PRACTICUM HANDBOOK
FOR
STUDENT TEACHERS

FACULTY OF
EDUCATION

EDCC 126
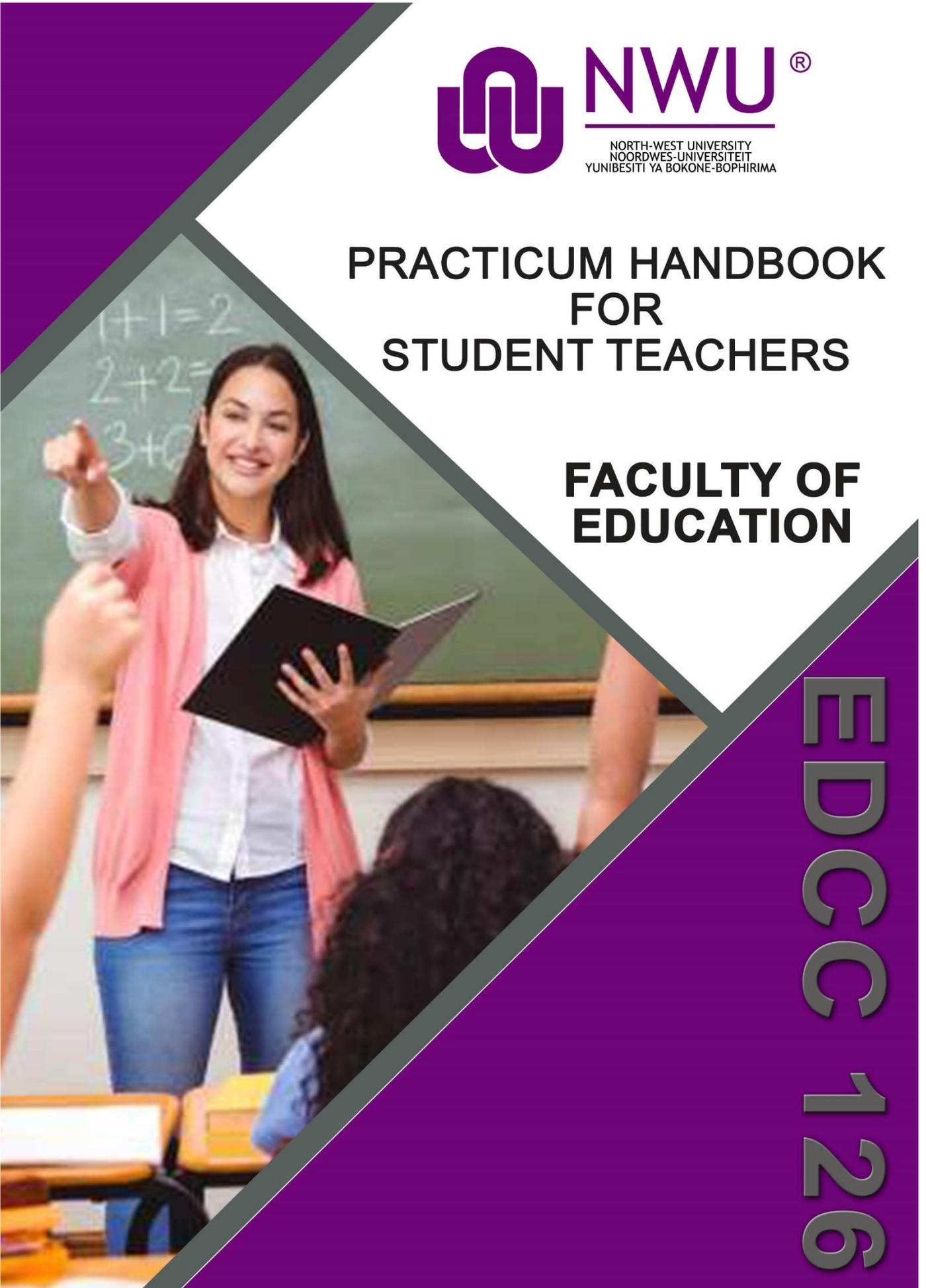
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1. Word of Welcome

Dear Student Teacher

In order to complete EDCC 126 successfully it is compulsory to be placed at a school and to complete and submit a portfolio of evidence. The practicum experiences enable you, as a student teacher, to expand and demonstrate the knowledge, skill, and disposition necessary to support the learning of all learners. The practicum presents a practical real-world teaching experience in which you can apply effective teaching practices. This experience is carried out under the close supervision of a team of Work Integrated Learning specialists. At the university you will work under the supervision of the University Work Integrated Learning (WIL) mentor from the Faculty of Education at the North-West University. At the school, you will work under the supervision of the Trained School Mentor and/or the School Mentor Teacher.

The *Practicum Handbook for Student Teachers* provides concise information that you will require to successfully complete your portfolio. For a detailed outline of Work Integrated Learning within the Faculty of Education you are required to read the *Work Integrated Learning Manual.* We hope that you will find the manual and handbook useful. Please note that each WIL module has its own handbook. This handbook is relevant for EDCC 126.

Yours sincerely

Prof Carisma Nel

University WIL Mentor

Foundation Phase

2. Faculty Contact Information: WIL Team

2.1 WIL Office

WIL Manager	Mrs Antonette Du Preez
Office telephone	(018) 285 2780
Email address	P-WIL-Office@nwu.ac.za
Building and Office nr	Building B5; Room G11
Consulting hours	Please make an appointment via email.

