



**UNIVERSITY OF TIRANA  
FACULTY OF FOREIGN LANGUAGES**

**PROFESSIONAL PRACTICE HANDBOOK**  
*For the Second Cycle of Studies Program*

**Master of Science in “*Foreign Language Teaching for Upper Secondary Education*”**

**December, 2021**

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## **1. GENERAL ASPECTS ABOUT THE PROFESSIONAL/TEACHING PRACTICE IN THE PROGRAMS OF STUDY OF THE SECOND CYCLE, MASTER OF SCIENCE.**

Pursuant to law no. 80/2015 "*On higher education and scientific research in institutions of higher education in the Republic of Albania*", Article 3, point 4, letter c) as well as in application of the Statute of the University of Tirana, Article 7, point 4, letter d) and Article 125, point 9, students who study a program of the second cycle have the obligation to perform professional practice at an institution.

The teaching practice constitutes an important element in the curricula of the Master of Science study programs. The practice envisages enabling the use of the knowledge acquired in the theoretical courses, in a practical and professional context. In order to fulfil the anticipated requirements, students must develop a practice in one or several institutions/organizations/companies. The student cannot defend the thesis without completing the internship obligation and without being assessed for it. The student who does not complete the professional/teaching practice program is subject to the established rules as for all other academic obligations defined in the institution's regulations.

The numerous agreements that the Faculty of Foreign Languages (FFL) has with public and private institutions ensure that students put into practice the theory gained during learning. During the internship, the student must activate and include theoretical knowledge and practical knowledge, so that the practice in institutions is a valuable experience that can also serve as a starting point for a successful career in the future.

The responsible structures in the Faculty of Foreign Languages for the organization, follow-up and development of professional/teaching practice are:

- **Vice dean responsible for the second cycle of studies**, who coordinates and monitors the development of teaching practices for students of all Master's programs at the FFL of the University of Tirana (UT);
- **The head of the Department** for the relevant study program, who organizes the process of appointing lecturers responsible for the development of informative meetings and for the supervision of students during practice, as well as directs and monitors the process from the moment of assigning students to institutions/organizations/companies until the moment of evaluation of this discipline with a grade;
- **The Practice Coordinator** for each relevant Master's study program and the Career Counselling Office, which takes care of the preparation of students for the teaching practice process and their orientation in institutions/organizations/companies.

## 2. SCOPE OF THE PROFESSIONAL PRACTICE

As part of the study program requirements, each student must complete a professional/teaching internship. The internship should expand the student's practical repertoire and promote his/her ability to assume responsibility in his/her chosen profession. In addition, the practice is an opportunity for the student to make connections between theoretical studies and the requirements of professional practice.

The professional/teaching practice component in the study programs aims to equip students with practical knowledge, as well as create opportunities for further employment, as well as opportunities for:

- expanding and deepening the theoretical knowledge obtained during the learning process and creating professional practical skills important for further post-master's research;
- facing and be exposed to companies, organizations, institutions;
- building lasting relationships and start creating a professional network for further full-time positions;
- creating a positive impact on the company/organization/institution where the practice is carried out for part-time or full-time employment in the future

## 3. THE PLACE WHERE THE PROFESSIONAL PRACTICE TAKES PLACE.

The Faculty of Foreign Languages has concluded agreements with a large number of institutions/organizations/ companies for the organization of professional practices for its students.

The professional practices of the students of the Master of Science study program in "*Foreign Language Teaching for Upper Secondary Education*" take place in public and private institutions/enterprises/organizations/companies, henceforth, institutions. The list of possible institutions is continuously updated by the Faculty and provided to students by the Professional/Teaching Practice Coordinator.

Institutions and organizations hosting student trainees in the case of the study program

*"Master of Science in Foreign Language Teaching for Upper Secondary Education"*, can be:

- Any type of educational institution such as: pre-university education schools (public and private), institutions specialized in the field of education or institutions related to education.
- Governmental and non-governmental organizations operating at the local, regional or national level and that have education issues as the object of their activity.

