

**One Hour and Twenty-Five Minutes**

**SESSION FOUR**  
**ASSIGNMENTS FOR PRACTICE TEACHING**

## SESSION FOUR: ASSIGNMENTS FOR PRACTICE TEACHING

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Given an opportunity to apply basic adult learning theory, using the information provided in the classroom and materials in the manual, the participants will:

- Know their assignments for teaching the SFST School.
  - Begin to review the lesson plans and visual aids for their teaching assignments.
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### CONTENT SEGMENTS

- A. Assignments and Clarifications
- B. Independent Review

### LEARNING ACTIVITIES

- Instructor Led
- Study Session

<b>Equipment and Materials Needed</b>
Projector and Screen Poster Printer and Paper Masking Tape Colored Markers Flip Charts Transparencies/PowerPoint Slides

Content	Notes
<p><b>ASSIGNMENTS FOR PRACTICE TEACHING</b></p>	
<p><b>A. Assignments and Clarifications</b></p>	
<p>1. Identification of teaching assignments.</p>	
<p>    a. Note classroom assignment (Classroom A, B, C, etc.).</p>	
<p>    b. Note sessions and segments. (Attachment B)</p>	
<p>2. Team teaching.</p>	
<p>3. Logistics</p>	
<p>    a. Each classroom will be fully equipped with audio-visuals, participant handout materials, etc.</p>	
<p><b>B. Independent Review</b></p>	
<p>1. Review of assigned lesson plans.</p>	
<p>2. Instruct the participants to meet with their team teaching partner and begin “dividing up” their assignments.</p>	

PRACTICE TEACHING ASSIGNMENTS

CLASSROOM # \_\_\_\_\_

FIRST DAY (Wednesday)

	<u>ASSIGNMENT</u>	<u>TIME</u>	<u>INSTRUCTORS</u>
(1)	Session II Segments A, B, C, D, and E	50 Minutes	_____ _____
(2)	Session III Segments A, B, C and D	40 Minutes	_____ _____
(3)	Session III Segment E	30 Minutes	_____ _____
(4)	Session IV Segments A, B, C	50 Minutes	_____ _____
(5)	Session V Segments A and B	45 Minutes	_____ _____
(6)	Session V Segments C, D, E	45 Minutes	_____ _____ _____
(7)	Session VI Segments A, B, C and D	40 Minutes	_____ _____
(8)	Session VI Segments E and F	50 Minutes	_____ _____

NOTE:

- (1) Session V and VI contain video presentations and class time is allotted for participants to record clues. Participant-teacher presentation time can be reduced by limiting the viewing of the entire tape segment (i.e., 20 cues for DUI detection at night, 12 minutes).
- (2) Sessions not completed on first day will be carried over to second day.

SECOND DAY (Thursday)

	<u>ASSIGNMENT</u>	<u>TIME</u>	<u>INSTRUCTORS</u>
(9)	Session VII Segments A, B, C, D, E and F	60 Minutes	_____ _____
(10)	Session VIII Segments A and B (parts 1-10)	60 Minutes	_____ _____
(11)	Session VIII Segments C and D	50 Minutes	_____ _____
(12)	Session VIII Segments E, F and G	60 Minutes	_____ _____
(13)	Session XII Segments A, B and C	40 Minutes	_____ _____
(14)	Session XII Segments D and E	50 Minutes	_____ _____

NOTE:

Time constraints may prohibit entire slate of 14 presentations to be made. However, at a minimum, sessions 10, 11 and 12 must be covered in their entirety.

SPECIFIC ASSESSMENT ON PERFORMANCE

**Preparation**

A. How well did the practice-teachers state the lesson objectives?

\_\_\_\_\_ Did not state the objectives at all

\_\_\_\_\_ Objectives were stated, but not clearly

\_\_\_\_\_ Objectives were stated clearly, but not accurately

\_\_\_\_\_ Objectives were stated clearly and accurately

Specific comments on the statement of the objectives:

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B. What **benefits** did the practice-teachers state that the participants would derive from this lesson? (If they stated no benefits, indicate that.)

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C. How did the practice-teachers attempt to assure the participants that they would be able to master the material? (If they made no such attempt, indicate that.)

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D. How well did the practice-teachers outline the lesson contents and learning activities prior to presenting the lesson?