WIL Placement Officer: Foundation Phase	Mrs Lizette Marais
Office telephone	(018) 285 2784
Email address	P-WIL-Office@nwu.ac.za
Building and Office nr	Building B5; Room G11
Consulting hours	Please make an appointment via email.

2.2 University WIL Mentor

WIL Supervisor and Researcher	Prof Carisma Nel
Office telephone	(018) 285 2639
Email address	Carisma.Nel@nwu.ac.za
Building and Office nr	Building B6; Room 102
Consulting hours	Please make an appointment via email.

2.3 Whiteboard sessions and/or Panopto recordings for distance students

Distance Advisor	Mr Pieter Vermaak
Office telephone	(018) 2852701
Email address	Pieter.Vermaak@nwu.ac.za
Building and Office nr	Building B6
Consulting hours	Please make an appointment via email.
Link to recordings	http://distance.nwu.ac.za/downloads

3. How to Communicate in Your WIL Module?

3.1 eFundi Platform

This is our **PRIMARY** means of communication. Please ensure that you visit your eFundi site at least **ONCE** a day! This site contains:

- All WIL documentation;
  - o WIL Manual;
  - o Practicum Handbook for Students;
  - o Practicum Handbook for School Mentor Teachers
- Resources (e.g., reading material, PowerPoint slides, etc.)
- All urgent announcements!
- eFundi tests, quizzes, etc.
- Dropbox (e.g., for uploading video and audio files, etc.)

3.2 Email

The WIL team can communicate with you by sending a personal email. Please ensure that you always indicate your **student number** as well as your **year group** and whether you are a **contact or a distance student** in your emails.

3.3 WhatsApp Group

At the beginning of each semester you will be given a link on eFundi that will allow you to join the WhatsApp Group of the University WIL mentor. Joining this group enables you to ask questions related to the content of the portfolio to be completed during the first semester.

3.4 University Peer Support: Supplemental Instructional Facilitator

Supplemental instruction facilitators (i.e., senior students who have already successfully completed the module and the portfolios of evidence) will be appointed to assist you with any work integrated learning module support you may need. This includes:

- Content support related to the completion of all Embedded Signature Assessments within the Portfolio;
- Presentation of the portfolio;
- What to include in the portfolio;
- How to reflect critically;
- How to plan daily lessons;
- Any other support related to the content and preparation of your portfolio.

The contact details of the Supplemental Instruction facilitators will be posted on eFundi.

4. Submission Guidelines

On campus students

Date: The date will be communicated on eFundi.

Distance students:

Date: 7 September 2019

Place of submission: Four Options

1. Building B6; G10
2. Nearest Study Center
3. Courier

    Unit for Open Distance Learning

    Corner of Esselen and Malherbe Streets

    Building: B6

    Room: G10

    Potchefstroom

    2531
4. Postal address

    Unit for Open Distance Learning

    North-West University

    Private Bag X6001

    Internal Box 539

    Potchefstroom

    2520

5. Portfolio Assessment

Assessment Rubric Guide

Rating Scale	Percentage	Descriptor The student teacher:
4 Exceeds Expectations	80-100%	• Demonstrates **evidence that is consistent and thorough.** • Includes evidence of research, clear connection of theory to practice or demonstration of originality, sophisticated discussion of potential impact of work, and whether scholarly contributions have been accounted for. • No revision required; rich, insightful, in-depth and elaborate; • Establishes and maintains purpose throughout; • Accurate, relevant, and thorough.
3 Meets Expectations	70-79%	• Demonstrates effective and appropriate evidence of the criteria. • Criteria met with few errors and do not deter from accuracy and/or meaning; • Focussed, effective, and relevant.
2 Approaching Expectations	60-69%	• Provides **partial and inconsistent evidence** of the criteria. • Significant gap in understanding, although an attempt was made; • Unelaborated with several errors present.
1 Does Not Meet Expectations	50-59%	• Provides **minimal and ineffective evidence** of the criteria. • Minimal understanding; only small portions are addressed; • Response is limited, incorrect, missing, random, weak, and/or ineffective.

In addition to the rubrics used to assess your Embedded Signature Assessments within your portfolio, **Assessment Rubric 11** will be used to assess your **entire Portfolio of Evidence.** The portfolio is a representation of your knowledge, skills and disposition. Please not that if **ALL** documentation is **NOT** included in the portfolio and has not been stamped by the mentor teacher or designated school official with an official school stamp (e.g., attendance register, etc.) **you will lose 5% on your final mark**. This is a reflection of your future professionalism. Assessment rubric 11 should also be included in your portfolio and it will be assessed by the NWU assessment team.