### **3.1. Procedures for appointing the institution to conduct professional/teaching practice in the Master of Science program in "Foreign Language Teaching for Upper Secondary Education"**

The professional practice of the program Master of Science “*Foreign Language Teaching for Upper Secondary Education*” is developed in lower secondary education schools and upper secondary education schools. The assignment of students to schools is based on the preference or choice of the student and within the host capacity of the school. After students expression of preferences according to the model of *Appendix 1*, the Head of the Department in collaboration with the Practice Coordinator draft a general list after verifying the host capacity of the school. Students who are not admitted to the selected school, are assigned to a similar school.

Final list of students distribution by schools, along with supervisor lecturer, is forwarded to the students by the Teaching Practice Coordinator. The faculty forwards to The Educational Directorate of the relevant district, the final list, in an official way.

Students who develop the professional practice in public pre-university educational institutions benefit from the payment of the minimum health care contribution which is covered by UT (*Minimal mandatory contributions only for accidents at work and occupational diseases*). For this, before the start of the practice, students must report to the FFL Finance Office for performing social insurance procedures for the period of professional practice.

In the case when students complete the practice in a non-public educational institution, the health insurance is covered by the latter.

### **3.2 Professional/Teaching Practice Coordinator, Leader and Field Mentor**

Students should carefully plan their professional/teaching practice experience. The initial planning is led by the Practice Coordinator, who helps prepare students for the practice and undertakes the coordination of activities and its organization.

In the first informative, direct meeting with the **Practice Coordinator**, students:

- obtain the main information about the requirements of the study program and the possibilities of conducting the practice;
- complete a practice application form (*see Appendix 1*);
- are informed about possible practice institutions.

After detailed information, students are distributed the **Application for professional practice** form (*see Appendix 1*), which is filled out and submitted to the Coordinator within two days of receiving it. The final list of the students distribution according to companies/institutions/organizations, along with the supervising lecturers, is forwarded to the students by the Professional Practice Coordinator.

**The practice coordinator** works closely with the practice leaders who look after a smaller number of students during the period of practice. The practice coordinator can also be the practice leader. On the other hand, the institution establishes contact with the mentors in the field, who work with the students in the institutions selected for the professional/teaching practice. Coordinator of professional practice at the

departmental level, as well as the leader of the practice are members of the academic staff with appropriate qualifications in the field in which the practice is carried out.

Any professor of the department who teaches in the Master of Science program in "*Foreign Language Teaching for Upper Secondary Education*" has the right to be a student leader during the professional/teaching practice. The number of students that a lecturer supervises is appointed by the department, in relation to the number of students in the respective year.

**The student leader** must establish a meeting schedule with students at the beginning of the semester (a minimum of three meetings is required). The purpose of these meetings is to help the students in planning their practice period as well as to discuss possible questions and problems, especially regarding the content of the student diary and the final report. At least two tripartite meetings should also be organized with the supervisor, the field mentor and the student, preferably at the site during the practice (one at the beginning, to identify goals, clarify expectations, discuss guidelines for assessment and to chart the student's supervision in practice; the second to assess the student's progress and identify remaining challenges). A third final meeting may be to assess the student's performance and competencies at the end of the practice.

**The field mentor** is a person with the appropriate qualification, an employee of an institution or company in the case of the trainee of the Master of Science program in "*Foreign Language Teaching in Higher Secondary Education*".

In the case where the practice is allowed to take place in another city, then the Mentor's role is even more important. Contact with the Practice Leader can be maintained by phone, e-mail, Teams, Skype, ZOOM or other forms of online communication.

### **3.3. Activity performed during professional/teaching practice**

The practice takes place during the second semester, the duration and period are determined in the academic organization for each academic year. At the end of the practice, students prepare the file of the professional practice, according to the instructions given by the relevant Departments as well as by the lecturers in charge of practice. The activity performed during the practice is counted in credits as in any other another subject of the program.