\_\_\_\_\_ No outline was given

\_\_\_\_\_ Outline was very unclear

\_\_\_\_\_ Outline was unclear in part

\_\_\_\_\_ Outline was very clear

E. Was the time devoted to the **Preparation** Step adequate?

\_\_\_\_\_ Yes, adequate    \_\_\_\_\_ No, too brief    \_\_\_\_\_ No, too drawn out

**Presentation**

A. Language and Voice

(1) Terms, words and phrases

\_\_\_\_\_ Too Complex    \_\_\_\_\_ Too Simple    \_\_\_\_\_ About Right

Indicate any terms, words or phrases that were misuses or otherwise inappropriate:

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(2) Speaking Volume

\_\_\_\_\_ Too Soft    \_\_\_\_\_ Too Loud    \_\_\_\_\_ About Right

(3) Speech Control

\_\_\_\_\_ Well Modulated    \_\_\_\_\_ Cracking/Uncertain    \_\_\_\_\_ Monotone

B. Familiarity with Lesson

\_\_\_\_\_ Very uncertain of the material

\_\_\_\_\_ Uncertain of some portions of the material

\_\_\_\_\_ Adequate familiarity with the material

\_\_\_\_\_ Excellent command of the materials

Indicate any mistakes or inaccuracies in their presentation or explanation of the material:

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C. Use of Eye Contact

\_\_\_\_\_ Basically avoided eye contact

\_\_\_\_\_ Very limited eye contact

\_\_\_\_\_ Used eye contact only with certain portions of the classroom

\_\_\_\_\_ Good eye contact

D. Use of Humor

Indicate any attempts at humor that were **inappropriate**:

\_\_\_\_\_

Indicate any opportunities for humor that were **missed**:

\_\_\_\_\_

Overall, attempts to use humor were:

\_\_\_\_\_ Too much      \_\_\_\_\_ Not enough      \_\_\_\_\_ About right

E. Use of Questions

(1) Number of Questions Posed to Class

\_\_\_\_\_ Did not ask any questions

\_\_\_\_\_ Asked a few, but not enough

\_\_\_\_\_ Asked too many questions

\_\_\_\_\_ Asked about the right number of questions

(2) Types of Questions Used

\_\_\_\_\_ Mainly Pre-directed

\_\_\_\_\_ Mainly Overhead/Undirected

\_\_\_\_\_ Mainly Overhead/Directed

\_\_\_\_\_ Used a combination of types



Were the types of questions used appropriate for this material and for the class situation at this time? \_\_\_\_\_Yes \_\_\_\_\_No

If No, what other type(s) of questions should they have used?

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(3) Handling Participants' Responses to Questions

Indicate specific instances when their handling of participants' responses was inappropriate, or could have been improved:

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F. Body Language and Mannerisms

Specific distracting mannerisms, verbal utterances, etc. committed by these practice-teachers:

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Specific examples of good body language exhibited by these practice-teachers:

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G. Use of Visual Aids

Check all that apply:

\_\_\_\_\_Kept visuals on display too long

\_\_\_\_\_Inappropriately turned to and "talked to" visuals

\_\_\_\_\_Sometimes blocked participants' view of visuals

\_\_\_\_\_ "Fumbled" too much with the visuals

\_\_\_\_\_Didn't use enough visuals

\_\_\_\_\_Turned visuals off too soon

Overall use of the visuals was:

\_\_\_\_\_Excellent      \_\_\_\_\_Good      \_\_\_\_\_Fair      \_\_\_\_\_Poor

Specific comments on use of visuals:

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H. Involvement of Participants in the Presentation

\_\_\_\_\_Basically did not try to involve participants

\_\_\_\_\_Made some effort, involved some of the participants

\_\_\_\_\_Succeeded in involving virtually all participants

**Skill Demonstration** (if applicable to this assignment)

A. Did the practice-teachers give an overview of the skill before demonstrating it?

\_\_\_\_\_No overview was given

\_\_\_\_\_Overview was incomplete or unclear

\_\_\_\_\_Overview was adequate

\_\_\_\_\_Overview was very clear, and thorough

Specific deficiencies with the overview:

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B. Overall quality of their skill demonstrations:

\_\_\_\_\_Poor      \_\_\_\_\_Fair      \_\_\_\_\_Good      \_\_\_\_\_Excellent

Specific deficiencies with the demonstrations:

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C. Quality of their coaching of participants during practice (if applicable):

\_\_\_\_\_ Basically ignored participants while they practiced

\_\_\_\_\_ Gave some guidance and feedback to participants, but not enough

\_\_\_\_\_ Failed to show adequate respect for participants' efforts

\_\_\_\_\_ Interrupted practice too much: coaching was overbearing

\_\_\_\_\_ Spent too much time with a few participants, not enough with others

Overall, coaching was:

\_\_\_\_\_ Excellent      \_\_\_\_\_ Good      \_\_\_\_\_ Fair      \_\_\_\_\_ Poor