ASSESSMENT RUBRIC 11: PORTFOLIO OF EVIDENCE

Assessment ratings	Does not meet expectations	Approaching expectations	Meets expectations	Exceeds expectations	Score
Sources of Learning *Experiences relevant to learning outcomes*	Documentation and description of learning experiences related to course learning outcomes are *lacking or substantially inadequate*	Documentation and description of learning experiences related to course learning outcomes are *not effectively or completely presented*	Documentation and description of learning experiences related to course learning outcomes are *appropriate and effectively presented*	Documentation and description of learning experiences related to course learning outcomes *exceed expectations*	
Demonstration of Learning *Artifacts*	The portfolio's materials and artifacts are not appropriate and/or adequate, and are not supported by the presentation	The portfolio materials and artifacts are not fully supported by or connected to the course's learning outcomes	The portfolio includes appropriate artifacts that support the demonstration of learning outcomes	The presentation of artifacts is convincing, with strong support for the course's learning outcomes	
Evidence of Learning *Competencies*	The portfolio shows little or no evidence of learning tied to sound educational theory	The portfolio documents some, but not sufficient, learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio adequately documents learning tied to sound educational theory (or grounded in appropriate academic frameworks)	The portfolio provides clear evidence of learning tied to sound educational theory (or grounded in appropriate academic frameworks)	
Mastering Knowledge & Skills *Application of Learning*	The portfolio provides little evidence of the student's ability to use knowledge and skills for the course's learning outcomes in practice	The portfolio demonstrates the student's ability to use the knowledge and skills for the course learning outcomes in practice is limited	The portfolio documents the acquisition of knowledge and skills for the course learning outcomes, with some ability to apply them in practice	The portfolio demonstrates the student has mastered the knowledge and skills for the course learning outcomes and can apply them in practice	
Reflection on Learning *Aligned with course learning outcomes*	The portfolio provides little or no evidence of reflection to increase learning aligned with the course learning outcomes.	The portfolio provides inadequate evidence of reflection to increase learning aligned with the course learning Outcomes.	The portfolio provides evidence of reflection to increase learning aligned with the course learning outcomes.	The portfolio shows that the student has reflected with substantial depth upon how the prior learning experience is aligned to the course learning outcomes.	
Presentation *Completeness and quality of the portfolio presentation*	Assembly instructions have not been followed with critical portfolio elements not included; the quality of written, visual and/or digital	Most of the expected elements are included; the quality of written, visual and/or digital presentation does not meet university standards with too many errors in spelling, grammar	The portfolio is well organized with all critical elements included; the quality of written, visual and/or digital the presentation is	The portfolio is well organized with all critical elements included; learning is well-documented with writing and production skills that *exceed*	

	presentation does not meet university standards	and punctuation	*competent* with minor errors in spelling, grammar and punctuation.	those of most university students	
Overall Assessment	The recommended cut score for a successful (i.e., passing) portfolio is **16**, with a score of **at least 2 in each of the six assessment criteria**. **Total: 24**				**TOTAL**

Name of Assessor: _____

Signature: _____

Date: _____

6. Module Overview

In this portfolio there are four Embedded Signature Assessments:

1. Professionalism and Ethics
2. Context: Learning Environment
3. Learner Development
4. Planning and Preparation

Figure 1: Assessment Architecture

Figure 1 indicates the core aspects you will be involved in over the course of your Work Integrated Learning experiences in the BEd Foundation Phase programme. In each WIL module you will be required to complete Embedded Signature Assessments (ESA). ESA are **tasks** that have been purposefully created to collect evidence for specific learning outcomes. The ESAs are university-specific assessments chosen from standard criteria that track a student teacher's growth over time. ESAs are formative in nature. The ESA's in the NWU BEd programme are aligned with the SACE professional teaching standards (draft). In all modules there are **four** ESAs.

EMBEDDED SIGNATURE ASSESSMENT 1

Professionalism and Ethics

Coursework reading material

This material is available on eFundi under resources. Read this material **BEFORE** going to school.

- SACE. Code of Professional Ethics.
    - ✓ Read the entire Code of Conduct.

Do the following

- Read the SACE Code of Professional Ethics.

- Be at school for the entire practicum period at the partner school.

- Participate in extra mural and/or co-curricular activities at school.

- Complete the attendance and extra mural and/or co-curricular forms. This is completed **ONLY IF** the school does have extra and/or co-curricular activities.

- Ask your school mentor teacher to complete the assessment rubric 1 for professional conduct. **(To be completed by the school mentor teacher).**

- Write a critical reflection on how the SACE Code of Conduct affects your role as teacher.

What to include in your Portfolio of Evidence

- The signed attendance form.

- The signed extra and/or co-curricular form. This is completed **ONLY IF** the school does have extra and/or co-curricular activities.

- Assessment rubric 1 on Competence - Professional Conduct (**completed by your school mentor teacher)**.

- Your critical reflection on the SACE Code of Conduct. (300-500 words)

- Assessment rubric 2 on Competence – Critical reflection on SACE Code of Conduct. **(Assessed by the University WIL assessment team)**

ATTENDANCE REGISTER

Initials and surname (Mr/Ms):_____

Student number:

School:

DATE	Time in	Time out	Student Teacher signature	School Mentor Teacher signature.

NB: If absent, please attach relevant evidence to this form.
Please attach: Medical Leave of Absence Form (Compulsory)

_____
School mentor teacher

_____
Date

EXTRA MURAL AND CO-CURRICULAR ACTIVITIES

Initials and surname (Mr/Ms):_____

Student number:

School:

Please indicate on the form in which extra-curricular (sport or cultural) the student teacher was involved.

Date	Time	Activity	School teacher in charge	Signature

_____
School mentor teacher

_____
Date

School Stamp

Assessment Rubric 1: Competence – Professional Conduct

Student Teacher:		School Mentor Teacher:		
Student number:		Grade:		Date:

Scale	4 Exceeds expectations	3 Meets expectations	2 Approaching expectations	1 Does not meet expectations

Professional Conduct	The student teacher …	Individual item rating	Component Rating (e.g., **Average for** Responsibility)
Responsibility	Is present, punctual, and prepared for class.		
	Completes assigned tasks that demonstrate high personal standards.		
	Models professional attire and personal hygiene.		
	Models educated language and behaviour.		
	Recognises her/his professional responsibility by being actively engaged in class.		
	Participates actively in extra- and/or co-curricular activities.		
Accountability	Complies with university/Faculty of Education/school policies and/or procedures.		
	Maintains professional relationships with colleagues and learners.		
Confidentiality	Maintains confidentiality of professional information acquired about learners, peers, and professional members of the university and school.		
Total out of 12			

Passing Score: A score of 7.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

_____ _____

School mentor teacher   Date

School Stamp

Assessment Rubric 2: Competence – Reflection on SACE Code of Conduct

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.	
Required Components	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.	
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner.	Writing is unclear and disorganized. Thoughts ramble and make little sense.	

	Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	There are more than five spelling, grammar, or syntax errors per page of writing.	There are numerous spelling, grammar, or syntax errors throughout the response.	
Evidence and Practice	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire ESA. The implications of these insights for the student teacher's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire ESA. The implications of these insights for the student teacher's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire ESA. Few implications of these insights for the student teacher's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire ESA. No implications for the student teacher's overall teaching practice are presented, as applicable.	

Total out of 16

Passing Score: A score of 9.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

EMBEDDED SIGNATURE ASSESSMENT 2

Learning Environment

Do the following

- Watch the videos on classroom routines, procedures and transitions **BEFORE** going to school.
    - ➢ Classroom management: Routines and procedures
      https://www.youtube.com/watch?v=0-n3ZncKAcU
    - ➢ Classroom management: Transitions
      https://www.youtube.com/watch?v=S0a8Pkcfc2g
- Observe your school mentor teacher and document, using the **learning environment form** below, what you see while he/she is teaching – focus on respectful interactions, managing classroom procedures, managing learner behaviour, and organising physical space.
- Schedule a reflective session (i.e., a discussion) with your school mentor teacher and engage with the teacher on how respectful interactions, managing classroom procedures, managing learner behaviour, and organising physical space can facilitate instruction and enhance learners' learning (**Complete the Observation: Discussion form).**
- Write a reflective narrative on your observation, the discussion with your school mentor teacher and indicate how the four aspects observed can facilitate instruction or enhance learners' learning.
- Engage with (i.e., discuss) your school mentor teacher on how and why classroom rules and routines were developed, and write a reflective narrative on the how and why of classroom rules and routines.
- Observe and actively assist the school mentor teacher in the switch between learning activities where handing out, collecting or organising learning materials needs to be done.
- Actively support the school mentor teacher in routine tasks associated with creating an effective, organised and well managed classroom environment.
- Observe the school mentor teacher perform the beginning of the day routine and procedural tasks (e.g., marking of registers) and ask permission to execute this on your own.

What to include in your Portfolio of Evidence

- Your observation: Learning Environment form.
- Your observation: Discussion form.

- A reflective narrative on your observation, the discussion with your school mentor teacher and indicate how the four aspects observed can facilitate instruction or enhance learners' learning.
- A reflective narrative on the how and why of classroom rules and routines.
- Include copies or photos of the school mentor teacher's classroom rules if it has been put on the walls, etc. (Ask permission to make copies, take photos, etc.).
- Assessment rubric 3 on Competence - Learning Environment (**to be completed by the school mentor teacher).**
- Assessment Rubric 4: Reflection - respectful interactions, managing classroom procedures, managing learner behaviour, and organising physical space **(to be completed by the University Assessment Team).**
- Assessment Rubric 5: Reflection – Classroom rules and routines **(to be completed by the University Assessment Team**).

Observation Form: Learning Environment

Elements to observe	Indicators	Student Teacher Comments/Notes
Respectful interactions	• Respectful talk, active listening, and turn-taking. • Acknowledgment of learners' backgrounds and lives outside the classroom. • Body language indicative of warmth and care shown by teacher and learners. • Physical proximity. • Politeness and encouragement. • Fairness.	
Managing learner behaviour	• Clear standards of conduct, possibly posted, and possibly referred to during a lesson. • Absence of acrimony between teacher and learners concerning behaviour. • Teacher awareness of learner conduct. • Preventive action when needed by the teacher. • Absence of misbehaviour. • Reinforcement of positive behaviour.	
Managing classroom procedures	• Smooth functioning of all routines. • Little or no loss of instructional time. • Learners playing an important role in carrying out the routines, transitions and/or handling of materials and supplies. • Learners know what to do, where to move.	

Organising physical space	• Pleasant, inviting atmosphere.	
	• Safe environment.	
	• Accessibility for all learners.	
	• Furniture arrangement suitable for the learning activities.	
	• Effective use of physical resources, including computer technology, by both teacher and learners.	
	• Rules, routines, and procedures posted in a manner that is easy to see.	
	• Instructional areas of the classroom have clear, visual boundaries for learners.	

_____

School mentor teacher

_____

Datum

School Stamp

Observation: Discussion form

After observation, make time to discuss your observations with your school mentor teacher.