For the Master of Science program in "*Foreign Language Teaching for Higher Secondary Education*", the file that students submit at the end of the practice is compiled of:

- Daily activities description form (*Appendix 4*);
- Teacher observation diary;
- Colleague observation diary;
- diary for classes developed during the actice practice;
- The final report drawn up in accordance with point 3.4 below;
- Mentor evaluation form;

Students should be prepared for direct classroom supervision by the mentor teacher as

also from the practice leader. During the practice in schools, the student observes the lessons and of other students and vice versa. The hours of passive and active practice are defined in the point 4.1. of this manual

### **3.4. Student Diary and Final student report**

The student of the Master of Science study program in "Foreign Language Teaching for Upper Secondary Education" is required to write an experience diary according to the description in the "Practical Experience" course syllabus. The diary is a tool for personal reflection on professional practice and for integrating theory and scientific research with daily field experiences. The diary is not simply a chronicle of what happened on a particular day, but is intended to help the student interpret the day's events and his/her role in these experiences. In some cases, depending on the type of placement and the student's role, it may be more effective for the student to write short assignments on issues focusing on specific aspects of the experience, if agreed between the supervisor and the student.

The student enrolled in the Master of Science program in "Foreign Language Teacher for Upper Secondary Education" is required to keep a lesson diary, according to the daily planning model described in the Curriculum Guide for the subject "Foreign Language". <https://ascap.edu.al/wp-content/uploads/2019/01/Jjuh%C3%AB-e-huaj-2.pdf> (pp. 42.-49).

At the end of the professional/teaching practice, the final report is submitted (see point 4.5). Detailed instructions on how to complete the Internship Report are given to the student at the beginning of the process together with the information package for the internship and the relevant forms to be completed. Acceptable issues and structures for this assignment should be determined before the internship period begins, and deadlines for submitting the assignment to the internship supervisor should be established beforehand.

The Experience Diary and the Final Report are evaluated according to the report form criteria defined in *Appendix 6* and the report evaluation criteria defined in *Appendix 7*.

### **3.5. Assessment criteria and procedures of professional/teaching practice**

During the entire time of the practice, the student is under the guidance and supervision of a lecturer in his field. At the end of the 3-month practice period, the evaluation commission makes the final evaluation in accordance with the evaluation criteria provided in *appendix 7*. The Evaluation Committee consists of the leading lecturers of the practice. In accordance with the Regulation of the UT, each commission must be composed of a minimum of 2 (two) lecturers. Teaching practice is graded just like all other disciplines of the second cycle of studies



At the end of the practice and before the evaluation of the final report, the student trainee must submit to the department:

1. **The student evaluation form from the mentor** at the school (Appendix 5);
  2. **The final practice report prepared by the student** according to the relevant format (Appendix 6);
  3. **The work file for students of the “Teachig” program:**
    - Teacher observation diary
    - Colleague observation diary
    - Diary for classes developed during the active practice
- 
1. **Work file for the students of the program Translation-Interpretation and Intercultural and Touristic Communication:**
    - the diary of their weekly activities;
    - various materials conceived by them during practice.

It is recommended that the practice leader and field mentor assess the student together. Of course, in academic terms it is the supervisor who is responsible for the final assessment of a student together with the practice assessment committee. It is also recommended that students also have the opportunity to evaluate their professional practice (appendix 18). Under optimal conditions, the evaluation should be done twice: in the middle of the semester and at the end of it. The mid-semester assessment is intended as supportive feedback, while the final assessment focuses on the student's overall achievement.

**50% of the assessment consists of the mentor's assessment** (appendix 7.1).

**50% of the assessment consists of the Evaluation Committee's evaluation of the student's report and his work file** (appendix 7)

### **3.6. Exceptions to the rule**

#### **3.6.1.1. Submission of teaching practice after the specified deadline**

The student, who does not complete the process of defending the professional/teaching practice within the normal deadline, is given the opportunity to do it in another exam season according to the provisions in the Regulation.

#### **3.6.1.2. Teaching practice for employed students**

Students who are employed and work in an institution that can be recognized as a suitable place of practice, do not need to apply for practice in other institutions. Their daily work (professional experience) can be recognized and credited as professional/teaching practice, if all other requirements of the study program and the institution are met (*appendix 2*).

