

**AKENTEN APPIAH-MENKA UNIVERSITY OF SKILLS  
TRAINING AND ENTREPRENEURIAL DEVELOPMENT  
(AAMUSTED)**

**INTERNSHIP RECORD BOOK**

Institute of Life-Long Learning and Teacher Development (ILLLTD),  
Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development  
(AAMUSTED)

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Mr. Augustus Brew  
Registrar, AAMUSTED

## **PREAMBLE**

The Internship Record Book (IRB) is to be used by interns on internship (teaching practice) programme to assist them to plan, teach and reflect on their teaching practice. It is also to be used to evaluate interns' teaching and professionalism.

Mentors are to informally observe interns' teaching several times during the internship period. They should also formally observe and assess interns' teaching, using the teaching evaluation forms (IRB 7 and IRB 8) in the Internship Record Book (IRB), at least, three times during the period. In addition, mentors will evaluate interns' professionalism at the end of the internship programme, using the appropriate evaluation form (IRB 10).

University supervisors will also observe and assess at least one lesson of the intern on their visits. At the end of the internship programme, all the marks from the mentor and the University supervisor will be computed to determine an intern's final grade.



## **INTERN'S PARTICULARS**

Name of Intern:.....

Index Number: .....

Programme of Study:.....

Name of School of Practice: .....

Town:.....

District: .....

Class Assigned:.....

Subject(s) Taught:.....

Year of Internship:.....

Name of Mentor:.....

Name of Head of the School:.....

**IRB 1**

**FAMILIARISATION WITH THE SCHOOL ENVIRONMENT AND  
DOCUMENTS/RECORDS**

**Instruction:** Complete this observation guide with your mentor. **IRB 1** should be completed within the first week of the internship.

Item	Response	
1. When was the school established?		
2. What is the total number of students in the school?		
3. How many are boys?		
4. How many are girls?		
5. What is the number of female teachers in the school?		
6. What is the number of male teachers in the school?		
7. How many non-teaching staff (if any) are males?		
8. How many non-teaching staff (if any) are females?		
9. What is the number of classrooms in the school?		
10. How many associations/clubs are in the school?		
11. What is the reporting time of the school?		
12. What is the closing time of the school?		
<b>Complete the checklist of the following items</b>	<b>Available (√)</b>	<b>Not Available (√)</b>
13. Sexual Harassment Policy		
14. National Gender Policy		
15. Equity and Inclusive Education Policy		
16. GES Code of Conduct Handbook		
17. Sanitation Policy		
18. School Timetable		
19. Guidance and Counselling Coordinator		
20. ICT Laboratory		

Signature (intern) .....

Date.....

Signature (mentor) .....

Date.....

## IRB 2

### OBSERVATION OF MENTOR'S LESSONS

**Class:**..... **Subject Observed:**.....

**Topic/strand Observed:**..... **Date of Observation:**.....

- i. Did your mentor review learners' Relevant Previous Knowledge and was it linked to the topic/strand? Yes [ ] No [ ]
- ii. Were the objectives/indicators of the lesson SMART and communicated to learners?  
Yes [ ] No [ ]
- iii. What were the teaching strategies/methods used and how effective were they?  
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- iv. What were the teaching and learning activities your mentor employed to deliver the lesson?  
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- v. What type of teaching and learning materials were used and did they enhance learners understanding?  
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- vi. What was the assessment technique used and did it measure intended objectives/indicators?  
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- vii. Identify the strengths and weaknesses of the lesson.  
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- viii. What would you do differently if you are to teach this lesson and why?  
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### IRB 3

#### SELECTION OF TOPICS/STRANDS TO BE TAUGHT

i. Have you selected your topics/strands? Yes [ ] No [ ]

ii. Was your mentor involved in the selection of the topics/strands? Yes [ ] No [ ]

iii. What role did your mentor play in the selection of the topics/strands?

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iv. Did you find the role your mentor played useful? Yes [ ] No [ ]

v. If yes, how?