Summary of discussion with school mentor teacher (Student teacher to notate)

Student teacher personal reflection notes:

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School mentor teacher

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Date

School Stamp

_____

Student Teacher

Assessment Rubric 3: Competence - Learning Environment

Competence: Learning Environment The student teacher can:	Rating
Physical space: Classroom layout Understands, reflects and "can do" – how classroom layout supports learning for all learners.	
Respectful Interactions Understands, reflects and "can do" –respectful interactions between teacher and learners **AND** interactions between learners.	
Routines or Procedures Understands, reflects and "can do" – routines or procedures to create a positive environment.	
Rules or Expectations Understands, reflects and "can do" – rules or expectations and how they impact the learning environment.	
Learner behaviour Understands, reflects and "can do" – learner behaviour in the classroom and responds to different types of behaviour.	
Total out of 20	

Passing Score: An average score of 11.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

_____
School mentor teacher

_____
Date

School Stamp

Assessment rubric 4: Reflection - respectful interactions, managing classroom procedures, managing learner behaviour, and organising physical space

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.	
Required Components	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.	
Structure	Writing is clear, concise, and well organized with excellent	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.	Writing is unclear and/or disorganized.	Writing is unclear and disorganized.	

	sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.	
Evidence and Practice	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire ESA. The implications of these insights for the student teacher's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire ESA. The implications of these insights for the student teacher's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire ESA. Few implications of these insights for the student teacher's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire ESA. No implications for the student teacher's overall teaching practice are presented, as applicable.	

Total out of 16

Passing Score: A score of 9.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

Assessment rubric 5: Reflection – Classroom rules and routines

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course material. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.	
Required Components	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.	
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner.	Writing is unclear and disorganized. Thoughts ramble and make little sense.	

	Thoughts are expressed in a coherent and logical manner.

There are no more than three spelling, grammar, or syntax errors per page of writing. | Thoughts are expressed in a coherent and logical manner.

There are no more than five spelling, grammar, or syntax errors per page of writing. | There are more than five spelling, grammar, or syntax errors per page of writing. | There are numerous spelling, grammar, or syntax errors throughout the response. | |
| **Evidence and Practice** | Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire ESA.

The implications of these insights for the student teacher's overall teaching practice are thoroughly detailed, as applicable. | Response shows evidence of synthesis of ideas presented and insights gained throughout the entire ESA.

The implications of these insights for the student teacher's overall teaching practice are presented, as applicable. | Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire ESA.

Few implications of these insights for the student teacher's overall teaching practice are presented, as applicable. | Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire ESA.

No implications for the student teacher's overall teaching practice are presented, as applicable. | |
| **Total out of 16** | | | | | |

Passing Score: A score of 9.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

EMBEDDED SIGNATURE ASSESSMENT 3

Learner Development

Coursework reading material

Watch the following videos by clicking on the links.

- *The importance of promoting social-emotional skills in children*
  Beskikbaar op:

  https://www.youtube.com/watch?v=JzQ0i_mvxbs

- *The importance of cognitive development.*

  https://www.youtube.com/watch?v=0gaxu3CZSOY

Do the following

- Watch the videos **BEFORE** going to school.

- Supervise and observe learners during break, physical education, creative arts, etc. to understand learner development.

- Make connections between your observations and the video material you should have watched.

- Observe your school mentor teacher's interactions with learners on:

    - *Learners' language development.*

    - *Special learner needs*

    - *Differentiation of instruction.*

- Select three learners who have different emotional, social, physical, cognitive and language profiles. Ask your school mentor teacher to assist you with this.

- Obtain information from your school mentor teacher in terms of the identified learners' interest, cultural background and linguistic profile (what language is spoken by mother/caregiver, etc.).

- Attach evidence to support your documentation (e.g., copies of learner's work, evidence can also be the reporting of an incident, with the exact words of the learner etc.). Please note that **NO** learner should be mentioned by name. Use a pseudonym or refer to the learners as Learner A, Learner B and Learner C.

- Schedule a discussion session with your school mentor teacher and talk to her about your observation and what you have learnt about the developmental profiles of the learners you selected.

- Ask the school mentor teacher whether you may mark the identified learners' workbooks/worksheets/activities (Coaching by your school mentor teacher is necessary) and/or tasks/tests with a memo (school mentor teacher acts as an instructor and moderator).

- Record marks under supervision of the school mentor teacher.

- Discuss with your school mentor teacher how the learners' assessment data (i.e., informal tasks, worksheets, tests, homework, etc.) is used by the teacher to inform planning and instructional decisions.

- Write a detailed analysis of each learner's developmental profile. Indicate how their profiles would affect your lesson planning as well as the choice of instructional activities and resources, and how their assessment results (i.e., informal tasks, worksheets, tests, homework, etc.) would affect your planning.

What to include in your Portfolio of Evidence

- A critical reflection detailing an analysis of each learner's developmental profile and how their profiles would affect your lesson planning as well as the choice of instructional activities and resources, as well as how their assessment results would affect changes to future planning and instruction.

- Evidence to support your documentation (e.g., copies of learners' work, evidence can also be the reporting of an incident, with the exact words of the learner etc.).

- Assessment rubric 6 on Competence - Learner Development **(to be completed by your school mentor teacher)**.

- Assessment rubric 7: Reflection on Learner Development (*to be completed by the University Assessment Team).*

Assessment Rubric 6: Competence – Learner development

Competence: Learner Development The student teacher can:	Rating
Understands, reflects and "can do" - how learners grow and develop (learners' social, emotional, physical, cognitive and language characteristics).	
Understands, reflects and "can do" - learners' cultural and linguistic profiles	
Understands, reflects and "can do" - implications of learner profiles for learner support, planning, and instruction (e.g., choice of instructional activities or choice of resources)	
Total out of 12	

Passing Score: An average score of 7.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

_____

School mentor teacher

_____

Date

School Stamp

Assessment rubric 7: Reflection on Learner Development

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.	
Required Components	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.	
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner.	Writing is unclear and disorganized. Thoughts ramble and make little sense.	

	Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	There are no more than five spelling, grammar, or syntax errors per page of writing.	There are more than five spelling, grammar, or syntax errors per page of writing.	There are numerous spelling, grammar, or syntax errors throughout the response.	
Evidence and Practice	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire ESA. The implications of these insights for the student teacher's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire ESA. The implications of these insights for the student teacher's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire ESA. Few implications of these insights for the student teacher's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire ESA. No implications for the student teacher's overall teaching practice are presented, as applicable.	

Total out of 16

Passing Score: A score of 9.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

EMBEDDED SIGNATURE ASSESSMENT 4

Planning & Preparation

Coursework material

- The Planning and Preparation Toolkit under resources in eFundi.

Do the following:

- Write a reflective journal in which you comment critically on:
    - year, term, weekly, and daily or lesson planning or day programmes (Grade R);
    - how planning is linked to CAPS;
    - the value of phase or grade meetings;
    - what you learnt from co-planning and co-teaching with the school mentor teacher;
    - the learning context (i.e., school information, classroom information, learner characteristics, and resources);
    - how you will plan for assessment on a weekly and daily basis (e.g., informal).
- Ask your teacher if you could have copies of her year and term planning.
- Ask to attend a phase, grade or subject meeting **if they are held at your school.**
- Take minutes during this meeting with the permission of the HOD.
- Schedule a discussion session with your school mentor teacher and talk to her about how she does planning, what resources she uses, factors she takes into consideration when planning, and how she uses learner assessments (e.g., worksheets, informal assessments, quizzes, etc.) to inform her planning for future planning and instruction.
- Co-plan for two weeks (i.e., **weekly planning**) with your school mentor teacher. Make use of the weekly planning templates used by your school mentor teacher or that required by the district in which the school resorts.
- Complete a daily task form that relates to YOUR tasks for a day. **Devise your own form**. Your school mentor teacher should sign the form.
- Co-plan and co-teach two entire mornings of lessons (if your mentor teacher requests you to – **one teach and one assist**) (i.e., you should focus on Mathematics, Home Language, Additional Language and Life Skills **or** Integrated day programmes for Grade R) with your school mentor teacher. Make use of your school mentor teachers' method of planning. Please note that this is not new planning; it comes from the weekly planning done previously.
- ***In addition to the planning mentioned in the previous bullet***, you should plan one Mathematics, one Home Language, one Additional Language and one Life Skill lesson **on your own** using the NWU Planning and Preparation Framework (Consult the Planning and

Preparation Toolkit) or if you are placed in a Grade R classroom use the NWU Planning and Preparation Framework for Grade R (Consult the Planning and Preparation Toolkit). The lessons that you plan can come from one of the mornings that you co-planned and co-taught with your school mentor teacher. (previous bullet). The idea is that in these four lessons you provide more detail.

What to include in your Portfolio of Evidence

- A reflective journal in which they comment critically on:
    - o year, term, weekly and lesson planning or day programmes;
    - o how planning is linked to CAPS;
    - o the value of phase or grade meetings;
    - o what you learnt from co-planning and co-teaching with the school mentor teacher;
    - o the learning context (i.e., school information, classroom information, learner characteristics, and resources).
    - o How you will plan for assessment on a weekly and daily basis (e.g., informal).
- Include evidence of:
    - o year, term, weekly and lesson planning/day programmes in your portfolio of evidence. This should only be an example, not the entire year (**The year and term planning should be a copy of your teacher's planning**);
    - o daily planning/day programme (Grade R);
    - o minutes of a grade or phase meeting – **if one was held.**
- Copies of your four lesson plans that you did on your own – using the NWU Planning and Preparation Framework.
- Copies of your daily tasks using your own template/format. Ask your school mentor teacher to sign and give comments, if necessary.
- Assessment rubric 8 on lesson planning (***to be completed by the University Assessment Team***).
- Assessment rubric 9 on Competence – Planning and Preparation **(to be completed by your school mentor teacher)**.
- Assessment rubric 10 – Reflection on Planning and Preparation (***to be completed by the University Assessment Team).***

