



UTM
UNIVERSITI TEKNOLOGI MALAYSIA

SUPERVISION REPORT

(Teaching Practice)

FACULTY OF EDUCATION

NAME OF SUPERVISOR

All rights reserved.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical including photocopy, recording, or any information storage and retrieval system, without permission in writing from School of Education, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, 81310 Skudai, Johor Darul Ta'zim, Malaysia.

Edition 2021
@ School of Education,
FACULTY OF SOCIAL SCIENCES AND HUMANITIES

NATIONAL PHILOSOPHY OF EDUCATION

Education in Malaysia is an on-going effort towards developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who passed high moral standards and who are responsible and capable of achieving a high level of personal well-being as well as being able to contribute to the harmony and betterment of the family, society and the nation at large.

PHILOSOPHY OF UNIVERSITI TEKNOLOGI MALAYSIA

The divine law of ALLAH is the foundation for science and technology. Universiti Teknologi Malaysia strives with total effort to develop excellence in science and technology for universal peace and prosperity, in accordance with His Will.

GOALS OF UNIVERSITI TEKNOLOGI MALAYSIA

- To realize that the aims of technology are utilizing everything presence in the universe for universal peace of mankind.
- To understand that technology is based on science.
- To recognize that the law of science and universe is the divine law of God.
- To be aware that technology could damage the universe and endanger mankind.

Therefore, the University has set its aim:

**"TO PRODUCE TECHNOLOGIST WHO IS COMPETENT AND RESPONSIBLE
TOWARDS HIS CREATOR AND SOCIETY"**

The University's Motto: **IN THE NAME OF GOD FOR MANKIND**

Objectives of School of Education

- i. To produce educators of various field of study to fulfill the needs of the nation.
- ii. To enhance the quality of the University's academic staff professionalism in the field of education.
- iii. To enhance teaching of trainers for the nation's human resources development needs.
- iv. To conduct research and disseminate of knowledge in various field of education.
- v. To provide social service in the field of education.
- vi. To explore new methods and materials in enhancing the effectiveness of teaching and learning.
- vii. To publish educational materials to upgrade the educational professionalism.

SUPERVISOR AND TEACHING PRACTICE SUPERVISION

1.1 Introduction

Teaching practice is a practical training for the teacher trainees to practice the theories and methodology that they have studied. Teaching practice is a compulsory requirement to be fulfilled by the students who are pursuing the education course in Universiti Teknologi Malaysia.

1.2 Teaching Practice Objectives

The objectives of Teaching Practice are:

- i. To provide teaching experience for the teacher trainees
- ii. To expose the teacher trainees the nature of teaching profession and its related responsibilities.
- iii. To evaluate the teacher trainees' knowledge, skills and ethics as required by the teaching profession.

1.3 Aim of the Supervision

The aim of the supervision is in line with the objectives of the teaching practice which is to provide guidance and evaluate students' teaching. During the teaching practice, lecturer supervisor and teacher supervisors are the only two academic personnel upon whom teacher trainees could seek advice pertaining to their teaching as well as their personal, emotional, and social development. Besides evaluating teaching, the supervisors' experience and wisdom are much needed and instrumental in bringing about successful development of well-balanced teacher trainees.

1.4 Supervision

Supervisors are required to conduct Clinical Supervision that involved three phases:

- i. Pre-supervision Phase
In this phase, supervisors need to discuss with the teacher trainees about the intended lessons and their learning outcomes.
- ii. Supervision Phase
The supervisors need to observe that the planned lessons are implemented by the teacher trainees.
- iii. Post-supervision Phase
In this phase, teacher trainees are required to reflect their teaching. The supervisors then discuss strengths and weakness to improve teaching.

1.4.1 Supervisor's Responsibilities

- i. Responsible for guiding and advising students to exercise proper manner, good interaction

with the principal and members of the school staff as part of teacher's ethics and good personalities.

- ii. Observe and evaluate students' teaching.
- iii. Write comment on the strengths and weaknesses of the students' teaching based on the format as prescribed in the supervision report.
- iv. Discuss with the students the strengths and weaknesses of their teaching immediately after the lesson and give advice and guidance on how to improve the teaching.
- v. Ensure that observations are completed in time for all the teacher trainees assigned to them by the Practical Teaching Committee.
- vi. Be alert on in-disciplined behavior. Refer in-disciplined behavior to the Practical Teaching Committee to decide on appropriate action to be taken.
- vii. Ensure that students' marks for the teaching practice are handed in promptly to the zone coordinator. The zone coordinator will then submit all the marks to the Practical Teaching Committee.
- viii. Notify the zone coordinator any potential failure(s) and excellent grade student(s). The zone coordinator will then appoint a third supervisor to re-evaluate the student(s).
- ix. Abide to all directives issued by the Practical Teaching Committee and directives delegated to zone coordinators.
- x. Attend all meetings (refer 1.4.2) as instructed by Practical Teaching Committee.