If a student works full-time or part-time during the period in which he is obliged to carry out the teaching practice, he can apply for this work to be recognized as fulfilling the obligation for practice, if the following three conditions are met:

- a) the work he/she performs is in the same field as the study program;
- b) the student brings a certificate from the employer stating that the student works in this institution/organization/company, accompanied by a description of the work he/she performs,
- c) the student submits a request (*see Appendix 2*) to the Head of the Department, for recognition of the

work performed as a teaching practice.

However, this does not absolve the student from the obligation to complete and submit the relevant and mandatory documentation for the practice described in point 3.5.

#### 4. **PROFESSIONAL PRACTICE FOR THE PROGRAM OF STUDY “MASTER OF SCIENCE IN FOREIGN LANGUAGE TEACHING FOR UPPER SECONDARY EDUCATION”**

The program of the second cycle of studies "Master of Science in Foreign Language Teaching for Upper Secondary Education" is offered at the Faculty of Foreign Languages by six Departments: Department of English; French, German, Italian, Greek and Turkish language and aims to prepare teachers for upper secondary education, specialized in foreign language teaching, capable for their new profession effectively and for teaching throughout their life.

The program has the following objectives:

- To provide a theoretical training in the subjects for which the student prepares as a teacher;
- To form competences for the fulfillment of different roles of the teacher;
- To develop scientific research skills in the field of education;
- To develop skills for reflection and professional development.

Practice is an important component of the Program "Master of Science in Foreign Language Teaching for Upper Secondary Education" and aims to develop teaching skills of the foreign language, the practical application of the acquired teaching methods, as well as for it to test and assess students' teaching knowledge and beliefs. The practice aims to give students a practical experience of working in educational institutions. It has purpose training students in teaching activities, familiarization with educational policies and the current issue of school and education as a whole.

During the teaching practice, the teaching theory, methods and techniques are put into practice with the help and support of an experienced teacher, taking direction, feedback and evaluation from his advisor, as well as a reflection and self-evaluation of the professional practice. The practice must be of benefit to both the student and the host institution, combining the student's skills with the interests of the institution. In all cases, the student must define some objectives for the practice, which are presented in the agreement document practice and whose fulfillment is evaluated thoroughly and at the end of the practice. The student must receive appropriate support from the leading lecturer of the practice and the mentor of the institution.

Institutions and organizations hosting student-trainees in the case of the study program "*Master of Science in Foreign Language Teaching for Upper Secondary Education*", can be:

- Any type of educational institution such as: Pre -University Schools (Public and Private), specialized institutions in the field of education or education-related institutions.
- Governmental and non -governmental organizations operating locally, regionally or nationally

and that have as their object of activity issues of education.

#### **4.1. The curriculum of the professional practice in "Master of Science in Foreign Language Teaching for Upper Secondary Education"**

As part of the study program, in the curriculum, the subject Practical experience is a type E discipline, compulsory, takes place in the IV semester with a duration of 3 months. In the curricula of this Master of Science for teaching practice, 12 credits, 240 teaching hours are provided (passive and active) and 60 individual hours (individual work, in educational institutions/institutions related to education and meetings with the supervisor) with a duration according to the stipulations in the teaching structure of each academic year.

The practice period is defined in details in the teaching structure at the beginning of each academic year. According to the curriculum, students are obliged to complete this curriculum:

1. For 6 weeks, they must observe 4 (four) lessons a day in the classes of the respective teachers (passive practice). Total: 120 teaching hours.
2. For 7 weeks, they must do 2 (two) hours of active learning under the supervision of teachers relevant (active practice). Total: 70 teaching hours.
3. During the duration of the active practice, each student must observe a total of 50 hours of teaching with the student-colleague. Total: 50 teaching hours
4. At least 3 (three) times during the teaching practice, both during active and passive practice, students have hours of discussion and exchange of the acquired experience, at the Faculty of Foreign Languages, in the relevant Departments

#### **4.2. Procedures for the development of professional practice in the "Master of Science in Foreign Language Teaching for Upper Secondary Education" program**

After establishing contact with the foreign language teacher of the school where he/she will carry out the practice, the student, together with the mentor, describes the activities that will be carried out during the practice (see appendix 4) and then consults with the leading lecturer. The student keeps the original of the document and submits a copy to the foreign language teacher and the leading lecturer of the practice at the faculty.

