require that the student memorize or recall something that has been taught.
2. Comprehension: Comprehension level objectives require that the student demonstrate an understanding of what has been learned. Interpretation, translation, examples, definitions, explanation and description are all related to objectives at this (comprehension) level.
3. Application: This level (application) objective requires that the student solve problems or apply formulas or select the correct approach to finding out something.
4. Analysis: Analysis objectives require that a student bring together separate parts of a whole to see how they are arranged or put together. Identifying issues or seeing implications are examples of analysis.
5. Synthesis: This literally means combining different things to make a new thing. Synthesis objectives usually require that the student create a poem, an essay, or a speech.
6. Evaluation: The term 'evaluation', when used in reference to objectives, means that the student actually applies some criteria to judge the worth of something. The

'something' referred to here could be an idea, a piece of someone else's writing, or even a product.

It is the mark of a good instructional planner that his objectives include some of the higher order or higher level ones.

EXAMPLES OF INSTRUCTIONAL OBJECTIVES AT EACH OF THE SIX LEVELS USING A COMMON TOPIC

- Topic: Immigration of Other Nationality Groups to Somalia.
- Knowledge level: Students will know the dates and the countries of origin of the major immigrant groups coming to Somalia.
- Comprehension level: Students will construct a graph which shows the national origin of groups immigrating to Somalia.
- Application level: Students will predict where future immigrant groups coming to Somalia will come from.
- Analysis level: Students will explain the reason why different groups immigrated to Somalia.
- Synthesis level: Students will write a short story about the feelings of someone immigrating to a strange land.
- Evaluation level: Students will decide what the effects of immigration have been on Somali culture and economy.

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EXAMPLES OF INSTRUCTIONAL OBJECTIVES AT EACH LEVEL (1 THRU 6) USING A COMMON TOPIC

Topic: Explorers and Missionaries in Africa: From Form II History Course, General Secondary Schools Syllabi, Unit E. page 33.

- Level #1 - Knowledge: Students will be required to memorize definitions of the following terms: explorer, missionary, trader, pirate, merchant, colonist, colonialism, etc.
- Level #2 - Comprehension: Students will be required to construct a map of the world showing the European nations from which foreigners came to Africa and also the parts of Africa where each group attempted to assert a colonial influence during the nineteenth century.
- Level #3 - Application: Students will be asked to make a list of buildings or streets or places in and around Mogadishu which show evidence of foreign culture being an influence here.
- Level #4 - Analysis: Students will be asked to compare the motives of different European nations for settling in Africa (e.g. France, Belgium, England, Italy) and to note both similarities and differences in these motives.
- Level #5 - Synthesis: Students will write either a poem or a short story which deals with the feelings of an African who is captured and sold into slavery.
- Level #6 - Evaluation: Students will be asked to discuss in class 'The effects of attempts to colonize Somalia', giving specific examples and references whenever possible.

APPENDIX II

**Preliminary Proposal for Funded Technical Assistance
to the National University of Somalia's Lafoole College
Of Education and Selected Regional Education Leaders
Involved in Secondary Education.**

Submitted by N. S. Moore, Ed.D.
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Eastern Michigan University
USAID Contract Consultant in Education
Creative Associates, Inc.
April, 1986

This first draft proposal for technical assistance to Lafoole College of Education, National University of Somalia, was a natural outgrowth of a two month consultancy provided to NUS through USAID with Creative Associates, Washington, D.C., operating as the contracting agency. The consultant engaged was Dr. Noel S. Moore, Professor Emeritus, Eastern Michigan University. In the scope of work outlined for Dr. Moore the following specific tasks were referred to:

1. Work with instructional staff at Somalia National University on techniques of training undergraduates;
2. Direct University efforts to reopen its on-campus school;
3. Assist instructional staff/administration in preparation of instruction syllabi; and
4. Assist in the development of an in-service training program for secondary teachers.

The first mentioned of the above specific tasks was subsumed under the organization, implementation, and evaluation of a teaching practice program which involved nine secondary schools, two hundred and fifty Lafoole undergraduates at the junior level of their four year program, and approximately fifty Lafoole staff members. The second specific task was addressed only tangentially. The facility called the Lafoole school is presently being used as a combination primary, preparatory, and secondary school making it unavailable as the sort of demonstration school that existed under the old National Teacher Education Center, focusing its efforts on training teachers for the primary education sector. Also, because for the first time, there was a supervised student teaching arrangement for pre-service teachers in government schools, this need became somewhat less critical. Finally, owing to the inadequacy of the laboratory school

facilities, including both instructional supplies, equipped laboratories, and even such basic things as furniture, to re-open the campus school in any sort of meaningful way would require a great deal of capital outlay not presently available.

The remaining two specific tasks, staff instruction in the preparation of instructional syllabi and assistance in the development of an in-service training program for secondary teachers, may be realistically continued through an integrated approach intended to further both objectives. Actually, work has already begun on the first part. The Education Division of the College of Education was involved in a series of meetings with Dr. Moore intended to assess real program needs in teacher training at the college. It became quite clear during the evaluation process of the teaching practice program that there were some problems within the scope of pre-service teacher training at Lafoole that were not being adequately met. Principal among these unmet needs was adequate training in both general and academic area-related methodology classes. In short, it became quite apparent that while students, for the most part, had received the basic required background and knowledge in their respective disciplines, and had received exposure to theoretical foundations of education, including educational psychology, philosophy, and human growth and development, very few of them had been provided the skills necessary to actually organize and conduct learning experiences for secondary school students. The practice teaching experience helped, but the problem was certainly not addressed totally or even adequately by the student teaching experience.

In further pinpointing the problem, the staff of Lafoole, and especially the Education Division and the Academic Board, composed almost entirely of Department Head, zeroed in on a need for the following:

8. To satisfy each of the above objectives in relationship with the newly designed and adopted 'professional semester' at Lafoole College of Education, and within the context of the MOE established syllabi for secondary schools in Somalia.

The time frame for this intensive workshop would need to fall during the months of November and December. This corresponds with the break in the academic year at Lafoole and would not only guarantee the availability of Lafoole staff as workshop participants, but would also make available living accommodations for the twenty-five regional teachers and administration who would be selected to participate in the workshop.

A breakdown of the ten week project would indicate the following:

Week One:

Four Technical Assistants would arrive in country and work directly with the Dean of Lafoole College, the Associate Dean For Academic Matters, and the Academic Board to finalize plans and prepare materials for the workshop.

Weeks Two through Four:

The four Technical Assistants would cooperate in conducting an intensive three week workshop for twenty Lafoole faculty members and twenty regional secondary school teachers and administrators.

This would allow for time to be spent both in presenting techniques and procedures related to general methods of teaching secondary school subjects, i.e., designing teaching units, writing clear instructional objectives, utilizing instructional materials, designing and evaluating learning activities, and also allow time for subject area specialists to work together under the guidance of specialists in their areas of concentration.

Weeks Five through Seven:

This three week segment would be focused entirely upon design and production of subject area-related instructional modules (teaching units) using the

Ministry of Education Syllabi for Secondary Schools
as a primary source.

During this time, participants would be grouped according to academic area specialization, allowing for each of the Lafoole faculty members to work directly with regionally-selected secondary school teachers and administrators under the direction of one of the Technical Assistants.

Weeks Eight through Nine: During the final weeks the workshop participants were involved in the project, teams of Lafoole staff and regionally-selected secondary school teachers and administrators would move to the four regional centers to conduct in-service workshops for area secondary teachers. The materials presented in this two week secondary series of workshops would be those generated during the preceding six week workshop at Lafoole. One Technical Assistant would supervise the workshop at each of the four regional sites.

Weeks Ten: The final of the eight weeks would provide the four Technical Assistants the opportunity to evaluate, consolidate, and report on all workshop activities.