1.4.2 Meetings

The following meetings are to ensure that proper management is being conducted for the smooth running of the teaching practice. All supervisors and zone coordinators are required to attend the meetings.

i. Teaching Practice Workshop

The purpose of the workshop is to ensure that supervision is carried out in a manner that is acceptable to the agreed criteria. The workshop is conducted before the Teaching Practice starts.

ii. Meeting between Supervisors and Students

The purpose of the meeting is to identify problems encountered by the students and find ways to solve them. The meeting will be held on the dates determined by the coordinator of each zone.

iii. Briefing of Teacher Supervisors

The purpose of the meeting is to ensure that teacher supervisors are clear of their responsibilities in carrying out effective supervisions. The briefing will be given by the zone coordinators and appointed lecturer supervisors.

iv. Coordination Meeting

The purpose of the meeting is to discuss all problems related to the preparation of the teaching practice and find ways to overcome them. Besides that, discussion on the student's progress and weaknesses during the 1 teaching practice would also be conducted. The meeting will be held on the dates determined by the Teaching Practice Committee.

v. Meeting on Feedback of Teaching Practice

The purpose of the meeting is to carry out a post-mortem on the effectiveness of the teaching practice and to discuss arising issues and problems for the improvement of future teaching practices. The meeting will be held as soon as the teaching practice has been completed.

1.4.3 Supervisor's Discipline

As a staff of Universiti Teknologi Malaysia, each supervisor must uphold the university's image and abide by the rules and discipline of the profession as stated in the General Order. The following matters should also be given attention while conducting supervision.

- i. Supervisor must meet the school principal before conducting any supervision at the school concerned.
- ii. Supervisor is required to wear formal attire and well-dressed that reflects high personality image and appropriate with the situation and supervisory works.
- iii. Supervisor must act as an advisor to the students especially when the students are facing problems during their teaching practice.
- iv. Establish good rapport with the principals, students and all parties involved in the Teaching Practice.

1.5 Zone Coordinator

The zone coordinator is to coordinate the supervision and evaluation of the Teaching Practice carried out by all supervisors under his/her jurisdiction. The zone coordinator is appointed by the Dean of the Faculty of Science Social and Humanities.

1.5.1 Coordinator's Responsibilities

- i. The coordinator is responsible for the smooth running of the supervisions in his respective zone.
- ii. The coordinator is responsible to coordinate any differences that arise pertaining to supervision, guidance, marks and other matters related to teaching practice.
- iii. The coordinator must act as the third party or appoint a lecturer supervisor to reevaluate student's teaching in extreme cases such as failures and excellent performance of students in their teaching.
- iv. The coordinator is responsible for collection of marks from the lecturer and teacher supervisors. The coordinator will then submit the marks to the Practical Teaching Committee.
- v. The coordinator is responsible for organizing meeting between supervisors and students at his respective zone.

GUIDELINES IN MAKING OBSERVATIONS

Supervisor must be punctual to supervise the student before the lesson begins. This is to enable the supervisor to carry out clinical supervision and observe the lesson from the beginning to the end.

2.1 Guidelines of Observations

Supervisor should observe whether the students are implementing the following:

- i. Clearly stated objective(s) or learning outcome(s).
- ii. Plan lessons to achieve the objective(s) and write the lesson plan neatly in the teaching preparation record.
- iii. Start the lesson on time and use interesting set induction that attracts students' interest.
- iv. Develop lessons step by step smoothly in good teaching sequence.

- v. Speak clearly, not too fast/slow and use appropriate language.
- vi. Write clearly and use the writing board neatly.
- vii. Use questioning technique that stimulates maximum response from the students.
- viii. Encourage active participation from classroom students at all levels of learning.
- ix. Develop concepts in a hierarchical manner from simple to more complex concepts.
- x. Use the teaching aids appropriately and effectively.
- xi. Develop self-discipline among classroom students.
- xii. Check the classroom students' exercise books and see if they are being corrected.
- xiii. Ensure that the closure of the lesson is done systematically and effectively.