After completing the practice:

1. The foreign language mentor teacher fills out the student's trainee assessment sheet and signs it (see appendix 5). The student keeps the original and submits a photocopy to the Department.
2. At the end of the active and passive practice period the student must submit:
  - a. The final report according to the description of *appendix 6*.
  - b. Personal daily preparation diary (minimum 5 best original models) of signed by the mentor teacher and himself/herself;
  - c. The observation diary for the hours attended by student-colleagues during the teaching practice
  - d. The teacher's observation diary that he followed during the active and passive practice (at least 5 models that present discussion interest).
3. Apart from the form and documentation provided by the host faculty and institution, all materials

processed by the student must be submitted by CD.

#### **4.3. Assessment of professional practice for the program “Master of Science in Foreign Language Teaching for Upper Secondary Education”**

Assessment is done 2 times during the practice, at the middle of the semester and at the end of it:

- Assessment after the first half of teaching practice (intermediate) (*appendix 7.1*)
- Final assessment (*appendix No.7*)

The final grade is calculated from the evaluation of the representative of the enterprise (50% of the assessment) and the assessment of the commission of the practice report attached to the supporting materials of the teaching days, checked and signed by the teacher of the foreign language at the school (50% of assessment).

#### **4.4. Rights and obligations of the parties involved in the Professional Practice for the program, “Master of Science in Foreign Language Teaching for Upper Secondary Education”**

##### **4.4.1. Rights and obligations of the teacher of the foreign language**

The teacher of the foreign language plays a crucial role in monitoring the work of the student. He:

- determines the student's activity in class by defining the objectives and duties;
- checks their fulfilment of the duty the student-trainee is in charge and helps him to solve the problems he may face;
- ensures the integration of the student-intern in the work team;
- completes the student's assessment sheet at the end of the practice;

The school must create the necessary conditions so that the student trainee completes the professional practice in appropriate working conditions  
Tasks of the practice coordinator

##### **4.4.2. Obligations of the practice coordinator**

- Establish contacts with the teachers and directors of schools/institutions etc. to determine their hosting capacities;
- Assist the faculty for completing the documentation and ensuring the necessary permissions for completing the practice;
- Organizes the distribution of students in institutions and enterprises according to their preferences/choices and hosting opportunities;
- Maintains contact with the leading lecturers of the practice, giving them general instructions regarding the practice, and assigning, in cooperation with the Head of the relevant Department, the students they will supervise.

##### **4.4.3. Obligations of the practice leading-lecturer:**

- Assists and advises the student during the practice (for the realization of the practice and for

- the drafting of the report);
- Ensures the quality of the practice, which must adhere to the activities described at the beginning of the practice;
- Conducts collective or individual meetings with students from the choice of the school/institution/enterprise where the practice will take place until the submission of the final report

#### **4.4.4. Student rights and obligations:**

- During the practice, the student-trainee is subject to the internal regulations of the host company (working hours, dress code, hygiene, behavior, etc.) In case of violation of these rules, the teacher of the foreign language or the director of the school/representative of the institution has the right to suspend the student's practice after notifying the coordinator of the second cycle in advance.
- The student has the right to notify the lecturer in charge of the practice in case of non-fulfillment of obligations by the school/enterprise.

### **4.5. Guidelines for the preparation of the practice report for the program “Master of Science in Foreign Language Teaching for Upper Secondary Education”**

#### **4.5.1. Report content**

The report must necessarily contain two parts: the first one descriptive and the other focused on the concrete elaboration of the practice by the student and their personal experience.