Selection Criteria for Workshop Participants:

Lafoole College:

1. Either the Dean of the College of Education or the Academic Dean would need to be present for the total ten week period to consult and assist the four Technical Assistants.
2. A minimum of twenty Lafoole full-time faculty members would be selected as full workshop participants. At minimum there would need to be:
 - a. Four staff members from the Science Division.
 - b. Four staff members from the Social Science Division.
 - c. Four staff members from the Foreign Languages Division.
 - d. Four staff members from the Audiovisual Department or chosen because of a demonstrated interest in instructional materials design and productions.
 - e. Four staff members from the Education Division.

These workshop participants would need to be present for the full eight weeks.

Regional Centers:

1. Each Regional Center would be required to designate an individual from either the central administration or an interested secondary school administrator to be available as a workshop participant for the full eight week period.

2. Each of the regions would need to nominate two secondary in-service teachers from each subject area, i.e., science/math, social sciences, foreign languages. In addition, each region would need to designate two persons with a demonstrated interest in instructional materials design and production.

Ministry of Education:

The Ministry of Education would be at liberty to send to the workshop such personnel as they might wish. It would be necessary that these workshop participants be available for the full workshop, but would be welcome to avail themselves of those activities they might desire to participate in.

Selection of Regional Sites:

Four regional sites would be selected for two week in-service workshops. It would appear logical to select Mogadishu because of the extensive school population and the number of secondary schools in Banadir. Also, Hargeisa should be selected both because of its northern location and already existing facilities there. The remaining two regional sites could be selected by the Ministry of Education using criteria such as secondary school area enrollments, accessibility, and the existence of facilities.

Cost Estimates:

The following cost estimates are rough. In most instances they are based on rather typical short-term USAID-provided technical assistance. Cost estimates for Somali workshop participants are computed separately from those for technical assistants.

Technical Assistants:

Consultant Fees:

Four technical assistants for ten weeks (sixty days) each. Assuming \$190.00 per day for 42 days and \$237.50 per day for 18 days \$ 49,020.00

In-Country Per Diem:

Two hundred eight person days at \$44.00 per day 12,320.00

Transportation:

Round trip economy airfare U.S.--Somalia--U.S. for four technical assistants 12,000.00

In-Country Transportation:

Based on current costs for vehicle and driver for four persons at \$30.00 per day 1,800.00

Secretarial Assistance:

Thirty hours per week x 10 weeks x \$10 per hour 3,000.00

Materials to Produce Instructional Materials 5,000.00

\$ 83,140.00
=====

Cost Estimates for Somali Participants:

The following costs would need to be covered by the Somali Government. Possible sources include the Ministry of Education, the Ministry of Higher Education and Culture, the National University of Somalia, and other external donor agencies apart from USAID.

Per Diem for Lafoole Staff

| | |
|--|---------|
| 20 persons for 36 days each at Lafoole College @ 250 So.Shs. per day | 180,000 |
| 20 persons for 14 days each at regional centers @ 500 Sp.Shs. per day | 140,000 |

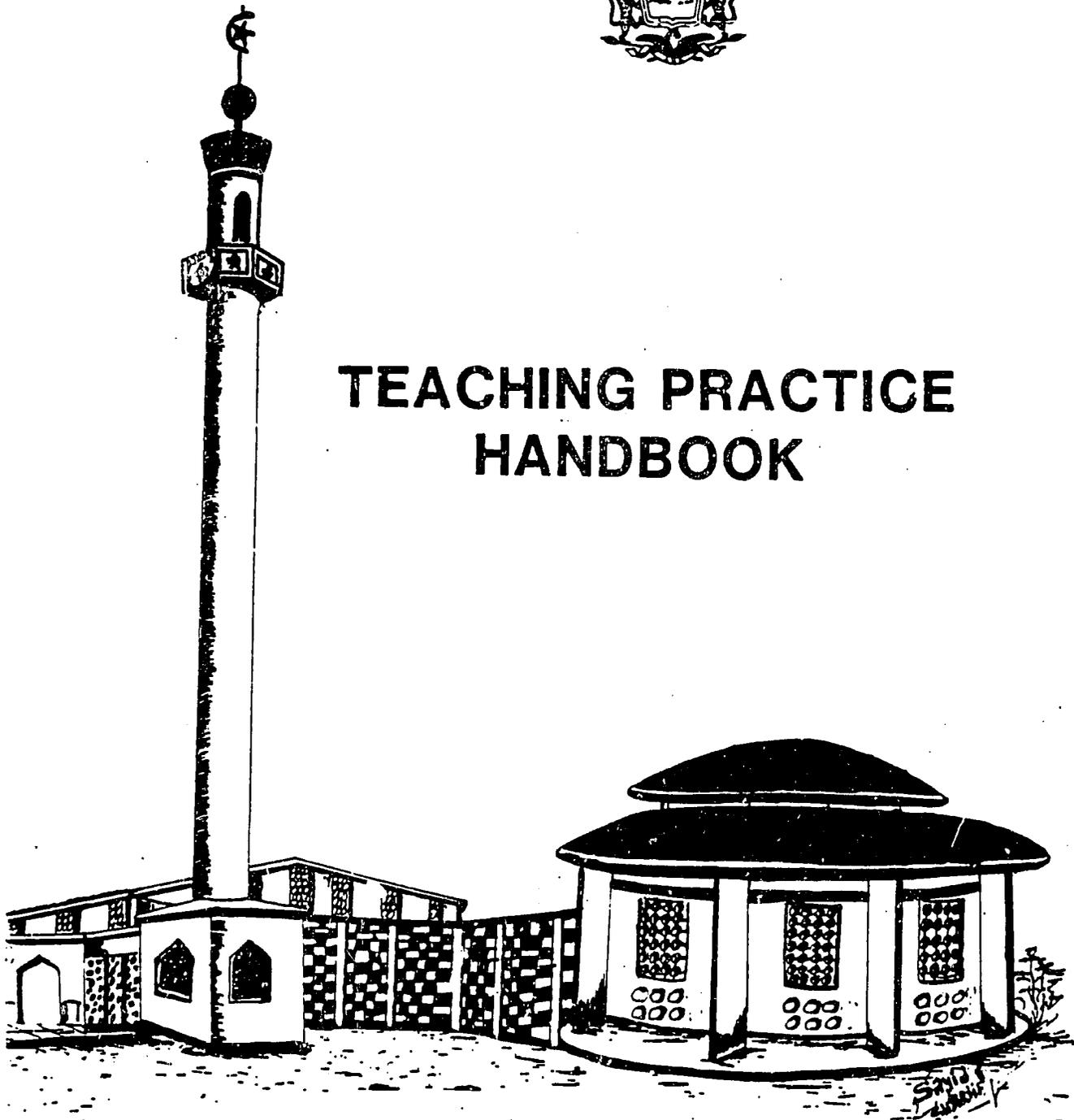
Per Diem for Regional Participants

| | |
|--|----------------------------------|
| 20 persons for 36 days each at Lafoole College @ 500 So.Shs. per day | 360,000 |
| 20 persons for 14 days each at regional centers @ 250 So.Shs. per day | <u>70,000</u> |
| | So. Shs. <u>750,000</u> ===== |

(Equivalent to U.S. \$8,971.21)



TEACHING PRACTICE HANDBOOK



Lafoole College of Education
April 1986

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Acknowledgements

On the three afternoons and evenings commencing March 11, 1986 and ending March 13, 1986 fifty one educators from the Somali Democratic Republic, England, and the United States came together for a workshop related to teaching practice at Ladoole College of Education. The efforts of this group, planning cooperatively and interacting th. /, resulted in this handbook. The workshop included all of the following persons:

Headmasters or Their Representatives

Issa Mohamed Mule
Mohamed Amin Ibrahim
Hassan Hussein Issa
Cumar Jimale Kulbiye
Mohamed Muse Omar
Mohamed Ali Auow
Cartan Ahmed Yusuf
Abdulkadir Maxamed Adan

Coordinators

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Aden Mohamed Moalin
Yusuf Maxamed Addi
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Cooperating Teachers

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Mohamud Hassan Mohamud
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Student Teachers

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Abdi Ali Farah
Abdi Egeh Aw Muse
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Cumar Adan Muse
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Lafuole College of Education Administrator

Hussein M. Ali Kediye, Dean Lafuole College of Education
Saeed Osman Fahia, Associate Dean, Lafuole College of Education

Consultants

Harry Hawkes, British Council.
Dr. Sam Moore, USAID

The Dean and Associate Dean of Lafuole College of Education joined with the British and American Consultants to form a workshop steering committee whose task was to organize and implement the workshop. Feedback from the total group of workshop participants was used by an editorial committee to generate copy for this handbook. Each and every workshop participant, then, can justifiably claim authorship.