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vi. If no, why?

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vii. Write down the selected topics/strands

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## REFLECTION ON THE SELECTION OF TOPICS/STRANDS

A. What did you learn in selecting the topics/strands with or without your mentor?

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B. What challenges did you face?

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C. How did you overcome the challenges?

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## IRB 4

### PLANNING A LESSON WITH THE MENTOR

**Class:** ..... **Subject:**.....

**Topic/strand:**..... **Date of Planning:**.....

- i. Indicate the sub-topic/sub-strand and objectives/indicators for the lesson.

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- ii. What reference materials would you use?

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- iii. What teaching and learning resources would you use?

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- iv. What different learning needs would you anticipate encountering in the class?

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- v. How do you intend to meet the diverse students in the class?

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- vi. What arrangements would you make to ensure gender parity?

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- vii. What kind(s) of classroom seating arrangement do you intend to use and why?

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## IRB 5

### TEACHING A LESSON WITH THE MENTOR

Date of Teaching:.....Time:.....Duration:.....

Subject:.....Topic/Strand:.....

Sub topic/Sub strand:.....Class:.....Class size:.....

Number of learners with Special Educational Needs (SEN):.....

Type(s) of SEN:.....

#### A. Before/Introduction Phase

- i. How did you review learners' prior knowledge about the intended lesson outcomes?

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- ii. What kinds of tasks did you use (Were they likely to be understood by all learners? Were they accessible to the majority of learners?)

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- iii. How did you ensure that all learners understood the task at hand?

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- iv. What learning expectations did you have for your learners?

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- v. How did you ensure that learners achieve these expectations?

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**B. During/Main Phase**

- i. How did you intend to engage the learners individually or in groups, in independent thinking about the task?

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- ii. How did you monitor and assess learners' activities?

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- iii. How did you ensure that learners were able to share their activities and critique each other's activities in a safe and friendly atmosphere?

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**C. After/Evaluation Phase**

- i. How did you receive feedback from the learners?

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- ii. How did you ensure that learners feel safe to express themselves without feeling intimidated or afraid?

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- iii. How did learners share their feedback with the entire class ("gallery walk" "expert grouping", etc.)?

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iv. Were there any extensions to challenge learners’ learning?

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**REFECTION ON A LESSON TAUGHT WITH THE MENTOR**

i. What have you learned about how to teach a lesson?

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ii. What challenge(s) did you encounter in teaching the lesson?

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iii. How did you overcome the challenge(s) encountered?

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## IRB 6

### INDIVIDUAL TEACHING

**Date of Teaching:**.....**Time:**.....**Duration:**.....

**Subject:**.....**Topic/Strand:**.....

**Sub-topic/Sub strand:**.....**Class:**.....**Class size:**.....

**Number of learners with Special Educational Needs (SEN):**.....

**Type(s) of SEN:**.....

#### **A. Before/Introduction Phase**

i. What worked well during this phase of the lesson in terms of

a. Revision of learners' prior learning?

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b. Connecting the topic/strand to learners' prior learning experiences?

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ii. What did not work well during this phase of the lesson?

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iii. Why did things not work as planned?

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iv. How do you intend to improve on the areas/things that did not work well?

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**B. During/Main Phase**

i. How did you ensure that learners understood the topic/strand?

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ii. How did you ensure and allow learners to make meaning for themselves in the course of the lesson?

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iii. How did you ensure that learners were working independently on activities whether individually or in groups?

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iv. How did you assess learners' learning?

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**C. After/Evaluation Phase**

i. How did you ensure that all learners, irrespective of learning ability or gender, actively participate in the lesson?

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ii. How did you encourage learners to critique each other's work respectfully?