GUIDELINES FOR CONDUCTING DISCUSSION

Supervisors are advised to note the strengths and weakness of the teacher trainees while making clinical observation. The supervisors would then provide suggestions for improvement.

3.1 Guidelines of Conducting Discussion

- i. Develop warm rapport and two-way relationship between the supervisor and the student.
- ii. Request student to give his opinion on his teaching.
- iii. Clarify if the objectives of the lesson have been achieved.
- iv. Share ideas and information besides giving advice.
- v. Suggest alternative methods that can be used to teach the subject matter effectively.
- vi. Encourage the teacher trainee to reflect on his teaching. Give example opportunities for him/her to express opinions.
- vii. Discussion must be based on what has been observed and do not refer to other external matters that are not related to student's teaching.
- viii. Identify and understand problems related to the student's teaching and seek ways to overcome them.
- ix. Encourage students to improve on their weaknesses independently

GUIDELINES FOR GIVING GUIDANCE

4.1 Preparation

Preparation is an effort done by the teacher trainees to equip themselves with the necessary requirement before meeting their students in the classrooms, so that they have better prospect to achieve their teaching objectives. For this purpose the important aspect, namely objectives and planning are considered. Teacher trainees must be guided for the following:

4.1.1 Objective

Objectives are expected learning outcomes stated by the teacher trainee, which he hopes that his students would have achieved through their participation in the learning process. The expected learning outcomes are knowledge, skills and attitude. Teacher trainee must be guided for the following:

- i. Stating the objective(s) clearly.
- ii. Writing objectives(s) that reflect student's behaviour.

- iii. Choosing behaviour that is observable and measurable.
- iv. Choosing objective(s) that can be possibly achieved within the time allocated for a particular lesson.

4.1.2 Planning

Planning includes all effort, thoughtful actions and good organization undertaken by the teacher trainee in order to achieve his teaching objectives. In this respect, a teacher trainee must be guided for the following:

- i. Carefully study of the syllabus, textbooks and other related sources.
- ii. Evaluating the ability and performance of the class to be taught.
- iii. Planning to draw maximum participation from the students.
- iv. Arranging all skills/concepts in an appropriate sequence.
- v. Utilising all facilities available in the classroom.
- vi. Choosing and using appropriate teaching aids that are in line with the objectives(s).
- vii. Testing all tools/equipment before using them.
- viii. Determining ways to economise time.

4.2 Delivery

Delivery covers all steps taken by the teacher trainee to achieve his objective(s). It involves aspects like teacher's skills, student's participation and teacher-student interaction. Teacher trainee must be guided for the following:

- i. To begin the lesson as soon as possible.
- ii. To begin lesson using set induction that attracts students.
- iii. Developing lesson smoothly.
- iv. To speak clearly, not too fast and could be followed by students.
- v. Posing questions that encourage students to think.
- vi. Using questioning technique that could draw maximum response from the students.
- vii. Posing questions that are closely related to the objective(s) of the lesson.
- viii. Developing concept from easy to most difficult.
- ix. Delivering content correctly and precisely.
- x. Understanding and revising content that has not been understood fully.
- xi. Trying out first the question/example/experiment that to be discussed in class/laboratory.
- xii. Involving active participation of students at each stage of the lesson.
- xiii. Using time wisely and do not lengthen nor end the lesson too fast.
- xiv. Using teaching aids effectively.
- xv. Avoiding movement and action that may jeopardize the effort to achieve the lesson

objectives such as too much moving around in the class, or too much talking not relevant to the subject matter.

- xvi. Using effective technique to strengthen students' conceptual understanding.
- xvii. Developing good technique among students.
- xviii. Using the teacher authority wisely and effectively.
- xix. Closing lesson by making good summary of the lesson.