Special thanks are due to the editorial committee which included the following persons:

Dr. Sam Moore, USAID
Aden Ibrahim Ali, Lafuole
Jama Hassan Awaale, Lafuole
Saeed Osman Fahia, Lafuole
Mohamed Haji Hassan, Lafuole
Ahmed Mohamed Qaadi, Lafuole
Mohamed Haji Rabi, Lafuole
Idris Akal Rage, Lafuole
Abdullahi Abdi Roble, Lafuole

A very special expression of gratitude is owed to Mohsin Naji Sa'ad, Director of the Materials Production Center of the National University of Somalia who supervised the design and production of the final handbook.

The Background of Teaching Practice at
La Foole College of Education

Prepared by: M. A. Maalesh

La Foole College of Education has the responsibility of producing and developing the national teaching staff of the Somali Democratic Republic.

This institution admitted its first students in the year 1963 when it started as The National Teacher Education Center (NTEC), to train teachers for primary schools in Somalia. The program started with technical assistance provided by a team of professors from Eastern Michigan University under contract with the United States Agency for International Development.

NTEC, a diploma offering institution, has produced a well disciplined group who have demonstrated great success in a variety of roles associated with Somali schools. Their quality and leadership in the Ministry of Education as well as in other ministries has been felt greatly where they will play key roles. A growing demand for secondary teachers brought on by the growth of secondary schools within the Republic prompted the Somali government to upgrade the primary teacher training institute to a college in 1968. Students admitted at that time pursued a four year program in teacher education leading to a bachelors degree.

The teacher fills many roles; examiner, vocational adviser, disciplinarian, administrator and many more. But all are subsidiary to his chief function, namely to teach; because the purpose of all teaching is the promotion of learning. Accordingly, the College of Education is intended for student-teachers, and aims to show how a knowledge of the nature of learning can give guidance to the act of teaching. If, as have been assumed, the primary purpose of teaching is the promotion of learning, teaching has the peculiar function of satisfying the various conditions learning requires; and the greater one's knowledge of these requirements, the more intelligent and efficient ones teaching can be. Such knowledge provides the basis of a rationale of teaching-technique or teaching-practice.

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The teaching-practice was an essential component of the NTEC and college programs. All professional experiences were provided in a clinical environment where prospective teachers could have direct involvement in the study of children and educational problems and concepts during the entire years of teacher preparation. The campus demonstration laboratory school (DLS) provided this clinical setting for this professional experience. It provided students an opportunity to become acquainted with classroom practices and procedures involved in teaching. It also provided opportunities to observe and study students as well as to make case studies through periodic assignments to the D.L.S.

The teaching practice approach was to provide a meaningful framework for becoming a teacher. It provided the intern teacher with an opportunity to experience the role of teacher and the responsibilities that go with that role. This extended period of one year internship was a practical and viable approach to the teaching profession, and it provided maximum integration of theory and practical application. Within that period students performed teaching duties as well as administrative responsibilities at intermediate and secondary schools.

During the internship period the interns had also to submit to the College quarterly assignments from topics prepared by the education division dealing with professional topics such as case study, disciplinary problems, curriculum content, instructional materials and other topics which had a professional interest to the student teacher.

These periodical assignments which were three in total for each student had to be turned-in during the internship. The assignments were evaluated and graded; however, the final grade of the internship period was composed of the headmasters report and the written assignments provided by the students.

At a later stage and when students returned to campus the post internship seminar was also organized for the interns where they had to exchange experiences. In this seminar the students discussed and tried to find appropriate solutions to problems encountered during internship.

This teaching-practice program was tried out once in the history of the College (1971-1973), and had to be unfortunately discontinued due to unforeseen circumstances. During that period the Somali manuscript was introduced and the Somalization program which converted the medium of instruction from English to Somalia at all levels of education was in effect. As a result of this Somalization process there was an urgent need to prepare national teachers to replace the expatriate staff in the secondary schools. This necessitated the reorganization of the College program to suit the need without doing harm to the academic program. Accordingly an intensive two years College program was instituted for this purpose which practically terminated the teaching practice. This change of program was not a change of teaching practice attitude nor an underestimate of its validity, but due to financial constraints we could not satisfy both needs and hence, we had no choice but to suspend the teaching practice.

Ever since then, the perennial question of how to reinstate the teaching practice has been raised and debated in every level of Government circles.

The College of Education is very glad to see this coming into reality and the student teaching practice is on the road again.

The 1986 Teaching Practice As a Model for the Future

On March 6, 1986, the teaching practice organized and implemented by the College of Education officially ended, a number of precedents had been established which will be incorporated into future teaching practice. In outline form, the following inter-related components now exist:

1. The early identification of secondary schools where student teachers are to be placed for their teaching practice in and around Mogadishu and Afgoi. (The number of schools utilized in 1986 totaled nine.)
2. The orientation to the teaching practice of the secondary school principals and cooperating teachers in the schools used for teaching practice sites.
3. The appointment of one College Coordinator for each school selected.
4. The selection and orientation of College Supervisors charged with the responsibility of supervising and assessing student teacher placements, and of placing students in schools.
5. The selection and eventual refinement of a Student Teacher Assessment Form.
6. The determination of how post-assessment conferences between College Supervisors and student teachers would be carried out.
7. The process for determining final student teacher grades for the teaching practice, and procedures for reporting these grades.
8. The creation of a model for systematic evaluation of the overall teaching practice.

While all of the above mentioned elements of the teaching practice are even now undergoing refinement and sharpening, they have emerged as significant features of a new approach.

The Importance of Student Teaching:

Student teaching provides an extremely important and useful set of learning experiences for the students of Lafoole College of Education who will, themselves, soon be fully trained teachers for the secondary schools of Somalia. The classrooms where student teaching takes place and where student teachers are required to turn theory into practice and knowledge into learning experiences for students are laboratories - whether the subject taught is chemistry, Arabic, or physical education. For student teachers attempting for the first time to demonstrate their capabilities, the course work already taken at Lafoole College of Education serves as the firm foundation upon which they will build their skills in teaching secondary school students.

It requires many persons in many different roles to make the teaching practice program operate smoothly and efficiently. In the final analysis, however, all tasks performed by persons other than the student teachers themselves serves one function only. That single function is the guidance, assistance, and preparation of tomorrow's teachers.

This small handbook is intended to serve as an overview of student teaching and how it is organized at Lafoole College of Education. The various roles and responsibilities of all who contribute to the teaching practice will be discussed. Almost certainly many questions will remain unanswered for the reader; however, here is a beginning. As time passes and as programs grow and change, revisions of this handbook will be necessary.