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- iii. How did you address learners’ different responses/answers to the same task?  
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- iv. If you were to teach this topic again, what would you do differently?  
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**REFECTION ON INDIVIDUAL TEACHING**

- i. Before phase (what worked well, what did not work well and why?)  
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- ii. During Phase (what worked well, what did not work well and why?)  
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- iii. After Phase (what worked well, what did not work well and why?)  
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# IRB 7

## INTERN TEACHING EVALUATION FORM

Name of Student:.....Index No:.....

School:.....Town:.....

Subject:.....Topic/strand .....

Sub-topic/sub-strand:.....Class:.....

Time:.....Duration:.....

Please, tick {✓} **one** appropriate description for **each item** on the rating scale (RS).

ITEM	DESCRIPTION	RS
<b>Content Standard, Topic/Strand</b>	Lesson plan is available, the content standard, topic/strand can be found in the curriculum, notes are detailed and provide up-to-date information.	<b>5</b>
	Lesson plan is available, the content standard, topic/strand can be found in the curriculum, notes are detailed but contain some inaccuracies.	<b>4</b>
	Lesson plan is available, the content standard, topic/strand can be found in the curriculum but not detailed enough.	<b>3</b>
	Lesson plan is available but the content standard, topic/strand cannot be found in the curriculum.	<b>2</b>
	Lesson plan is poorly done and the content standard, topic/strand cannot be found in the curriculum.	<b>1</b>
<b>Lesson Objectives/ Learning Indicators are SMART</b>	Objectives are specific, measurable, achievable, relevant, and time-bound, and are linked to the classroom activities.	<b>5</b>
	Objectives are specific, measurable, achievable and relevant, and time-bound, but are linked to the classroom activities.	<b>4</b>
	Objectives are specific, measurable and relevant but not achievable within the duration of the lesson.	<b>3</b>
	Objectives are specific and relevant but not measurable.	<b>2</b>
	Objectives are relevant but not specific.	<b>1</b>
<b>Relevant Previous Knowledge</b>	Reviews previous knowledge which builds on learners' prior learning and is directly connected to the day's lesson and the examples used are adequate.	<b>5</b>
	Reviews previous knowledge which builds on learners' prior learning and is directly connected to the day's lesson but the examples used are inadequate.	<b>4</b>
	Reviews previous knowledge which builds on learners' prior learning but is not directly connected to the day's lesson.	<b>3</b>
	Reviews relevant previous knowledge but does not build on learners' prior learning.	<b>2</b>
	Reviews relevant previous knowledge but does not connect to the lesson.	<b>1</b>
<b>Introduction of the Lesson</b>	Introduces the lesson, reviews learner's RPK, links it with the topic, stimulates students' interest and shares lesson objectives with students.	<b>5</b>
	Introduces the lesson, reviews learner's RPK, links it up with topic and stimulates students' interest but does not share lesson objectives with students.	<b>4</b>
	Introduces the lesson, reviews learner's RPK and links it up with topic but neither stimulates students' interest nor shares lesson objectives with students.	<b>3</b>
	Introduces the lesson, but neither reviews learner's RPK, links it up with topic, stimulates students' interest nor shares lesson objectives with students.	<b>2</b>
	Merely introduces the lesson.	<b>1</b>
	Uses appropriate teaching and learning materials and indicates when and how to use them in the lesson.	<b>5</b>