##### **4.5.1.1. Descriptive part of the practice report:**

- description of the school and its activity;
- description of the place of the foreign language compared to all other subjects;
- description of developed classes;
- description of the level of pupils;
- practice objectives;
- expectation;
- the necessary competencies for being a good teacher (this section of the report must not be more than 2 pages);
- practice development (4-5 pages) critical reflection on the individual work performed during practice, strengths and weaknesses, issues and facing them, solving complicated situations, being exposed to different cultures and cases that require discussion and analysis;
- conclusions of the first part.

##### **4.5.1.2. Second part of the practice: description of concrete development of practice**

The second part of the report focuses on an in-depth personal reflection during the development of practice. It relies at the same time on practical experience and bibliographic research. In this part, the

student expresses his thoughts on a specific problem for the teaching profession and what novelty he plans on bringing to foreign language teaching. Further instructions on the final report submission form are specified in *appendix 6*.

## APPENDIXES

### Appendix 1:

#### **Application for professional practice**

Student name: _____
Faculty: _____
Department: _____
E-mail: _____
Mobile: _____

I, the undersigned, submit the request for the period of professional practice.

General description of the type of requested professional practice:

Note: The student describes why he is looking for a specific organization for the practice, e.g. based on professional interests, thesis topic, etc. The student should not focus on the place of the practice, but should try to describe the type of practice that may be most suitable for his/her further study and future career.
<i>Mandatory to be completed by applicants.</i>

(1) Possible institutions for practice

Note: The student selects potential institutions from the list of approved institutions and organizations. It is recommended that at least three sites be identified.
<i>Mandatory to be completed by applicants.</i>

(2) Student proposal for an institution for professional practice

Note: The student can propose a possible institution, which is not on the list. In this case, it is mandatory to provide detailed data (description of the institution or organization, address, etc.). A responsible body at the departmental level will decide and inform the student of the final decision.
<i>Optional to be completed by applicants.</i>

Date

Student signature

Practice coordinator signature

**Official note:**

The decision of the Head of the Department and the practice Coordinator  
\_\_\_\_\_ on (date)\_\_\_\_\_:

Student \_\_\_\_\_ is allowed to do the practice period at  
\_\_\_\_\_ (name and address of the institution/organization)

The practice leader will be: \_\_\_\_\_

The field mentor will be: \_\_\_\_\_

\_\_\_\_\_  
(Signature of the Head of the Department)

Note: Students complete the form with the help of the practice coordinator during the group meeting or individually. The practice coordinator co-signs the completed form.



**Appendix 2:**

**Application for professional practice: Recognition of the professional practice**

Student name: _____
Faculty: _____
Department: _____
E-mail: _____
Mobile: _____

I, the undersigned, am applying for the recognition of my professional engagement as a period of professional practice.

(1) General description of the type of professional practice requested:

<p>Note: The student describes why his current engagement should be recognized as professional practice. It describes the institution/organization where it is engaged, as well as details the tasks it performs there. The student should not only focus on the place of the practice, but should try to describe the type of practice that may be most suitable for his/her further study and career.</p> <p><i>Mandatory to be completed by applicants.</i></p>
--

(2) General employment data

<p>Note: The student provides the details of employment in this institution/organization (duration, full-time or part-time, as a volunteer, as a possible career promotion, etc.), the name and full address of the responsible contact persons.</p> <p><i>Mandatory to be completed by applicants.</i></p>
---

(3) Recommendation letter

<p>Note: The student may attach a letter of recommendation to his application. In this case, the names and contact addresses of the responsible persons from the proposed institution or organization should be included. The letter must be written and signed by these persons and attached as an annex.</p> <p><i>Optional to be completed by applicants.</i></p>
--

Date

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Practice coordinator signature

**Official note:**

Decision of the Head of the Department and the practice coordinator  
\_\_\_\_\_ on (date)\_\_\_\_\_:

Professional engagement of \_\_\_\_\_(student name) will be considered  
as equivalent to the period of professional practice, mandatory part of the  
program of study

The leader of the practice will be: \_\_\_\_\_

The field mentor will be:\_\_\_\_\_

\_\_\_\_\_

( Head of the Department signature )

Note: Students complete the form with the help of the practice coordinator during the group  
meeting or individually. The practice coordinator co-signs the completed form.