Orientation to Teaching Practice:

Orientation to the teaching practice will be carried out for College Coordinators, Supervisors, Headmaster, Cooperating Teachers and Student Teachers well in advance of the actual beginning of the practicum part of student teaching. In the future three separate but inter-related orientation programs will be arranged. The first orientation program will involve College Coordinators and College Supervisors. The major function of this program will be to acquaint the parties involved with their specific duties and responsibilities. Secondly, Headmasters and Cooperating Teachers will receive

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a thorough orientation to their duties and responsibilities. College Coordinators will assume the major responsibility for carrying out this element of the total orientation program. Finally, Student Teachers will receive their orientation according to school of assignment, and it will be the College Supervisors who assume major responsibility for this. In addition to discussing with student teachers what is expected of them during the teaching practice, College Supervisors will provide each student teacher with a copy of the timetable which he or she will be following. Supervisors will also review with student teachers the college regulations regarding student teaching practice.

Regulations Regarding Student Teaching:

A. Pre-Requisites: To be eligible for student teaching, a student must be in the junior year. He or she must have established an overall grade point average of 2.0 and must have grade point average of 2.0 in the teaching major. In addition, such courses as the Division of Education and the Academic Board may define as pre-requisites must have been satisfactorily completed.

B. Students will be allowed a maximum of two justified absences from classroom placements during the teaching practice. College Coordinators will determine what constitutes a justified absences, and time missed from classroom teaching will need to be made up. More than two absences will constitute reason for dropping the student from the teaching practice.

C. Failure: Students who receive a grade lower than C (2.0) for student teaching will be required to re-enroll for teaching practice during the following year.

Proposed Professional Semester:

It is proposed that in future years one semester of the junior year for Lafoole students will be reserved for student teaching and the courses which complement student teaching. Under this proposal, the present course Education 301, Student Teaching Practicum, would be expanded to include the following elements:

1. The course would carry three semester hours of credit and would be organized into two parts, each carrying a separate weighting in the determination of the final grade for Education 301.
2. The first week of teaching practice would be reserved for staff preparation and orientation.
3. Students would receive their orientation to student teaching and specifically to the directed observation during the second full week of the teaching practice.
4. During the third full week of the teaching practice students would be assigned for directed observation in the schools and with the Cooperating Teachers with whom they are placed for the practicum. Two days would be devoted to a seminar at the conclusion of the directed observation week, and students would be allowed to discuss fully with College staff the experiences and insights gained during observation week.
5. The actual teaching practicum would be increased to five full weeks and would be timetabled in accordance with the new Ministry of Education revised academic year for secondary schools, uninterrupted by examinations or school recesses.
6. In as much as the full semester contains sixteen weeks, and since the elements described above consume only eight weeks, the remaining eight weeks would be free for methods courses and/or micro teaching in students' major areas of teaching.
7. It is further proposed that College Supervisors be required to visit and assess each student teacher a minimum of twice per week, and that these minimum ten assessments be spread over the total five weeks of the student teaching practicum.

It remains for the Division of Education and for the Academic Board to make final curricular modifications necessary for the full implementation of this proposal.

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Duties and Responsibilities of Persons and Groups Involved in the Teaching Practice:

Lafuole College of Education comes under the supervision of the Ministry of Higher Education and Culture and is organized as a college of the National University of Somalia. In addition, the secondary schools in which Lafuole student teachers are placed are organized and directed by the Ministry of Education. It is evident, then, that cooperation between these ministries and one parent organization is critical to the teaching practice effort.

Specifically, the ministries involved need to facilitate completely Lafuole's efforts to carry out the teaching practice program. Transportation, financial support, textbooks and other learning materials, access to the Curriculum Development Center, and the use of printing facilities are all important parts of this support.

Lafuole Administration:

The Dean of the College of Education, as administrative leader of the college, has responsibility for delegating authority to those persons among the college faculty who are necessary to the teaching practice effort. The Academic Board of the College of Education acts also as a facilitating group in all matters related to the organization of courses and programs feeding into the total teaching practice effort.

In the past the Associate Dean of the College of Education has served as the administrative overseer of the teaching practice. It has been recommended that a new position be created which would allow for the Associate Dean to be relieved of the increased responsibility for the growing teaching practice program. The position of Director of Teaching Practice would allow for a single person to devote his full time and energies to the administration of the program.

College Coordinators:

Typically, Department Heads and other administrative personnel from the College of Education assume the role of Teaching Practice Coordinators. The precise number of coordinators will be determined by the number of secondary schools where student teachers are placed. In normal circumstances a coordinator will be responsible for only one secondary school.

Typical duties and responsibilities of the College Coordinators will include all of the following:

1. Arranging student teaching placements within a given school. This will, of course, necessitate a good deal of cooperative pre-planning between College Coordinators and the Secondary School Headmasters.
2. Communicating directly with each Headmaster and Cooperating Teacher and providing for each a thorough orientation to the teaching practice.
3. Assigning a reasonable number of student teachers to each of the College Supervisors for ongoing supervision, assessment, and assistance during the period of the teaching practice.
4. Collecting and recording assessment forms from the various College Supervisors, and translating these into final grade recommendations for each student teacher.
5. Communicating with the Dean and the Academic Board in all matters related to the smooth operation of the teaching practice, including making recommendations for refinement and change.
6. Conducting periodic meetings with College Supervisors and secondary school personnel to address problems and concerns of both groups.
7. Coordinating the feedback from all persons involved directly in the teaching practice enterprise in order to evaluate its overall effectiveness.

College Supervisors:

College Supervisors provide the direct link between the College of Education and the classrooms in which student teachers are placed for the teaching practice. In addition to the regularly constituted faculty of the College of Education, personnel from the Ministry of Higher Education, headmasters in secondary schools, and other professional persons may be called upon to assume the important role of student teaching supervision.

Typical duties and responsibilities of the College Supervisor will include the following:

1. Working closely with the College Coordinator in the placement and timetaoling of each student teacher placed under his or her supervision.
2. Helping to orient student teachers to their duties and responsibilities.
3. Working closely with Headmasters and Cooperating Teachers to ensure that communication lines are kept open and that duplications of effort are minimized.
4. Assisting each student teacher in the preparation of concise lesson plans, and checking periodically to make certain that these lesson plans are being designed and written by student teachers.
5. Conducting periodic observations of student teachers during the times that they have responsibility for presenting lessons and other learning activities. It is expected that the supervisor will visit each student teacher in the classroom a minimum of twice a week.
6. Completing the Student Teacher Assessment Form either during or immediately following each observation period spend with a student teacher.

7. Conferencing with student teachers following each classroom visit and assessment in order to share assessment data and to make specific recommendations for improvement.
8. Assisting student teachers in the resolution of any problems or concerns which may be keeping them from doing the best job possible.
9. Securing from each student teacher evaluative feedback regarding both satisfactions and dissatisfactions with the teaching practice experience.
10. Convening a weekly seminar to include all student teachers under his or her supervision.

Headmasters:

Headmasters are, of course, the curricular and administrative leaders of the schools in which student teachers are placed. It is of critical importance that the full assistance and cooperation of headmasters be assured.

Typically, headmasters perform the following functions:

1. Introducing student teachers to the school staff and especially to the cooperating teacher with whom the student teacher will work.
2. Making certain that the student teacher is provided with a timetable of classes for which he or she has student teaching responsibility.
3. Supplying student teachers with materials and syllabi needed to carry out the student teaching assignment.
4. Checking to make certain that the student teacher is performing in harmony with the school's policies and standards.
5. Checking on the attendance of cooperating teachers and College Supervisors.

6. Keeping communication open between Student Teachers, Cooperating Teachers, College Supervisors, and College Coordinators.

Cooperating Teachers:

Cooperating Teachers are chosen not only for their demonstrated experience and capabilities as regular classroom teachers, but also for their desire and willingness to contribute to the training of new teachers. Almost as certainly as a good cooperating teacher will facilitate the growth and refinement of a student teacher, a poor or uncaring cooperating teacher will impede this same growth and refinement. If there is wisdom in the notion that teachers tend to teach as they were themselves taught, there is certainly equal wisdom in the notion that student teachers will follow examples set for them by their cooperating teachers.