Assessment Rubric 8: Competence - Planning and Preparation

Criteria (Check all that apply)	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Relevance: Did the student teacher - Incorporate student interests? - Build on prior student experiences? - Build on existing student knowledge? - Incorporate opportunities for student decision-making? - Provide a justification for their decisions?	*The student teacher demonstrates little awareness of student interests or prior learning experiences; thus, there is little opportunity in the plan to build on existing student knowledge. There are few opportunities for student decision-making. The justification is based on prior observations and does not include either learner performance data or references to the research literature.*	*The student teacher demonstrates some awareness of student interests and prior learning experiences. The unit plan provides a few opportunities in the design to build on existing student knowledge. There are some opportunities for student decision-making. The justification makes superficial connections to research and/or developmental theory.*	*The student teacher regularly discusses the varying levels of student development with the teacher. The student teacher demonstrates a high awareness of student interests and prior learning experiences. The student teacher is able to consistently create opportunities to build on existing student knowledge and student decision-making. The justification includes either learner performance data or references to the research literature.*	*The student teacher excels at creating opportunities to build on existing student knowledge and student decision-making. The justification includes both learner performance data and references to the research literature. The unit plan includes scaffolds intended to increase the learners' development.*
Collaboration: Did the student teacher - Fully utilize all the teaching personnel? - Create a developmentally appropriate plan? - Create multiple opportunities for feedback?	*The student teacher develops a superficial relationship with the mentor teacher. The resulting unit plan has limited integration of planning, instruction, and assessment between the student teacher and teacher. Thus, the unit plan is limited in regards to relevance, student decision-making, feedback, student choice, and higher level thinking.*	*The student teacher develops a relationship with the mentor teacher that leads to a unit plan with some integration of planning, instruction, and assessment between the student teacher and teacher. Thus, the unit plan somewhat addresses relevance, student decision-making, feedback, student choice, and higher level thinking.*	*The student teacher develops a strong relationship with the mentor teacher that leads to a unit plan with acceptable integration of planning, instruction, and assessment between the student teacher and teacher. Thus, the result is a unit plan with a high level of relevance, student decision-making, feedback, student choice, and higher level thinking.*	*The student teacher develops a highly functional relationship with the mentor teacher that enables higher levels of student engagement through teacher collaboration. An integration of student teacher and teacher planning, instruction, and assessment result in a unit plan with exceptional levels of relevance, student decision-making, feedback, student choice, and higher level thinking.*
Activities: Did the student teacher create a plan that - Fosters constructivist learning? - Provides opportunities for students	*The student teacher creates a unit plan that offers learners limited opportunities to construct and share their own understanding. There is little or no evidence of links to prior knowledge, academic or*	*The student teacher creates a unit plan that fosters a limited opportunity for students to learn through constructivist teaching strategies, to analyze and interpret information, to*	*The student teacher creates a unit plan that consistently fosters opportunities to learn through constructivist teaching strategies, to analyze and interpret information, to engage in inquiry, and to foster*	*The student teacher creates a unit plan that fosters exceptional opportunities to learn through constructivist teaching strategies, to analyze and interpret information, to engage in inquiry, and to foster*

to analyze and interpret information? ▪ Engages students at all levels of Bloom's taxonomy? ▪ Fosters analytical thinking? ▪ Provide a justification for their decision-making?	*language development, social/emotional development and/or cultural and lived experiences. Learners are limited to one modality of learning.*	*engage in inquiry, and to foster analytical thinking. Learners participate in some learning experiences that promote language and literacy development through one or more modalities of learning. The justification is based on observations of prior student performance.*	*analytical thinking. Learners are consistently participating in learning experiences that promote language and literacy development through multiple modalities of learning. The justification is based on evidence from prior student performance or references to the research literature.*	*analytical thinking. Learners participate in exceptional learning experiences that promote language and literacy development through multiple modalities of learning. The justification is based on evidence from prior student performance and includes references to the research literature.*
Motivation: Did the student teacher ▪ Build community among students? ▪ Build and/or deepen relationships with students? ▪ Provide opportunities for systematic feedback?	*The student teacher creates a unit plan that offers limited opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster learner autonomy.*	*The student teacher creates a unit plan that offers some opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster learner autonomy.*	*The student teacher creates a unit plan that offers consistent opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster learner autonomy.*	*The student teacher creates a unit plan that offers frequent and exceptional opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster learner autonomy.*

Total out of 16

Passing Score: A score of 9.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

Assessment Rubric 9: Competence - Student Teacher Planning and Preparation

Student Teacher:		School mentor teacher:			
Student Number:		Grade level:		Date:	
Rating scale		4 Exceeds expectations	3 Meets expectations	2 Approaching expectations	1 Does not meet expectations
Planning and Preparation components	Description				Rating
Complete submitted plans	Creates complete, appropriately-formatted lesson plans/day programmes and submits for review in a timely manner.				
Time	Writes lesson plans/day programmes and activities appropriate for the amount of time allotted/designated.				
Data and Needs-Driven	Uses assessment data, professional judgment, and learners' needs to guide planning.				
CAPS and Standards-based	When writing objectives, uses CAPS, and/or any additional performance objectives, and/or any additional standards as required by the discipline to develop procedural and conceptual knowledge.				
Connects Content	Connects lesson content to: learners' experiences, previous lessons within the content area, other curricular area, and real-life situations.				
Active participation	Plans multiple instructional strategies that ensure active participation.				
Materials/Technology	Chooses varied and appropriate materials and technologies and has them ready to teach the learning objective(s).				
Higher-Level Thinking	Plans opportunities for higher-level thinking through questioning and learner activities.				
Accommodation	Incorporates modifications or accommodations based on learner needs.				
Sequencing	Develops meaningful sequencing of learning experiences.				
Collaborates	Plans collaboratively with school mentor teacher and/or other professionals who have specialised expertise.				

Total out of 44		

Passing Score: A score of 23.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

_____

School mentor teacher

School Stamp

_____

Date

Assessment rubric 10: Reflection on Planning and Preparation

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.	
Required Components	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.	
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner.	Writing is unclear and disorganized. Thoughts ramble and make little sense.	

	Thoughts are expressed in a coherent and logical manner.

There are no more than three spelling, grammar, or syntax errors per page of writing. | There are no more than five spelling, grammar, or syntax errors per page of writing. | There are more than five spelling, grammar, or syntax errors per page of writing. | There are numerous spelling, grammar, or syntax errors throughout the response. | |
| **Evidence and Practice** | Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire ESA.

The implications of these insights for the student teacher overall teaching practice are thoroughly detailed, as applicable. | Response shows evidence of synthesis of ideas presented and insights gained throughout the entire ESA.

The implications of these insights for the student teacher overall teaching practice are presented, as applicable. | Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire ESA.

Few implications of these insights for the student teacher overall teaching practice are presented, as applicable. | Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire ESA.

