



MURANG'A UNIVERSITY OF TECHNOLOGY
SCHOOL OF EDUCATION, HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF EDUCATION AND TECHNOLOGY

STUDENT PRACTICUM LOG BOOK

NAME OF STUDENT TEACHER: REG. NO:

MUT, STUDENT PRACTICUM LOGBOOK



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PREAMBLE

Teaching practicum is an exploration of the actual practice of teaching under the supervision of a Cooperating teacher. It involves preparation and observation of actual teaching by the student teacher (supervised by a cooperating teacher assigned specifically for this purpose) as well as duties related to this profession such as consultations, seminars and other preparatory work. It can be set up in a variety of ways. For example, in the sciences, teaching practicum can include supervising laboratory time, developing laboratory experiments and providing tutorial. It gives the student teacher the actual experience in the field with the benefits of mentoring by a cooperating teacher. The student teacher is provided with opportunities for a variety of encounters with learners in the school and the community. First, it enables the student teacher to master and practice all the concepts, principles, skills and values in readiness for the actual teaching practice. Secondly, the main purpose of teaching practicum is to determine who an effective classroom teacher is. Thirdly, the student teacher will not only teach effectively in class but also be able to handle co-curricular activities as well. Finally, it equips the student teacher with the essential experiences enshrined in the Competence-Based Curriculum and thus, the development of their professional competencies.



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PRACTICUM DIARY

Dates (dd/mm/yyyy): From To: Grade/Level.....

PART I - to be filled by the student teacher

DAY	NOTES ON WORK DONE/OBSERVATION
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	

Reflections by the student teacher:

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NAME: REG. NO: DATE:

PART II –

To be filled by the Cooperating teacher

Comments

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NAME: SIGNATURE & STAMP: DATE:



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ADDITIONAL NOTES



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Dates (dd/mm/yyyy): FromTo: Grade/Level.....

PART I - to be filled by the student teacher

DAY	NOTES ON WORK DONE/OBSERVATION
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	

Reflections by the student teacher:

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NAME: REG. NO: DATE:

PART II – To be filled by the Cooperating teacher

Comments

.....

NAME: SIGNATURE & STAMP: DATE:



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ADDITIONAL NOTES



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Dates (dd/mm/yyyy): FromTo: Grade/Level.....

PART I - to be filled by the student teacher

DAY	NOTES ON WORK DONE/ OBSERVATION
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	

Reflections by the student teacher:

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NAME: REG. NO: DATE:

PART II – To be filled by the Cooperating teacher

Comments

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NAME: SIGNATURE & STAMP: DATE:



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ADDITIONAL NOTES



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Dates (dd/mm/yyyy): FromTo: Grade/Leve.....

PART I - to be filled by the student teacher

DAY	NOTES ON WORK DONE/ OBSERVATION
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	

Reflections by the student teacher:

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NAME: REG. NO: DATE:

PART II – To be filled by the university supervisor

Comments

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NAME: SIGNATURE & STAMP: DATE:



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ADDITIONAL NOTES



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APPENDICES

(Use this page to capture any charts, diagrams. Schedules or data that you may find necessary)



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Reflections by student teacher

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NAME: ADM. NO: SIGNATURE AND STAMP:

GENERAL OBSERVATIONS

Observations by student teacher

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NAME: ADM. NO: SIGNATURE & STAMP: DATE:

Observations by cooperating teacher

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NAME: DESIGNATION: SIGNATURE & STAMP: DATE:

Comments by University Supervisor

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1. NAME: SIGNATURE & STAMP: DATE:

2. NAME: SIGNATURE & STAMP: DATE:



GUIDELINES FOR THE COOPERATING TEACHER

1. Assign the student teacher to an experienced officer in the following areas/offices in your institution in for at least one week in each office/area; (i) relevant teaching subject (ii) institution's library, (iii) bursar's office, (iv) hospitality department/kitchen, (v) duty rota, (vi) co-curricular activities, (vii) laboratory (where applicable), and (viii) community engagement.
2. **AT YOUR OFFICE:** let the student teachers physically attend at least 2 of your lessons; observe your teaching methodology, allowing him/her to ask any relevant questions after the lesson. You may also assign him/her any non-teaching roles of your choice before, during and after your actual teaching. This may include but not limited to; setting/marking quizzes, marking student register, setting up practical, preparing instructional materials etc.
3. **AT THE LIBRARY:** Through your guidance, let the student teacher gain skills from the librarian on library organization and management, taking note of any challenges experienced by the library users
4. **AT THE BURSAR'S OFFICE:** Through your guidance, let the bursar teach the student teacher the various financial records available therein, allowing him/her enter data in non-sensitive documents, under the supervision.
5. **AT THE LABORATORY:** Under supervision of the laboratory technician, let the student teacher observe and learn the various activities/aspects of laboratory management. The laboratory technician, in consultation with you, may assign the student teacher some roles e.g. setting up experiments, cleaning apparatus, filling record books, supervising students during experiments etc.
6. At the kitchen/ hospitality department, let the caterer, cateress teach the student teacher the various aspects of kitchen activities, organization, management etc.
7. **AT THE CURRICULAR OFFICE:** Through your guidance, let the head of curricular activities attach the student teacher to any sport/club of their choice, contributing to or learning about coaching, officiating, student discipline, preparation for competitions etc.
8. **DUTY ROTA:** Through the relevant office, let the student teacher be assigned to the school duty rota, under guidance from the main teacher on duty.
9. **COMMUNITY ENGAGEMENT:** Let the student teacher, through the D.O.S or relevant office interact with the community by taking up some roles of your choice e.g. during parents day, AGM etc.
10. At no point should the student teacher engage the learners in your institution directly or indirectly without your supervision or permission.



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PRACTICUM OBSERVATION GUIDE

Reg. No.....Name of the student teacher.....

Institution..... Period.....

Key: 5- Exceeds Expectations (EE), 4- Meets Expectations (ME), 3- Approaching Expectations (AE), 2- Below Expectations (BE), and 1- Far Below Expectations (FBE).

Tick [✓] Appropriately

PERSONAL ATTRIBUTES	EE	ME	AE	BE	FBE	Comments
i. Punctuality (Arrival at school, meetings, class & assigned duties, meets set deadlines)	5	4	3	2	1	
ii. Modesty in dress code (As per the TSC Code of Regulations of 2015)	5	4	3	2	1	
CORE COMPETENCIES	EE	ME	AE	BE	FBE	Comments
i. Communication and collaboration (Speaks clearly, shows confidence, listens, asks questions, learns from others, is passionate/enthusiastic, shows respect, self-motivated, interested in team work)	5	4	3	2	1	
ii. Creativity and imagination (Able to improvise, focused, curious, generates new ideas etc.)	5	4	3	2	1	
iii. Critical thinking and problem solving (Solves problems, offers alternative solutions, pays attention, seeks clarification, is flexible, adapts to different situations, reflects and assesses etc.)	5	4	3	2	1	
iv. Digital literacy (Operates digital devices, uses technology in a variety of ways, observes	5	4	3	2	1	



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	<i>safety while using digital devices, diagnoses and fixes faults in digital devices)</i>						
v.	Self-efficacy (Shows interest in learning, portrays a sense of self-worth, is shows resilience after setbacks, embraces challenges, is persistent and committed)	5	4	3	2	1	
vi.	Learning to learn (Is organized, self-disciplined, develops new working relationships, adjusts accordingly)	5	4	3	2	1	
vii.	Citizenship (Adheres to regulations, respects those in authority, cares for environment, appreciates school culture, participates in school activities both inside and outside the classroom, participates in community service, accommodates others, observes chapter six of our constitution etc.)	5	4	3	2	1	
viii.	Core values (Portrays caring attitude, resolves conflicts, displays trustworthiness, respect others, honest, displays humility, open-minded, puts the interest of others before own interest, is patient)	5	4	3	2	1	
TOTAL (OUT OF 50)							

General comments of the cooperating teacher

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Teacher's/supervisor's Name.....Signature.....Date.....