Among the many responsibilities and duties of the Cooperating Teacher are the following:

1. Demonstrating to the student teacher, especially during the time preceding the student teacher's actual assumption of teaching responsibilities, the techniques and methods associated with carefully planned and caringly executed teaching. Setting a worthwhile example for the student teacher to follow.
2. Conferencing with the student teacher regarding the lessons and learning activities which the student teacher will have responsibility for, and offering guidance and assistance to the student teacher in the area of lesson planning.
3. Orienting the student teacher to the school and assisting in locating and securing such audio-visual and other teaching aids as may be available.

4. Offering to the student teacher ongoing constructive criticism and, where indicated, positive reinforcement. It is extremely important that time be found for the student and the cooperating teacher to discuss how things are progressing in the student's teaching practice.
5. Remaining present in the classroom during the times that the student teacher is in charge.
6. Cooperating with the College Supervisor in matters related to the assessment of the student teacher's progress.
7. Encouraging the student teacher to vary his or her teaching methods and to try new approaches and ideas.
8. Insisting that the student teacher be regular and punctual in his or her attendance, and that he or she make up any time lost through absence or illness.

Responsibilities of Student Teachers:

Student teachers are not intended to replace cooperating teachers. Rather, they become team members with their respective cooperating teachers. In addition, they also become extensions of the total school's professional teaching staff. Student teachers have all of the following responsibilities:

1. To appear for student teaching with appropriate dress and grooming.
2. To conduct themselves in a totally professional manner.
3. To be regular and punctual in their attendance.
4. To follow the instructions and directions of the headmaster and cooperating teacher.
5. To make good lesson plans in advance of actually teaching classes.

6. To become fully aware of teaching materials and supplies available through the school, including audio-visual aids.
7. To maintain a professional relationship at all times with the students falling under their supervision.
8. To respond positively to supervisors' criticisms and directions.

Suggestions to Student Teachers Regarding Ways to Get the Most Out of Your Student Teaching Experience:

1. Take full advantage of the opportunity provided to you to observe in the classroom prior to the beginning of your own teaching. This first contact with the Cooperating Teacher and with the students you will soon be teaching will allow you to begin thinking about how you want to approach your own teaching responsibilities.
2. Try hard to establish and to maintain good communication with your Cooperating Teacher. Ask questions about things that are unclear to you.
3. Try to find out early what topics, lessons, or units you will be expected to teach when your turn arrives to place yourself in front of the classroom.
4. Begin your lesson planning well in advance of the time that you will be called upon to teach. You will find that your anxiety will begin to diminish and to disappear in relationship to the amount of time and effort you spend getting yourself and your teaching materials prepared.
5. Develop the habit of regular attendance and punctuality from the start.

6. Learn the names of your students as quickly as possible. During the time that you are observing, try to identify special interests and special needs of individual students.
7. Regard criticisms and suggestions from your Cooperating Teacher and your College Supervisor as learning tools.

LAFOOLE COLLEGE OF EDUCATION
Student Assessment Form

ASSESSMENT # _____

Student Teacher Name and Number _____
School _____ Class _____
Date and Time of Observation _____ Lesson _____

Rating

I. Professional Concerns:

| | | | |
|-------------------------------------|---|---|---|
| 1. Appearance and Composure | 3 | 2 | 1 |
| 2. Self-Confidence | 3 | 2 | 1 |
| 3. Punctuality and Attendance | 3 | 2 | 1 |
| 4. Voice | 3 | 2 | 1 |
| 5. Attitude toward student teaching | 3 | 2 | 1 |

II. Preparation and Planning

| | | | | | |
|-------------------------|---|---|---|---|---|
| 6. Knowledge of subject | 5 | 4 | 3 | 2 | 1 |
| 7. Lesson plans | 5 | 4 | 3 | 2 | 1 |
| 8. Instructional aids | 5 | 4 | 3 | 2 | 1 |

III. The Learning Activity:

| | | | | | |
|--|---|---|---|---|---|
| 9. Introduction/Tone Setting | 5 | 4 | 3 | 2 | 1 |
| 10. Presenting/Directing Learning Activity | 5 | 4 | 3 | 2 | 1 |
| 11. Timing/Pacing | 5 | 4 | 3 | 2 | 1 |
| 12. Concluding/Summarizing | 5 | 4 | 3 | 2 | 1 |

Rating

Teaching Effectiveness:

| | | | | | |
|---|---|---|---|---|---|
| 13. Questioning Techniques | 5 | 4 | 3 | 2 | 1 |
| 14. Encouraging class participation | 5 | 4 | 3 | 2 | 1 |
| 15. Providing positive feedback to learners | 5 | 4 | 3 | 2 | 1 |
| 16. Classroom management techniques | 5 | 4 | 3 | 2 | 1 |

Student Teacher's signature _____
Supervisor's signature _____

Total _____
Grade _____

Scale

63 - 70 A
55 - 62 B
47 - 54 C
39 - 46 D
0 - 39 E

(Please Use the Reverse Side of this Sheet to Note Specific Recommendations)

Assessment and Grades in Student Teaching:

A distinction needs to be made between assessment and grading in student teaching. While grades are the final expression of assessment, assessment itself is far more than simply letter grades. Assessment is an on-going and continuous process whereby student teachers receive feedback from coordinators, supervisors, headmasters, and cooperating teachers regarding the strengths and weaknesses in their performance. Assessment has as its major goal the improvement of every aspect of the student teacher's professional performance.

The Assessment Form: An Explanation of Items

The Student Teaching Assessment Form contains sixteen items which are arranged into four separate categories. These categories are:

- I. Professional Concerns
- II. Preparation and Planning
- III. The Learning Activity
- IV. Teaching Effectiveness

Category I: Professional Concerns:

The five items constituting this category are all related to things which, while important aspects of student teacher performance, are separate from the actual delivery of learning activities for secondary school students. They refer to how the student teacher appears and conducts himself.

1. Appearance and Composure

Included in this item are such things as the personal grooming and appropriateness of dress of the student teacher.

2. Self Confidence:

This item really refers to the degree to which the student teacher displays to students and to the Supervisor his or her readiness and willingness to direct learners. Overcoming initial nervousness is related to this.

3. Punctuality and Attendance:

This item quite obviously refers to the student teacher being in the proper place at the proper time.

4. Voice:

This item refers not to the sort of voice the student teacher has inherited, but rather to how he or she uses that voice. It is necessary that the student teacher be heard by students. Shouting, however, is a poor form of communication.

5. Attitude Toward Student Teaching:

A positive attitude is an essential ingredient in the makeup of the successful student teacher. A positive or a negative attitude is constantly on display as the student teacher interacts with students and with persons in supervisory roles. Attitude shows.

Category II. Preparation and Planning

6. Knowledge of Subject

This has to do with the command of subject matter that the Student Teacher shows evidence of in his or her student teaching. Ideally, the student teacher should be well enough prepared in his or her major and minor areas to exhibit confidence and knowledge constantly.

7. Lesson Planning:

Someone has said that if you do not know where you are going it doesn't matter much how you arrange to get there. Planning is crucial to effective teaching. Written lesson plans are an absolute must for student teachers. A well thought through lesson plan provides for the student teacher the assurance that he or she has a plan in mind which will communicate to learners precisely what it is that the students should learn. Anything less is not acceptable. Lesson plans need to be written out before teaching begins.