4.3 Evaluation

Evaluation is an effort in determining that all the strategies used in delivery have achieved the lesson objective(s). Teacher trainee must be guided for the following:

- i. Able to conduct evaluation at each stage of the development of the lesson.
- ii. Be sensitive towards the evaluation conducted by focusing on appropriate actions to be taken if students have not acquired understanding on the content of the lesson.
- iii. Be creative in his effort to improve his teaching

GUIDELINES FOR EVALUATING STUDENTS

Aspects Evaluated	Details of Aspects Evaluated	Evaluation Marks (%)
1. PREPARATION (35%)		
i. Teaching Objectives (Learning Outcomes)	<ul style="list-style-type: none"> a. Behavioral objectives must be clearly stated and measureable. b. Must be relevant and in accordance with what has been stated in the syllabus. c. Must be realistic and achievable within the time allocated for the lesson. 	10

ii. Content	<p>a. Lesson content must match the stated objectives, student's ability and teaching methods.</p> <p>b. Lesson content to be prepared should consist of concepts and skills that are appropriate to students' cognitive ability.</p> <p>c. The content column should contain only statements of concepts.</p> <p>d. No statements of activities to be written in the content column.</p>	10
iii. Strategy	<p>a. Introduction should be appropriate with the teaching objectives.</p> <p>b. Lesson needs to be organized in good teaching sequence and must have continuity and interrelatedness from one part to another.</p> <p>c. Activities should involve students' active participation.</p> <p>d. Activities must be appropriate and well planned.</p> <p>e. Methods used are clear.</p> <p>f. Prior knowledge must related to the concepts to be taught.</p> <p>g. Adequate examples should be given concepts being taught.</p>	10
iv. Teaching Aids	<p>a. Teaching Aids used be appropriate and suitable for the topic as well as with the teaching objectives.</p> <p>b. Teaching Aids should enhance students' understanding of the concepts.</p> <p>c. Should be systematic in preparation, good management and always emphasize on safety</p>	5
2. DELIVERY/ IMPLEMENTATION (45%)		
i. Introduction	<p>a. Teacher should ensure that the students are ready to learn</p> <p>b. Teacher should be able to use suitable set induction that is related to the topic</p> <p>c. Set induction must be interesting that will motivate and sustain students' attention.</p>	5

ii. Communication	<ul style="list-style-type: none"> a. Ideas and concepts are delivered clearly. b. Language, voice and intonation are appropriate. c. Wise use of writing board for enhancing better communication of ideas. d. Neat and clear writing should be emphasized. 	5
iii. Strategy	<ul style="list-style-type: none"> a. Methods used are clear and appropriate. b. Encourage enquiry and discovery. c. Method wherever possible. Activities should involve students'. d. Active participation. <p>Always use constructivist and contextual approaches wherever appropriate.</p>	5
iv. Use of Teaching Aids	<ul style="list-style-type: none"> a. Ensure appropriate use of teaching aids. b. Teaching aids should enhance learner's understanding of the concepts(s) being taught. c. Teaching aids should be innovative and user-friendly. 	5
v. Teacher-Student Interaction	<ul style="list-style-type: none"> a. Establish good rapport with students. b. Use good questioning technique to promote active interactions. c. Establish two-way interaction. d. Encourage students to express their ideas. 	5
vi. Development of Concepts Assessment	<ul style="list-style-type: none"> a. Concepts must be developed in a hierarchical manner from simple to more complex concepts in the same manner as the objectives are being written. b. Formative Assessment is made based on observation and student's response to questions. c. Ask questions that encourage thinking skills. 	5
vii. Time Management	<ul style="list-style-type: none"> a. Ensure that teaching is delivered within the time stipulated or as planned in the time table. b. Divide teaching time wisely according to the importance of the stage of implementation. As an example, spending too much time on Introduction Stage will render the main teaching strategy to be inefficient. c. Be punctual to start the lesson as well as to end the lesson in time so as not to jeopardize other 	5

	teacher's time.	
viii. Classroom/Laboratory/ Workshop Management	<ul style="list-style-type: none"> a. Ensure the classroom is tidy and safe. b. Activities are conducted in and orderly manner. c. Instructions and rules are clearly conveyed to the students. d. Should always emphasize on Laboratory Safety Management to all working in the laboratory. 	5
ix. Closing	<ul style="list-style-type: none"> a. Review the concepts that have been learned. b. Give some ideas on the coming lesson. c. Give appreciation to students for being attentive and cooperative. d. Give enough homework related to the lesson for reinforcement. 	5
3. PERSONALITY AND PROFESSIONALISM (15%)		
i. Maturity and Self Confident	<ul style="list-style-type: none"> a. Must show maturity and possess Self-confidence. b. Must always strive to improve weaknesses and shortcomings. c. Ability to give prompt answers to student's questions. 	5
ii. Professionalism	<ul style="list-style-type: none"> a. Ready to accept constructive criticisms from supervisor and the school personnel. b. Able to perform tasks that are related to teaching profession such as writing reports, writing minutes of meeting and others with minimum guidance. c. Able to give advice, guidance and motivation to students. 	5