<b>Teaching and Learning Materials</b>	Uses appropriate teaching and learning materials but only indicates when to use them in the lesson.	<b>4</b>
	Uses appropriate teaching and learning materials but do not indicate when to use them in the lesson.	<b>3</b>
	Teaching and learning materials not properly prepared and do not indicate when and how to use them in the lesson.	<b>2</b>
	Uses inappropriate teaching and learning materials.	<b>1</b>
<b>Teaching and Learning Activities</b>	Teaching and learning activities in the lesson plan are stated sequentially and logically, and direct students learning.	<b>5</b>
	Teaching and learning activities in the lesson plan are stated sequentially and logically, but do not direct students learning.	<b>4</b>
	Teaching and learning activities in the lesson plan are stated sequentially, but not logically and do not direct students' learning.	<b>3</b>
	Teaching and learning activities in the lesson plan are not stated sequentially, not logically, and do not direct students' learning.	<b>2</b>
	Teaching and learning activities are stated in the lesson plan are not adequate.	<b>1</b>
<b>Presenting Teaching/ Learning Activities</b>	Uses varied pedagogical skills and maintains a balance between teacher and students' activities.	<b>5</b>
	Uses varied pedagogical skills but does not maintain a balance between teacher and students' activities.	<b>4</b>
	Does not vary pedagogical skills but maintains a balance between teacher and students' activities.	<b>3</b>
	Does not vary pedagogical skills nor maintains a balance between teacher and students' activities.	<b>2</b>
	Teaching and learning activities are disorganized.	<b>1</b>
<b>Sequencing and Time Management</b>	Various phases of the lesson are clearly indicated, build on each other and can be completed within the stipulated time at a reasonable pace.	<b>5</b>
	Various phases of the lesson are clearly indicated and build on each other but cannot be completed within the stipulated time at a reasonable pace.	<b>4</b>
	Various phases of the lesson are clearly indicated but do not build on each other and cannot be completed within the time.	<b>3</b>
	Various phases of the lesson are poorly indicated and cannot be completed within the time.	<b>2</b>
	Various phases of the lesson are poorly indicated and have no time limit.	<b>1</b>
<b>Mastery of Subject Matter</b>	Exhibits command over the subject matter, gives precise information, exudes confidence, cites a lot of examples, relates content to students' experiences and fosters critical thinking.	<b>5</b>
	Exhibits command over the subject matter, exudes confidence, gives accurate content, relevant examples, and relates content to students' experiences but does not foster critical thinking.	<b>4</b>
	Exhibits command over the subject matter exudes confidence, gives accurate content and cites a lot of relevant examples but does not relate content to students' experiences and does not foster critical thinking.	<b>3</b>
	Exhibits command over the subject matter, exudes confidence but does not give accurate information, relevant examples, relates content to students' experiences, and foster critical thinking.	<b>2</b>
	Exhibits limited knowledge over the subject matter, exudes confidence, but does not give accurate content, relevant examples, relates content to students' experiences, and foster critical	<b>1</b>
<b>Students' Participation</b>	Engages all students in the lesson, facilitates problem-solving among students, encourages cooperative learning, monitors progress and provides feedback.	<b>5</b>
	Engages all students in the lesson, facilitates problem-solving among students, encourages cooperative learning, monitors' progress but does not provide feedback.	<b>4</b>
	Engages all students in the lesson, facilitates problem-solving among students, encourages cooperative learning, but does not monitor progress and provide feedback.	<b>3</b>