8. Instructional Aids:

Even in situations where teaching aids and materials are scarce, it remains true that words are not enough. In addition to pictures, charts, models, and other types of audio-visual aids, the blackboard remains a teaching aid always available to the Student Teacher. Wherever possible it is a good idea to use real objects as teaching aids. For example, real potatoes and real onions are far better than pictures of the same thing when the teacher wishes to talk about root structure. A good lesson plan will usually include a list of the teaching aids which the Student Teacher intends to employ during the lesson or learning activity.

Category III: The Learning Activity

Learning activities may take many forms, ranging from simple lecturing to role playing. Anytime that the student teacher is involved in asking that his or her students learn about something, how to do something, or is even checking their appreciation or attitudes, a learning activity is taking place. Class discussions, demonstrations, student presentation, debates, films, visiting resource persons, and even quizzes and tests are only some of the variety of learning activities which a really creative teacher may wish to use.

9. Introducing the Learning Activity and Setting the Tone for it:

How carefully has the student teacher explained to students what it is that they will be studying or participating in? Are students put at ease, and are they encouraged to ask questions for clarification?

10. Presenting or Directing the Learning Activity:

If the Student Teacher is only lecturing or demonstrating, such things as voice, organization, emphasis of major points, clarity of lecture and interest and enthusiasms shown are important parts of this item. If, however, the learning activity involves learners in less passive roles, the key becomes the answer to the question, "How successful is the student teacher in involving learners in the learning activity?"

11. Timing/Pacing:

It is important that the student teacher learn how to time the lesson in order to assure not only that he or she is not rushing through material too rapidly, but to assure also that the lesson moves along at a reasonable pace.

12. Concluding or Summarizing the Learning Activity:

The final part of a good learning activity takes place when the student teacher retraces with learners the high points of the lesson or activity. Also, looking ahead to what is to follow in the next class meeting is important. As is true of a well-organized and delivered speech, a well-organized and executed learning activity has a beginning, a middle, and an end.

Category IV: Teaching Effectiveness

A really effective teacher is a communicator, a questioner, a presenter, a demonstrator, and a guide. If teaching were no more than telling, almost anyone could claim the title of teacher.

13. Questioning Techniques:

How frequently does the Student Teacher use questions to determine whether or not learners are following and understanding what is being taught? There are many types of questions, but perhaps the two most easily classified ones are (1) closed questions, and (2) open questions. Closed questions do not really require the student do a good deal of thinking. Questions which ask that students simply recall facts or repeat something which has been memorized are classified as closed questions. Open questions, on the other hand, require that students think about relationships, weigh evidence, translate meanings, incorporate ideas, and formulate conclusions.

14. Encouraging Class Participation:

Again, we may state that listening to the teacher lecture is among the most passive kinds of learning. There are obviously times when lecturing is an extremely important tool for the Student Teacher. A higher order of learning begins to develop in a classroom when students are guided from passive to active learning roles through the skill of the teacher in encouraging their participation.

15. Providing Positive Feedback to Learners:

Among the many ways that a student teacher may provide positive feedback to learners, either individually or as a total group, we can include all the following: (1) praise and encouragement, (2) building upon students' ideas, (3) avoiding sarcasm or ridicule, and (4) acknowledging special efforts put forth by students.

16. Classroom Management Techniques:

This final item of the assessment form refers to the Student Teacher's ability to effectively control the learning environment within the classroom. Firmness and consistency in dealing with disruptive behavior, and the ability to help students become increasingly more self-directed in their behavior are included.

The Supervisor and the Assessment Form:

Each time that a student teacher is visited and observed during student teaching the College Supervisor will fill out an assessment form. This form will be used during the post-assessment conference following the supervisor's visit to the student teacher's classroom. It is important to note that the supervisor's comments, written on the back of the form, are tully as important as the grade which is computed.

The completed Student Teacher Assessment Form requires the signature of both College Supervisor and the Student Teacher.

Assessment and Grades:

Student teachers are graded by the College Supervisor each time that an assessment form is completed. The assessment items in Category I of the form, and there are five of these, each carry a weighting of from 1 (low) to 3 (high). The remaining eleven items of the assessment form each carry a weighting of from 1 to 5. The grade is determined by simply adding the item rating scores to produce a total. Scores are translated into letter grades according to the following scale:

| <u>Score</u> | <u>Grade</u> |
|---------------|--------------|
| 63 - 70 | A |
| 55 - 62 | B |
| 47 - 54 | C |
| 39 - 46 | D |
| Lower than 39 | E |

Grades received for the total number of assessment will be used to determine that part of the final grades for Education 301 which deals with the practicum.

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Post Assessment Conference

No assessment or evaluation can be considered to be complete until the College Supervisor has thoroughly discussed with the student teacher his or her evaluation of the learning which has just been observed. It is extremely important that these supervisor-student teacher conference follow closely after the teaching which has been observed. Delays in scheduling these post-assessment conferences will greatly lessen their effectiveness.

It is also important that the College Supervisor communicate to the Cooperating Teacher any concerns which he or she may have regarding the performance of the Student Teacher. On a day to day basis, it is the Cooperating Teacher who is in the best position to assist the Student Teacher in dealing with problems and in trying out new ideas and approaches.

APPENDIX

Sample Lesson Plan Outline

I. Introduction:

- A. Explaining to students just what the topic or activity is which you will be teaching.
- B. Some remarks about why this material or this activity is important.

II. Objectives:

- A. Statements concerning just what it is that you want the students to learn about or learn how to do. These may include such things as attitudes and appreciation.
- B. Expected outcomes.

III. Important concepts or ideas which should receive emphasis:

IV. Methods and procedures for conducting the learning experience:
(May be limited to one of the following, or may include several)

- A. Lecture
- B. Class discussion
- C. Demonstration
- D. Student presentations
- E. Use of resource person or persons
- F. Student debate
- G. Simulation exercise or role playing.

V. Key questions which you will want to pose to the students, either to test their level of comprehension, to check on how effectively you are communicating with them, or to stimulate better class participation.

VI. Instructional aids:

- A. Printed materials such as books, magazines, stencils, etc.
- B. Bulletin board or blackboard materials
- C. Displays, exhibits, charts, etc.
- D. Maps and globes

VII. Concrete materials:

- A. Living things
- B. Arts and crafts
- C. Supplies for science experiments
- D. Tools, simple machines, etc.

VIII. Culminating activity:

- A. Review of what has been learned
- B. Test or quiz
- C. Looking ahead

Directed Observation Checklist

Observers Name _____ Date of Observation _____

Teacher and Grade Level Observed _____ Subject _____

Class Size _____

The Physical Environment for Learning:

1. Is the room large enough to accommodate the students without crowding or discomfort?
2. Do all students have chairs and desks? Are these in good condition?
3. Are there aisles which permit both students and teachers to move about the room freely?
4. Is the room lighted adequately? For example, can students at the farthest part of the room see the blackboard?
5. Is there sufficient ventilation in the classroom? Can windows be opened?
6. Is the classroom free from outside noise which would interfere with students' ability to hear the teacher and to hear one another?
7. Has the classroom been swept and kept clean? Have necessary repairs been made?
8. Is there a wastebasket in the room which students as well as teachers may use to discard waste materials?
9. Are students seated in a way which allows each to see without having to stand?

10. Has the blackboard been cleaned?
11. Does each student have a place to keep books and other materials where these are not being used?
12. Are there pictures, models, charts, globes, or other such things on the walls or within easy sight within the classroom?

Teacher Appearance and Personality:

1. Is the teacher neatly groomed?
2. Is the teacher present in or near the classroom when the students arrive for class?
3. Does the teacher greet students in a friendly manner?
4. Is the teacher "approachable"? That is, does the teacher seem willing to talk with students in a non-formal manner before the class actually begins?
5. Does the teacher appear to have a sense of humour?