No implications for the student teacher overall teaching practice are presented, as applicable. | |

Total out of 16

Passing Score: A score of 9.0 or greater on the rubric provided for this Embedded Signature Assessment is required for successful completion.

8   Compilation of Portfolio of Evidence

EDCC 126: Work Integrated Learning

FOUNDATION PHASE
Practicum Portfolio
Student Teacher Information

Initials and Surname: _____

Student number: | | | | | | | | |

Cellphone number | | | | | | | | | |

School:

Town/City:

Province:

Grade:

INTRODUCTION

All the evidence specified for inclusion in the **Portfolio of Evidence** is necessary in order for the student teacher to be found competent. A framework is provided that details exactly how the Portfolio of Evidence should be put together. The framework is provided to assist the student teacher with gathering all the required evidence. The student teacher is expected to gather the evidence in a methodical and systematic manner and ensure that all evidence is provided. A student teacher is required to present evidence quite simply to show what s/he knows and can do. It should be presented to demonstrate how it matches the specific outcomes, assessment criteria and the underpinning knowledge requirements of the tasks.

You will discover that one piece of work might provide evidence for more than one outcome. It must be correctly cross referenced. There is no need to photocopy evidence if it is used more than once. The Portfolio of Evidence is an extremely important document and is a collection of evidence presented by the student-teacher for assessment. The portfolio contains all assessment evidence (e.g,. tasks, third party evidence, performance reports, tests and observations, etc.) that will be assessed by the various assessors.

PREPARING A PORTFOLIO OF EVIDENCE

Gathering and Storing Evidence

When searching for evidence, ask yourself: "What could I show someone to convince them that I am able to do this task?" Evidence may take many different forms, including:

- project/task plans;
- planning and observation documents;
- proposals or reviews;
- presentations;
- designs;
- test reports;
- programmes;
- memos, letters, reports;
- minutes of meetings (which demonstrate your contribution); and
- testaments from others witnessing your attainments.

Consider how you can verify evidence as your own work. Where the author is not obvious get a verifying signature. If it is a joint project (e.g., between you as student teacher and your assigned mentor teacher), highlight your contribution and have this verified too. Be mindful of different levels of competence. Your

evidence should reflect the level at which you are working. This is particularly important when you are trying to demonstrate a mature and professional approach.

Presenting evidence

Most student teachers find that the simplest way to collect their evidence is in a loose-leaf lever arch file or binder. This is called a Portfolio of Evidence. A portfolio can be any shape or size, depending on the type of evidence. However, it is usual to use an A4 ring binder or lever arch folder. The portfolio can also be ring-bound. A portfolio will need to be a well organised, structured collection of all the evidence that has been collected, gathered together and referenced to the tasks. To achieve this, it is recommended that dividers are used between each task and the evidence has been collected, so that the portfolio is easy to work through. Please do not use plastic pockets. The activities in a Portfolio of Evidence are linked to the assessment criteria for this module, taking into account opportunities for integrated assessment or for gathering naturally occurring evidence where relevant. Instructions on each activity within this portfolio are clear and unambiguous. Read each instruction carefully to ensure that you provide exactly what is required. You will be given sufficient time for completing tasks and gathering evidence as detailed in this portfolio.

ASSESSMENT SCORSING SHEET FOR EDCC 126 PORTFOLIO OF EVIDENCE

Initials and surname: _____

Student number: [ ][ ][ ][ ][ ][ ][ ][ ]

Please take note: The documentation to be included in the portfolio must adhere to the specific order as indicated below.

	Section	Maximum mark	Student mark	Comments
ESA 1	Professionalism and Ethics			
	Assessment rubric 1	12		
	Assessment rubric 2	16		
ESA 2	Context: Learning Environment			
	Assessment rubric 3	20		
	Assessment rubric 4	16		
	Assessment rubric 5	16		
ESA 3	Learner Development			
	Assessment rubric 6	12		
	Assessment rubric 7	16		
ESA 4	Planning and Preparation			
	Assessment rubric 8	16		
	Assessment rubric 9	44		
	Assessment rubric 10	16		
Assessment rubric 11: Portfolio of Evidence		24		
Total		208		
Total out of 100		100		

Marker: _____   Date_____

Appendix A: Medical Leave of Absence

Student Name and Surname: _____

Student Number: _____

A.   To be completed by the student

I,_____hereby authorize Dr. _____   to

provide the following information to the North West University and, if required, to supply additional

information to support my request for absence during the practicum for medical reasons.

_____   _____   _____

Signature   Student Number   Date

B.   To be completed by the physician

1.   I hereby certify that I provided health care services to the above-named student on:

_____
_____
_____

        (insert date(s) student was seen in your office/clinic)

2.   The student could not reasonably be expected to complete academic responsibilities for the following
        reason (in broad terms):

_____
_____
_____
_____
_____
_____

3.   This is an acute   chronic problem for this student

4.   Date(s) on which student claims to have been affected by this problem:

_____

5.   Unable to complete academic responsibilities for:
        24 hours

2 days ☐

3 days ☐

4 days ☐

5 days ☐

Other (please indicate): _____

6.   If the student is permitted to continue his/her course of study, is the medical problem likely
      to recur and affect his/her studies again?   Yes ☐   No ☐

      Reason: _____

Physician verification

Name (Please print): _____

Registration Number: _____

Signature: _____

Telephone Number: _____

Address: _____

_____

(stamp, business card or letterhead acceptable)