	Engages some students in the lesson, does not monitor progress effectively, and provides no feedback.	<b>2</b>
	Neither monitors students learning nor provides feedback to students. Students' participation in lesson is low.	<b>1</b>
<b>Learning Needs</b>	Different learning needs are recognized, with the teacher always using teaching/learning activities which address the different needs in the class.	<b>5</b>
	Different learning needs are recognized, with the teacher sometimes using teaching/learning activities which address the different needs in the class.	<b>4</b>
	Different learning needs are recognized but rarely are learning supports provided to learners.	<b>3</b>
	Different learning needs are recognized but no learning supports are provided to learners.	<b>2</b>
	Different learning needs are not recognized by the teacher.	<b>1</b>
<b>Social and Emotional Learning Needs</b>	Knows the varied social and emotional learning needs of learners and constantly takes steps to support the learners through varied approaches.	<b>5</b>
	Knows the varied social and emotional learning needs of learners and sometimes takes steps to support the learners.	<b>4</b>
	Knows the varied social and emotional learning needs of learners but does not do anything to support the learners.	<b>3</b>
	Disregards the varied social and emotional learning needs of learners.	<b>2</b>
	Does not know the varied social and emotional learning needs of learners.	<b>1</b>
<b>Questioning Skills</b>	Distribute questions fairly and encourages students to answer and stimulates critical thinking.	<b>5</b>
	Distribute questions fairly and encourages students to students to answer but does not stimulate critical thinking.	<b>4</b>
	Distribute questions fairly but does not encourage students to answer and does not stimulate critical thinking.	<b>3</b>
	Does not distribute questions fairly neither does he encourage students' questions and answers nor stimulate critical thinking.	<b>2</b>
	Distributes questions to only few able students.	<b>1</b>
<b>Assessment for Learning</b>	Provides feedback to learners by clarifying their misunderstandings, encourages discussion among them and helps them identify their next learning steps.	<b>5</b>
	Provides feedback to learners by clarifying their misunderstandings, encourages discussion among them but does not help them identify their next learning steps.	<b>4</b>
	Provides feedback to learners by clarifying their misunderstandings, but does not either encourage discussion among them or help them identify their next learning steps.	<b>3</b>
	Provides feedback to learners but neither does he clarify their misunderstandings, encourage discussion among them nor help them identify their next learning steps.	<b>2</b>
	Does provides feedback to learners, neither does he clarify their misunderstandings nor encourage discussion among them.	<b>1</b>
<b>Assessment of Learning</b>	Uses a variety of assessment techniques to determine learning outcomes appropriately and timely, and encourages the application of learning.	<b>5</b>
	Uses a variety of assessment techniques to determine learning outcomes appropriately, and timely and but does not encourage the application of learning.	<b>4</b>
	Uses a variety of assessment techniques to determine learning outcomes appropriately, but they are not timely and do not encourage the application of learning.	<b>3</b>
	Uses a variety of assessment techniques to determine learning outcomes but they are not appropriate, timely and do not encourage the application of learning.	<b>2</b>
	Does not use a variety of assessment techniques to determine learning outcomes.	<b>1</b>
<b>High Learning Expectations</b>	Sets high learning expectations and attends to the learning needs of all irrespective of gender, academic potentials or Special Education Needs (SEN).	<b>5</b>
	Sets high learning expectations for all learners but does not provide adequate support to the different categories of learners.	<b>4</b>

<b>irrespective of Learning Needs</b>	Sets high learning expectations and attends to some of the learning needs of the students.	<b>3</b>
	Sets high learning expectations but does not attend to any of the learning needs of the students.	<b>2</b>
	Does not set high learning expectations irrespective of gender, academic potentials or SEN.	<b>1</b>
<b>Teacher Attitude towards Learners' Feedback</b>	Seeks feedback from learners at all phases of the lesson, reacts positively to their feedback and incorporates them into teaching.	<b>5</b>
	Seeks feedback from learners at all phases of the lesson and reacts positively to the feedback but rarely acts on them.	<b>4</b>
	Seeks feedback from learners at certain stages of the lesson but reacts negatively to the feedback.	<b>3</b>
	Rarely seeks feedback from learners throughout the lesson phases.	<b>2</b>
	Does not seek feedback from learners throughout the lesson.	<b>1</b>
<b>Classroom Management</b>	Establishes a purposeful learning environment, a proper sitting plan, interacts with students, encourages cooperative learning and monitors students learning.	<b>5</b>
	Establishes a purposeful learning environment, a proper sitting plan, interacts with students, and encourages cooperative learning but does not monitor students learning.	<b>4</b>
	Establishes a purposeful learning environment, a proper sitting plan, interacts with students, but does not encourage cooperative learning and monitor students learning.	<b>3</b>
	Establishes a purposeful learning environment, but does not have proper sitting plan, does not interact with students, encourage cooperative learning and monitor students learning.	<b>2</b>
	Does not establish purposeful learning environment, but does not have proper sitting plan, does not interact with students, encourage cooperative learning and monitor students learning.	<b>1</b>
<b>Learner Feedback</b>	Strong evidence to support that learners have opportunity to give feedback to each other at all the phases of the lesson.	<b>5</b>
	Sufficient evidence to support that learners have opportunity to give feedback to each other which happens at any two phases of the lesson.	<b>4</b>
	Limited evidence to support that learners have opportunity to give feedback to each other.	<b>3</b>
	Learners have rare opportunity to give feedback to each other.	<b>2</b>
	Learners have no opportunity to give feedback to each other.	<b>1</b>
<b>Closure</b>	Uses questions and answers to the end of the lesson, summarizes, and gives practice exercises to clarify the main points along lesson objectives; and assigns activity for next lesson.	<b>5</b>
	Uses questions and answers to end the lesson and give practice exercises to clarify the main points along lesson objectives.	<b>4</b>
	Uses questions and answers to summarize the lesson.	<b>3</b>
	Does not use questions and answers to summarize the lesson.	<b>2</b>
	Finishes the lesson abruptly or finishes the lesson well ahead of time.	<b>1</b>