Teacher Preparation:

1. Does it appear that the teacher has done the necessary overall preparation in order to teach the class?
2. Is there evidence that the teacher is working from a prepared lesson plan?
3. If there are learning materials to be distributed, are these ready and available for students without a great deal of wasted time or confusion?
4. Has the blackboard been cleared of writing and in readiness for use?
5. If audio-visual materials are to be included in the learning activity, have these been prepared in advance?
6. If charts, diagrams, models, or real objects are to be used in the lesson, are these displayed so that all students can easily see them?

Introducing the Lesson:

1. Does the teacher introduce to the students just what it is that they will be covering in the lesson? Is this done in a clear manner?
2. Does the teacher encourage students to ask questions about what it is they will be studying?
3. If the lesson or learning activity builds upon something previously covered in class or upon outside reading that the students have been required to do, does the the teacher review this material?

Presenting the Lesson (Conducting the Learning Activity):

1. What is the method of instruction for this learning activity?

- _____ teacher lecture
- _____ teacher led questions and answers over the material
- _____ demonstration
- _____ teacher led class discussion
- _____ student presentations
- _____ seat work
- _____ experiments carried out in class
- _____ problem solving (either oral or on the blackboard)
- _____ other (explain)

2. Is the learning active as opposed to passive? That is, to what degree are learners placed in active learning roles?
3. Do all students have the books or other materials necessary to remain involved in the learning activity?
4. Is the teacher's voice good?
5. Does the teacher show evidence of enthusiasm and real involvement in his or her teacher approach?

Encouraging Class Participation:

1. Does the teacher move about the room during the learning activity, or does the teacher remain always in the front of the classroom?
2. Does the teacher check frequently to determine if students are understanding and following the lesson?
3. Does the teacher encourage class participation by asking appropriate questions from time to time?

4. What sorts of questions does the teacher most usually ask?

_____ Direct questions: Questions which require that the students cite facts or give reasons either memorized or stated by the teacher.

_____ Indirect questions: Questions which require that the students interpret information, make comparisons draw their own conclusions, solve problems, or evaluate ideas, etc.

5. Does the teacher attempt to build upon answers provided by students?
6. Does the teacher provide positive feedback to students who have responded to questions or initiated class discussion?
7. Which of the following are included in the interaction of students and teachers?

_____ Questions asked by the teacher and answered by students.

_____ Questions asked by students and answered by the teacher.

_____ Questions asked by students and answered by other students.

_____ Open discussion among teacher and students.

8. Do all students have the opportunity to involve themselves in the class discussions or do just a few get involved?

Summarizing:

1. Does the teacher take time at the end of the class period to summarize or tie together the important ideas or information covered during learning activity.
2. Does the teacher tell the class where they are headed or what is to follow in future learning activities?

Student Reactions and Involvement:

1. Do students seem involved and enthusiastic in what is taking place in the classroom?
2. Do all students have equal access to the teacher?
3. Do students seem to be enjoying their learning?

TEACHING PRACTICE EVALUATION FORM

NAME _____ COORDINATOR _____ SUPERVISOR _____

COOPERATING TEACHER _____ SCHOOL _____

Please rate each of the following items from your own personal experience with this year's teaching practice. Use the rating scale as follows:

1. Very Good
2. Adequate
3. Weak: Needs improvement in the future.
4. Poor: Either entirely lacking or in need of great future improvement.

- _____ 1. The orientation to the teaching practice received by student teachers.
- _____ 2. The orientation to the teaching practice received by supervisors.
- _____ 3. The orientation to the teaching practice received by cooperating teachers.
- _____ 4. Cooperation by the headmaster in the school where you worked.
- _____ 5. Capability and willingness of cooperating teachers to assist student teachers.
- _____ 6. Attendance of cooperating teachers.
- _____ 7. A realistic number of student teachers for whom you were responsible.

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- _____ 8. Presence of cooperating teachers in classrooms during the times that student teachers were teaching.
- _____ 9. The student teacher assessment form used.
- _____ 10. The length of the teaching practice.
- _____ 11. Transportation to and from the school where you had responsibilities.
- _____ 12. Incentives and allowances provided to student teachers by the college.

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TABULAR DATA FROM THE TEACHING PRACTICE EVALUATION FORM

| | | <u>Coordinators</u> (n=8) | <u>Supervisors</u> (n=20) | <u>Cooperating Teachers</u> (n=13) | <u>Total</u> (n=41) |
|--|---------------|------------------------------|------------------------------|---------------------------------------|------------------------|
| 1. The Orientation to the teaching practice | Very Good | 1 | 4 | 6 | 11 |
| | Adequate | 3 | 8 | 6 | 17 |
| | Weak | 4 | 8 | 1 | 13 |
| | Poor | 0 | 0 | 0 | 0 |
| 2. The orientation to teaching practice ed by supervisors | Very Good | 1 | 4 | 6 | 11 |
| | Adequate | 5 | 9 | 7 | 21 |
| | Weak | 1 | 6 | 0 | 7 |
| | Poor | 1 | 1 | 0 | 2 |
| 3. The orientation to teaching practice for cooperating teachers | Very Good | 0 | 1 | 4 | 5 |
| | Adequate | 1 | 5 | 8 | 14 |
| | Weak | 3 | 8 | 1 | 12 |
| | Poor | 4 | 6 | 0 | 10 |
| 4. Cooperation by the headmaster in the school where you worked | Very Good | 4 | 11 | 7 | 22 |
| | Adequate | 3 | 9 | 4 | 16 |
| | Weak | 1 | 0 | 2 | 3 |
| | Poor | 0 | 0 | 0 | 0 |
| 5. Capability and willingness of cooperating teachers to assist student teachers | Very Good | 1 | 3 | 6 | 10 |
| | Adequate | 3 | 8 | 7 | 18 |
| | Weak | 1 | 2 | 0 | 3 |
| | Poor | 3 | 7 | 0 | 10 |
| 6. Attendance of cooperating teachers | Very Good | 0 | 4 | 8 | 12 |
| | Adequate | 3 | 8 | 7 | 13 |
| | Weak | 2 | 2 | 1 | 5 |
| | Poor | 4 | 9 | 0 | 13 |
| 7. A realistic number of student teachers for whom you were responsible | Very good | 3 | 4 | 2 | 9 |
| | Adequate | 3 | 10 | 6 | 19 |
| | Weak | 2 | 3 | 5 | 10 |
| | Poor | 0 | 3 | 0 | 3 |
| 8. Presence of cooperating teachers in classrooms during the times that student teachers were teaching | Very Good | 0 | 4 | 3 | 7 |
| | Very Adequate | 2 | 3 | 6 | 11 |
| | Weak | 3 | 6 | 4 | 13 |
| | Poor | 3 | 7 | 0 | 10 |

| | | <u>Coordinators</u> (n=8) | <u>Supervisors</u> (n=20) | <u>Cooperating Teachers</u> (n=13) | <u>Total</u> (n=41) | |
|---|--|------------------------------|------------------------------|---------------------------------------|------------------------|----|
| 9. The student teacher assessment form used | Very Good | 2 | 3 | 3 | 8 | |
| | Very Adequate | 6 | 14 | 6 | 26 | |
| | Weak | 0 | 3 | 4 | 7 | |
| | Poor | 0 | 0 | 0 | 0 | |
| 10. The length of the teaching practice | Very Good | 1 | 0 | 0 | 1 | |
| | Very Adequate | 2 | 8 | 8 | 18 | |
| | Weak | 3 | 9 | 4 | 16 | |
| | Poor | 2 | 3 | 1 | 6 | |
| 11. Transportation to and from the school where you had responsibilities | Very Good | 1 | 0 | 1 | 2 | |
| | Very Adequate | 4 | 6 | 7 | 17 | |
| | Weak | 1 | 5 | 3 | 9 | |
| | Poor | 2 | 9 | 2 | 13 | |
| 12. Incentives and allowances provided provided to student teachers by the college | Very Good | 0 | 0 | 0 | 0 | |
| | Adequate | 1 | 1 | 5 | 7 | |
| | Weak | 1 | 8 | 6 | 15 | |
| | Poor | 6 | 11 | 2 | 19 | |
| 13. The readiness and preparation of student teachers to assume student teaching responsibilities in the following areas: | | | | | | |
| | A. Knowledge of subject matter responsible for | Very Good | 3 | 9 | 5 | 17 |
| | | Adequate | 5 | 11 | 7 | 23 |
| | | Weak | 0 | 0 | 1 | 1 |
| Poor | | 0 | 0 | 0 | 0 | |
| B. Knowledge of teaching methodology | Very Good | 0 | 0 | 0 | 0 | |
| | Adequate | 2 | 1 | 12 | 15 | |
| | Weak | 6 | 8 | 1 | 15 | |
| | Poor | 0 | 11 | 0 | 11 | |