iii. Personality/Appearance	<p>a. Wear proper attire that reflects personnel in a teaching profession.</p> <p>b. Always shows enthusiasm and commitment in his work.</p> <p>c. Possess high spirit and positive attitude towards teachers' ethics.</p>	5
4. SELF REFLECTION (15%)		
	<p>a. Must conduct self-reflection analysis on the strengths and weaknesses of his teaching after the teaching session. Part of this reflective teaching is being discussed with the supervisor during post-observation stage of the clinical observation.</p> <p>b. Be creative to suggest improvement for more effective teaching in future lessons.</p>	5

RUBRIC FOR TEACHING COMPETENCIES

Levels	Marks		Descriptors
	5%	10%	
1	0-1	0-2	Inadequate in most aspects of competencies, needs improvement
2	2	3-4	Marginally adequate in most aspect of competencies, needs improvement
3	3	5-6	Adequate in most aspect of competencies
4	4	7-8	Very good in most aspect of competencies
5	5	9- 10	Outstanding in all competencies, very competent

GRADE AND POINT VALUE SYSTEM

The marks awarded for the supervision of teaching practice are based on the semester grading system practised throughout Universiti Teknologi Malaysia. Grades are awarded based on the ranges of marks displayed in the table below.

TABLE 1: Grade & Point Value for Marks Awarded

MARKS	GRADE	POINT VALUE
90 - 100 80 - 89 75 - 79	A+ A A-	4.00 4.00 3.67
70 - 74 65 - 69 60 - 64	B+ B B-	3.33 3.00 2.67
55 - 59 50 - 54 45 - 49	C+ C C-	2.33 2.00 1.67
40 - 44 35 - 39 30 - 34	D+ D D-	1.33 1.00 0.67
00 - 29	E	0.00

NOTE :

Teacher Trainee must acquire a minimum of C+ in order to be awarded a passing grade for the teaching practice.

SUPERVISION RECORD

NO.	TRAINEE'S NAME	SCHOOL	MARKS & DATES OF SUPERVISION	SUPERVISION NO.			
				1	2	3	4
			Total Marks				
			Supervision Date				
			Total Marks				
			Supervision Date				
			Total Marks				
			Supervision Date				
			Total Marks				
			Supervision Date				
			Total Marks				
			Supervision Date				
			Total Marks				
			Supervision Date				
			Total Marks				
			Supervision Date				
			Total Marks				
			Supervision Date				
			Total Marks				
			Supervision Date				
			Total Marks				
			Supervision Date				
			Total Marks				
			Supervision Date				

Tear here

**UNIVERSITI TEKNOLOGI MALAYSIA
SCHOOL OF EDUCATION
FACULTY OF SOCIAL SCIENCES AND HUMANITIES**

EVALUATION MARKS

NO. :

Supervision Report No.

Name : Time :

Class : Date :

PREPARATION (35%)

1.	Learning outcome	10%	
2.	Content	10%	
3.	Teaching Strategies	10%	
4.	Learning Aids	5%	

IMPLEMENTATION (45%)

1.	Introduction	5%	
2.	Communication	5%	
3.	Teaching Strategies	5%	
4.	Use of Teaching Aids	5%	
5.	Interaction	5%	
6.	Concept Development	5%	
7.	Time Management	5%	
8.	Classroom Management	5%	
9.	Closure	5%	

PERSONALITY AND PROFESSIONALISM (15%)

1.	Maturity and Self Confident	5%	
2.	Professionalism	5%	
3.	Personality/ Appearance	5%	

SELF REFLECTION (5%)

1.	Self-Reflection	5%	
----	-----------------	----	--

TOTAL MARKS (100%)

- Please use the rubric below to assess the students' teaching competencies
- Key in the marks and the date of supervisions in the Teaching Practice Information System (http://www.fp.utm.my/smlm/smlm_main.asp)

REMARKS:

Name of Supervisor: Signature:

Levels	Marks		Descriptors
	5%	10%	
1	0 - 1	0 - 2	Inadequate in most aspects of competencies, need improvement
2	2	3 - 4	Marginally adequate in most aspect of competencies, need improvement
3	3	5 - 6	Adequate in most aspect of competencies
4	4	7 - 8	Very good in most aspect of competencies
5	5	9 - 10	Outstanding in all competencies, very competent