**Total Score:.....Grade:.....Date:.....**

**Name of Mentor/Supervisor:.....Sign.....**

#### **RATING SCALE (RS)**

Excellent	= 5
Very Good	= 4
Good	= 3
Satisfactory	= 2
Unsatisfactory	= 1

#### **GRADING SYSTEM**

80 – 100	= A
75 – 79	= B+
70 – 74	= B
65 – 69	= C+
60 – 64	= C
55 – 59	= D+
50 – 54	= D
Below 50	= E

**IRB 8**

**TEACHING EVALUATION COMMENTS FORM**

**Name of Student:** .....**Index Number:**.....

**Programme:**..... **Subject:**.....

**Topic/Strand:**.....**Sub-topic/Sub-strand:** .....

**Class:**.....**Time:**.....**Duration:**.....

**Name of School:**.....

**A. EXCEEDED EXPECTATIONS (EXCELLENT)**

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**MET EXPECTATIONS (VERY GOOD)**

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**PARTIALLY MET EXPECTATIONS (GOOD)**

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**SUGGESTIONS/NEEDS IMPROVEMENT**

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**Name of Supervisor:**.....**Sign.:**.....**Date:** .....

**Name of Student teacher:**.....**Sign.:**.....**Date:** .....

## IRB 9

### OVERALL REFLECTION

- i. What are your overall reflections on the Internship Programme? Consider the various processes you went through in identifying and teaching a topic (what you learned from your mentor and colleagues).

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- ii. In what way did you make teaching relevant to your learners?

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- iii. Lessons learned from planning lessons

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- iv. Lessons learned from teaching lessons

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- v. Working with your mentor in planning and teaching lessons

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# IRB 10

## MENTOR'S EVALUATION FORM

Name of Student Teacher:.....Index No: .....

School:.....Town:.....District.....

Name of Mentor: .....

We would appreciate your cooperation in rating the student teacher in terms of his/her performance during the internship programme in your institution. Your responses will help in identifying areas requiring attention in the student teacher's continuing professional development. Thank you.

Performance Area (Please check (√) appropriately)	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
Attendance and punctuality during the term					
Ability to develop an understanding of and abide by, policy and procedures					
Develops an effective working relationship with staff					
Willingness to accept supervision and constructive criticisms					
Meet responsibilities promptly					
Effectiveness in communicating ideas					
Demonstrates ethical behaviours expected of a professional teacher					
Motivates and inspires learners					
Competence (given the level of experience in the field)					
Attends seminars and school-related meetings					
Commitment to teaching					
Maintains a sufficient level of energy					
Discreet with confidential information					
Engages in self-evaluation/reflection as a basis for self-improvement					

Signature:.....Date:.....



**IRB 11**

**HEAD OF THE SCHOOL'S EVALUATION FORM**

- i. Student teacher's general performance

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- ii. Mentor's performance

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- iii. Overall evaluation of the programme

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- iv. Any other suggestions

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**Name of Head.....Sign.:.....Date:.....**