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PRACTICUM REPORT SCORE SHEET

(Student Teacher Practicum Report writing guide)

1. Cover Page: Identification details 2 marks

2. Preliminary pages: 12 marks

- Declaration page (1mark)
- Acknowledgement (1mark)
- Dedication (1mark)
- Table of contents (2 marks)
- List of tables (1mark)
- List of figures (1 mark)
- List of abbreviation and acronyms (1 mark)
- Definition of terms (2 marks)
- Executive Summary (2 marks)

3. Section 1: INTRODUCTION School/TVET Profile: 12mk

- 1.1. Geographical location (2 marks)
- 1.2. Historical background (2 marks)
- 1.3. Vision (2 marks)
- 1.4. Mission (2 marks)
- 1.5. Core values (2 marks)

- 1.6. School structure (2 marks)
- 1.7. Details of placement department (4 marks)

4. Section 2: PRACTICUM EXPERIENCES: 20 marks

- 2.1. Purpose, set of learning outcomes and general activities undertaken (3 marks)
- 2.2. Specific activities undertake (3 marks)
- 2.3. An analysis of learnt knowledge and applied skills (6 marks)
- 2.4. A profile of skills and competencies gained/acquired (3 marks)
- 2.5. Observations and critique: (what learned; what not learned; relevance of experience to training etc.) (5mrks)

5. Section 3: 10 marks

- 3.1. Summary (4mrk)
- 3.2. Conclusion (3mrk)
- 3.3. Recommendations (3mrk)

References (citation of sources used in report if any): 2 marks

Appendices (relevant attached): 2 marks E.g. Logbook, charts etc.

Note:

1. The report should be typed (Times new roman font 12; 2.0 spaced), bound (spiral) and submitted within one week upon reporting for the new semester.
2. The Practicum report will be marked out of 60 %
3. Cooperating teacher will constitute 50% of the total mark for the course.
4. University Lecturer assessment will constitute 50% of the total mark for the course

MUT, PRACTICUM LOGBOOK

APPENDIX 1. CHECKLIST FOR CLASSROOM OBSERVATION GUIDELINE



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	CLASSROOM OBSERVATION CHECKLIST
1.	Respond to the following questions. <ol style="list-style-type: none"> 1. What does your Cooperating Teacher (CT) think are the greatest challenges in teaching? 2. What does he/she do to meet them? 3. What do you think are the greatest challenges in teaching? How will you meet them? 4. What skills does your CT think you will need to best prepare for student teaching?
2.	Planning Curriculum and Instruction <ol style="list-style-type: none"> 1. How has classroom organization utilize the space available to maximize student learning? 2. How would you set up the room? Explain your choices. 3. What factors are taken into consideration by the CT to plan a daily schedule? 4. Ask to see your CT's departmental records. What type of planning does your CT do? 5. How do they use their plan book on a daily basis?
3.	Delivering Effective Instruction <ol style="list-style-type: none"> 1. What are some of the differences and similarities that you notice between this classroom and what you remember about your own experience at the same form? 2. How does your CT engage the students at the beginning of a lesson? 3. Give an example of a clear explanation by the CT. What made it clear? 4. How does your CT conclude each lesson? 5. How will you use this information as you plan your own lessons?
4.	Delivering Effective Instruction <i>Observe a lesson taught by your CT.</i> <ol style="list-style-type: none"> 1. How did your CT make the lesson objectives clear to the students? 2. What type of questions did your CT use to engage the students? 3. How effective were they? Cite examples. 4. How will your CT assess the success of the lesson? 5. Look at corrected homework. What type of feedback does your CT provide?
5.	Classroom Management <ol style="list-style-type: none"> 1. What classroom management techniques are used in this classroom? 2. Which do you think are the most and least effective? 3. Explain why by citing evidence in support of your view. 4. How does your CT assist the students with transitioning to new activities? 5. Why is transitioning important to classroom management?
6.	Student Assessment and Evaluation <ol style="list-style-type: none"> 1. What types of assessment does the CT use to analyze learning outcomes? 2. How are they evaluated in your subject areas? 3. How different is this evaluation from the one done by KNEC, County and Sub-county Subject Panels? 4. Based on assessment information, what are some considerations you will keep in mind as you plan your lessons? 5. What are your recommendations on how learning outcomes in you teaching subjects can best assessed and evaluated?
7.	Promoting Core values and Competencies <i>Think about your work with your student.</i> <ol style="list-style-type: none"> 1. What knowledge have you gained from this experience? 2. How will you use it during your actual Teaching Practice? 3. How has this experience helped you become more aware of the needs of students? 4. Describe the challenges you faced while interacting with learners.
8.	Practicum Self- Evaluation: <ol style="list-style-type: none"> 1. Evaluation of your performance, progress, and learning. 2. Include your strengths, weaknesses, areas where you have demonstrated growth, and suggestions for areas in which you should concentrate during your Teaching Practice. 3. Cite specific examples (evidence) in support of what you write.