**Forms used in the development of professional practice for the study program: "Master of Science in Foreign Language Teaching for Upper Secondary Education"**

**Appendix 3: Student file**

**UNIVERSITY OF TIRANA  
FACULTY OF FOREIGN LANGUAGES  
DEPARTMENT OF \_\_\_\_\_ LANGUAGE**

Documentation of the Development and Evaluation of the Professional Practice "Master of Science in Foreign Language Teaching for Upper Secondary Education"

Academic year \_\_\_\_\_

<b>Student</b>
Name Surname: _____
Mobile: _____ e-mail: _____
address: _____

<b>Institution/Enterprise</b>
RED County: _____
School: _ Name: _____
School Leader: _____
Mentor of the student: _____
Phone _____ e-mail _____

Department of: _____ Language
Lecturer, practice coordinator: _____
Mobile: _____ e-mail: _____
Lecturer, practice leader: _____
Mobile: _____ e-mail: _____

**Appendix 4:**

**Activity description form**

Student:

Mobile:

E- mail:

Mentor, teacher of the foreign language:

Mobile:

E- mail:

School:

Practice leading lecturer:

Mobile:

E-mail:

**Description of activities, objectives and tasks to be performed during the practice:**

**Objectives :**

**Expected outcomes :**

**Skills that will be acquired during the practice development:**

**Description of daily activities to reach the specified objectives:**

**Appendix 5:**

**Evaluation of the Behavior, Communication and Performance of the Student Trainee, carried out by the Mentors at the School (for the period of the practice at school and/or online from \_\_\_\_\_ until \_\_\_\_\_)**

<b>Behavioral Skills and Professional Development</b>	<b>Comments</b>	<b>Points</b>
<b>A. Is he /she punctual and well prepared</b>		<b>1-18 points</b>
1. Presents on time and complies with the lesson schedule;		/2
2. Brings necessary materials (test, complementary materials, diary) ;		/2
3. Completes tasks charged by the mentor;		/2
4. Follows the teaching pedagogy;		/2
5. Follows the contemporary student-centered methodology;		/2
6. Applies active teaching techniques;		/2
7. Organizes group work and project work;		/2
8. Advises students		/2
9. Implements the inclusiveness of students in the learning process		/2
<b>B. Respects others</b>		<b>1-10 points</b>
1. Respects colleague's materials;		/2
2. Listens attentively;		/2
3. Answers respectfully;		/2
4. Respects others' opinions ;		/2
5. Communicates correctly with colleagues and students .		/2

<b>C. Respects the teacher and the school staff</b>		<b>1-8 points</b>
1. Follows the schools rules and RED (Regional Educational Directorate) rules;		/2
2. Listens attentively and respectfully;		/2
3. Cooperates in grup work;		/2
4. Accepts the reponsibilities assigned to them and implements them .		/2
<b>D. Demonstrates good behavior of character</b>		<b>1-6 points</b>
1. Demonstrates trust, honesty and patience;		/2
2. Demonstrates understanding, persistence, conscientiousness at work;		/2
3. Demonstartes responsibility for the students and the teaching staff.		/2
<b>E. Demonstrates interest in learning new information about school and knowledge</b>		<b>1-8 points</b>
1. Updates on the taks that have to be performed by them ;		/2
2. Uses new information and communication technologies;		/2
3. Reflects on different processes, issues and solves them;		/2
4. Gives others the chance to be consistent in performing the assigned duties.		/2
<b>Total points</b> /50		

**Aditonal comments by the mentor:**

**Mentor:**

**School leader:**  
(signature and stamp)

## **Appendix 6:**

### **Report form**

#### **1. Volume and structure**

The report must be no less than 10 pages and must have this form of presentation:

- an introduction
- two parts (one descriptive and the other focused on the development of a problem chosen by the student)
- conclusions

#### **2. Guidelines for the presentation of work**

The cover must contain the following elements:

- The name of the faculty, department
- The name of the host comp
- Title of the report
- The phrase: "Professional practice report presented by \_\_\_\_\_ on \_\_\_\_\_"
- The name of the responsible teacher
- The academic year
- Font style: Times New Roman 12, line spacing 1.5
- Overview of the Subject
- Introduction
- Contents (two parts)
- Conclusions
- Appendix
- Bibliography

## **Appendix 7:**

**Evaluation sheet of the professional practice report from the practice commission Note: 50% of the assessment consists of the mentor's assessment.**

**50% of the assessment consists of the evaluation of the report and the work file by the commission of professional practice**

**Student:**

**Report title:**

<b>Criteria</b>	<b>Comments</b>	<b>Total points 50</b>
<b>First part: (10 points)</b> Practice description: Description synthesis:		
<b>Second part: (20 points)</b> Personal reflection: Quality of presentation: Originality: Use of examples from field experience: Conclusions: Bibliography:		
<b>Form(10 points)</b> Format/ Quality of presentation/spelling		
<b>Quality of student file materials (10 points)</b> Clear writing Compliance with the official standard of their preparation		
<b>Total points</b>		
<b>Final average grade (mentor evaluation + report evaluation)</b>		

**The commission is composed of: (name - surname, signature)**

\_\_\_\_\_

**Date:**



**Appendix 7.1. :**

**Assessment paper of the professional/teaching practice (intermediate)**

**Student:**

<b>Criteria</b>	<b>Grade</b>
<b>Criterion 1: Trainee Ability:</b> <ul style="list-style-type: none"><li>- <i>to formulate appropriate goals for the duration and type of his/her practice;</i></li><li>- <i>to accept and fulfill his/her part of the responsibility;</i></li><li>- <i>to interact appropriately with other people at work;</i></li></ul>	
<b>Criterion 2: The ability of the trainee to:</b> <ul style="list-style-type: none"><li>- <i>shows initiative and independence;</i></li><li>- <i>shows motivation to carry out professional practice activities;</i></li><li>- <i>maintains positive working relationships and interacts productively;</i></li><li>- <i>accepts constructive criticism and acts to implement recommendations.</i></li></ul>	
<b>Criterion 3: Trainee ability:</b> <ul style="list-style-type: none"><li>- <i>to build cooperative and appropriate relationships with students;</i></li><li>- <i>to manage, control and improve student behavior.</i></li></ul>	
<b>Grade for intermediate assessment</b>	

**Leading lecturer** \_\_\_\_\_

## Appendix 18

### STUDENT PRACTICE ASSESSMENT SHEET

After completing the practice, this evaluation sheet will serve to express your thoughts and evaluation/self-evaluation regarding the conditions of the practice, the support you had and the missions assigned by the host company/institution. It also enables you to evaluate your actions in the professional environment during the practice.

Trainee name:

.....

Name of the company/host institution:

.....

Name of field mentor

.....

Name of leading lecturer

.....

Assigned tasks:

.....

<b>Tasks that you have been assigned</b>	Not at all	A little	Enough	Good	Very good
Tasks were related to your training					
Assigned tasks were related to the tasks and purposes specified since the beginning					
You have applied your knowledge and skills					
You have been able to manage time and organize work					
You were able to bring new ideas					
Comments					

<b>Practice development conditions</b>				
The field mentor has introduced you to the operation of the host structure				
The field mentor has helped and advised you as needed				
You had the opportunity to accomplish your mission				
You had independence in carrying out your missions				
Your work has been evaluated by the host organization				
You have been accepted as a member of the team				
Comments				

<b>Further value and contribution of practice</b>				
You consider the practice a positive experience				
Thanks to the practice, you get to know the world of work better				
The practice has had an impact on your professional projects				
You appreciate your skills and competences better now				
You are able to use this practice to look for work in the future				
Comments				

What are the competencies that you acquired or further developed during the practice?

.....  
.....  
.....

Would you recommend this site for other trainee students?

YES      NO

If the host company/institution offered you a job, would you accept it?

YES      NO

Student

\_\_\_\_\_

**Approved by**

**Dean**

**Prof. Dr. Esmeralda Kromidha**