This teaching-practice program was tried out once in the history of the College (1971-1973), and had to be unfortunately discontinued due to unforeseen circumstances. During that period the Somali manuscript was introduced and the Somalization program which converted the medium of instruction from English to Somalia at all levels of education was in effect. As a result of this Somalization process there was an urgent need to prepare national teachers to replace the expatriate staff in the secondary schools. This necessitate the reorganization of the College program to suit the need without doing harm to the academic program. Accordingly an intensive two years College program was instituted for this purpose which practically terminated the teaching practice. This change of program was not a change of teaching practice attitude nor an underestimate of its validity, but due to financial constraints we could not satisfy both needs and hence, we had no choice but to suspend the teaching practice.

Ever since then, the perennial question of how to reinstate the teaching practice has been raised and debated in every level of Government circles.

The College of Education is very glad to see this coming into reality and the student teaching practice is on the road again.

Feedback From Student Teacher Evaluation Form

On Sunday, March 10, 1986 a meeting was called at Latoole College of Education and all student teachers who had completed the teaching practice on March 6, 1986 were invited to attend. The meeting was used to allow student teachers to reflect upon their satisfactions and dissatisfactions concerning their personnel experiences throughout the teaching practice. Following the completion of the Teaching Practice Evaluation Form, an open forum was conducted during which students reiterated many of the concerns and satisfactions which they had registered on the form.

Totally there were one hundred and seventy students present. This group allowed us to collect one hundred and forty seven usable data instruments, the remaining being eliminated owing to their being incompletely filled out. A random sample was drawn for analysis and interpretation of the data. The actual sample used was as follows:

| <u>School #</u> | <u>Usable Returns</u> | <u>Sample</u> |
|---|-----------------------|---------------|
| 1. Kassabobalaari | 28 | 14 |
| 2. Cosman Gedde | 28 | 14 |
| 3. Physical Education & Sports Institute | 6 | 6 |
| 4. Benadir | 20 | 10 |
| 5. Agricultural School (Afgoi) | 14 | 7 |
| 6. Lafoole Technical | 7 | 7 |
| 8. Xamar | 10 | 10 |
| 9. Lafoole Secondary School | 18 | 9 |
| 10. Hawal Wadaag | <u>16</u> | <u>8</u> |
| | 147 | Sample 85 |

The sample drawn represents 57.8% of the usable data collection instruments. The sample is thought to be entirely adequate.

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The tabulation of the data was again simple and straightforward. Using the 5 through 1 rating for each item, a mean was computed for each item for each school. This mean was then expressed as a percentage equivalent, and a mean of the means was computed. In order to indicate areas of dissatisfaction, item means for any school which deviated from the overall mean by at least 20% and again by at least 25% were noted with asterisks on the means summary table.

The data are fairly self explanatory. One need only consult the table to find the degree of satisfaction indicated by students on any of the twelve evaluation items. I would encourage College Coordinators, Supervisors, Cooperating Teachers, and Headmasters to look carefully at the ways in which students in schools where they had teaching practice responsibilities responded. In addition, the overall data should provide the Lafoole College of Education staff and administration with useful data in planning for subsequent teaching practice programs.

SUMMARY OF MEANS FOR ITEM ANALYSIS OF TEACHING PRACTICE EVALUATION FOR THE ... N ... ACHENS

| Item # | School # | | | | | | | | | Mean of means |
|--|----------|----|------|-----|------|------|------|----|----|---------------|
| | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | |
| 1. I feel that my course work at Lafoole prepared me well to teach in my major or minor subject. | 90 | 95 | 96 | 90 | 82 | 86 | 92 | 96 | 90 | 91 |
| 2. I feel that my course work in Education classes prepared me well for teaching practice. | 88 | 84 | 66 | 62* | 82 | 51** | 84 | 93 | 97 | 79 |
| 3. My orientation for the teaching practice was sufficient. | 84 | 81 | 66 | 80 | 80 | 54** | 86 | 82 | 85 | 78 |
| 4. The time which I spent observing in the classroom of my cooperating teacher was useful in preparing me for my own teaching. | 74 | 76 | 56* | 62 | 54** | 88 | 78 | 80 | 85 | 73 |
| 5. My cooperating teacher gave me clear instructions regarding the lessons I would be required to teach. | 62 | 67 | 54 | 66 | 60 | 57 | 56 | 53 | 80 | 62 |
| 6. I received guidance and assistance from my cooperating teacher when I needed it. | 60 | 80 | 46** | 70 | 51 | 51 | 66 | 69 | 77 | 63 |
| 7. My supervisor visited me regularly enough during my teaching to assess me fairly and objectively. | 84 | 91 | 93 | 94 | 74 | 83 | 80 | 86 | 93 | 86 |
| 8. My supervisor held regular conferences with me following my teaching. | 84 | 76 | 76 | 94 | 60* | 71 | 84 | 84 | 82 | 79 |
| 9. I had no difficulty with transportation to the school where I taught. | 64 | 63 | 30** | 44 | 51 | 71 | 30** | 91 | 63 | 56 |
| 10. Living arrangements and meals were not a problem. | 76 | 77 | 57* | 78 | 80 | 68 | 54** | 86 | 73 | 72 |
| 11. I enjoyed my teaching practice experience. | 84 | 90 | 90 | 94 | 86 | 83 | 96 | 97 | 97 | 91 |
| 12. Based on my teaching practice experience, I still want to be a teacher. | 62 | 65 | 66 | 74 | 54 | 54 | 62 | 52 | 63 | 61 |

Note: Each item was rated on a continuum of 5 (strongly agree) through one (strongly disagree). These ratings were averaged for each item, by school, and the mean was expressed as a percentage equivalent.

- * Indicates a variance from the overall mean of at least 20%.
- ** Indicates a variance from the overall mean of at least 25%.

Supervisors

Moxamed Sh. Mukhtar
Said Moxamed Mumin
Moxamed Awil Dirir
Muse Farah Elmi
Mohamed Nur Alim
Abshir Sh. Yusuf
Safiya Abukar
Ahmed Ali Ahmed
Abdullah Abdi Roble
Moxamed Haji Hassan
Ahmed Moslim Bario

Cooperating Teachers

Mohamed Dahir Robleh
Abdulahi Fidow Halane
Moxamed Jibril Arale
Mohamud Hassan Mohamud
Hamiid Adan Ibrahim
Friedhelam Berres
Hussen Ali Mohamed
Laji Soyan Farah

Student Teachers

Abdullahi Sh. Yusuf
Hassan Shire Adan
Jeylani Abdullahi Osman
Ahmed Abdi Ahmed
Abdi Ali Farah
Abdi Egeh Aw Muse
Hassan Mohamed Ciyare
Cumar Adan Muse
Yasiin Moxamed Yusuf

Percentage Of Improvement On Mean Assessment Rating Scores Between First
And Final Assessments for 127 Student Teachers:

