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Fakulti Pengajian Pendidikan

# BUKU PANDUAN PENYELIA & GURU PEMBIMBING Latihan Mengajar dan Internship

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**Hand Book for Supervisor and Mentor Teacher**  
**Teaching Training and Internship**

**I INTRODUCTION**

**A. Philosophy of Supervision**

- 1.1 The Teaching Training and Internship is an important component of the Bachelor of Education program in the Faculty of Educational Studies, UPM. The importance of the Teaching Training and Internship cannot be denied as it has been acknowledged as the main requirement in producing trained and professional teachers and counselors. Through the Teaching Training and Internship, the quality of teacher education programs are enhanced professionally.
- 1.2 The Faculty of Educational Studies is concerned with the quality of the Teaching Training and Internship that is implemented. The faculty put in serious attention towards the implementation of the Teaching Training and Internship, especially in the supervision and evaluation aspects. This measure is appropriate as the faculty is given the responsibility to train prospective teachers. This responsibility must be implemented as well as possible to ensure the quality of trained teachers in UPM improve from time to time. The quality of supervision and evaluation is part of this responsibility.
- 1.3 The Faculty of Educational Studies place importance in quality supervision. Quality supervision have traits such as being objective, direct, based on facts, democratically planned, complete, constructive and clear. To achieve high quality of supervision, the Faculty of Educational Studies employ a supervision system based on this philosophy:

***“Supervision is an effort to improve the potential of trainee teachers and counsellors as a whole and integrated intellectually, spiritually, emotionally, and physically. This effort is to produce teachers and counsellors that are trained, knowledgeable, competent, have moral values, responsible and has the ability to achieve well-being as well as to contribute to students’ harmony and success to enhance the standard of teaching profession’***

***(Note : This philosophy is adapted from the National Philosophy of Education.)***

## **B. Aims and Objectives of Teaching Training Supervision**

- 1.4 In general, the intention of the supervision of teaching practicum is to improve the quality of the teaching of UPM teacher trainees when they undergo teaching practicum in schools.
- 1.5 Specifically, the aim of objective of the teaching practicum is to guide teacher trainees in the following aspects:
  - a) Teaching preparation planning and implementation of teaching activities.
  - b) Use of various aspects and teaching techniques to deliver a lesson.
  - c) Evaluation and encourage learning.
  - d) Application of theories and teaching principles in the classroom.
  - e) Planning and implementation of curricular activities.
  - f) Interaction with students, teachers and other member in the school community.
  - g) Appreciation towards the responsibility and role of a teacher in a classroom and in a school.
  - h) Develop self confidence to be a trained teacher.
  - i) Cultivate positive attitude, personality and behaviour of a teacher.
- 1.6 Supervision is aimed to enable supervisors to conduct direct observation on the ways the teacher trainee teach in a real classroom situation.
- 1.7 Supervision is aimed to help teacher trainees improve their ways of teaching in a real classroom situation.
- 1.8 Supervision is also aimed to evaluate teacher trainees' teaching quantitatively.

## **C. Aims and Objectives of Internship Supervision**

- 1.9 In general, the Internship Supervision aims to guide counselor trainees to improve the quality of their counselling practice. Internship Supervision also aim to ensure the accountability of the counselling profession.

- 1.10 Specifically, the Internship Supervision focus on improving the performance of counselor trainees through the following:
- a) Guide counselor trainees regarding planning and the administration services of guidance and counselling.
  - b) Give encouragement to counselor trainees to improve their counselling skills.
  - c) Guide counselor trainees to apply counselling theories that are suitable to the counselling process.
  - d) Provide training facilities to counselling trainees for personal and professional improvement
  - e) Give guidance and reinforcement to counselor trainees on their effort in practicing counselling ethics.
  - f) Assess and help counselor trainees to improve the implementation of the counselling process.

## **2. PERSONALITY AND RESPONSIBILITY OF THE SUPERVISOR**

### **A. Personality Traits of the Supervisor**

- 2.1 The Teaching Training and Internship supervisor is an individual that is selected based on his/her qualification and ability to carry out supervision. In other words, a Teaching Training and Internship supervisor is a professional personnel or an expert in teaching and learning methods or counselling practices. Besides having the qualification and ability, the supervisor must possess certain personality traits to help carry out the supervision professionally. Some of the must have personality traits include, responsibility, cooperation, integrity, independent and accountability.
- 2.2 **Knowledgeable.** Supervisors that are knowledgeable are those that are well-read in the contents and methods of teaching a certain subject or counselling practices are assigned to supervise. Supervisors that are knowledgeable will also understand the intricacies of supervision, the school system and teaching professionalism. Supervisors that are knowledgeable are open to ideas as well as enhancing knowledge and utilise knowledge for own and other people benefit.

- 2.3 **Competent.** Supervisors that are competent have the efficiency and ability to carry out supervision immaculately. To carry out supervision duty effectively, a supervisor must have good reasoning skills, able to make objective evaluation and able to communicate both verbally and written. In short, a competent supervisor is analytical, critical and constructive.
- 2.4 **Concerned.** Concerned supervisors are calm and able to control emotions and behaviour. Concerned supervisors also care about the enhancement of the quality of teaching and counselling practices. They give constructive criticism when dealing with poor performance. Supervisors must have interest in guiding, stimulate, and expand the potential of teacher and counselor trainees.
- 2.5 **Moral Values.** Supervisors must be aware and appreciate all moral value including spirituality, humanity and citizenship values.
- 2.6 **Responsibility.** Responsible supervisors realize that supervision duty is a trust and the trust must be executed perfectly.
- 2.7 **Cooperation.** Cooperate supervisors carry out their duty independently. He/she needs to establish relationship with other supervisors, the school and teacher or counselor trainees while executing supervision duty.
- 2.8 **Integrity.** Integrity supervisors carry out their duty faithfully and honestly. The supervisor must carry out his/her duty sincerely and not abuse power.
- 2.9 **Independent.** Independent supervisors carry out their duty fair and equitable regardless of gender and race of the teacher and counselor trainees that are supervised as well as the school where the trainees are assigned.
- 2.10 **Accountability.** Accountability supervisors carry out their duty according to rules and regulations, procedures and instructions that are enforced to prevent wastage, abuse, violation of ethics, etc.

## **B. Supervisor's Responsibility**

2.11 Each supervisor is responsible to every party that are involved with the implementation of the Teaching Training and Internship. The party involved are teacher/counselor trainees, colleagues or UPM, teacher mentors and the schools.

2.11.1 **Trainees.** The supervisor's responsibility towards the supervised trainees can be implemented through the following:

- a) Read and appreciate the contents of the Teaching and Practicum guidebook and refer to the book when needed.
- b) Guide trainees to teach a certain subject or to practice counselling process effectively.
- c) Always encourage trainees to enhance their achievement.
- d) Be fair and honest to each trainee regardless of physical, mental, economy, religion and race factors.
- e) Dress appropriately and neatly, speak politely and possess good behavior as an example to trainees.
- f) Keep students' information confidential except to those who have the right to know.

2.11.2 **Colleagues or UPM.** The supervisor's responsibility towards colleagues or UPM can be implemented through the following:

- a) Discuss with colleagues that are supervising the same trainee to avoid conflict in guiding the trainee.
- b) Avoid from making any statement or excuses that can blemish the good name of a colleague or UPM.
- c) Defend the reputation of colleagues or UPM if their reputation are tarnished.

2.11.3 **Teacher mentors and the Schools.** Responsibility of supervisor towards teacher mentors and schools can be implemented through the following:

- a) Obtain the cooperation of teacher mentors so that they are willing to guide and advice UPM trainees.
- b) Obey the rules and procedures of the schools regarding visitors' visits to the school.
- c) Respect the decisions of specific instructions given by the schools to trainees.

### III. EVALUATION SYSTEM

3.1 The Faculty of Educational Studies uses the integrated supervision system. Based on this system, every trainee will be supervised by two (2) supervisors from UPM, two (2) teacher mentors and the principal or administrator of the assigned school throughout the duration of their teaching practicum. Supervisors from UPM are known as the major and second option supervisors. In certain circumstances, an independent supervisor can be appointed to supervise the trainee. Each supervision conducted by supervisors from UPM and the school is based on specific weightage that will contribute towards the overall evaluation of the Teaching Training and Internship of the teacher trainee.

3.2 **Supervision by the Major Supervisor.** Supervision conducted by this supervisor represent the major option of the trainee. For example, if the trainee is taking the Bahasa Melayu major, the first supervisor must appointed among the Bahasa Melayu lecturer. In certain circumstances, the major supervisor can also be appointed among lecturers who have the skills and knowledge in Bahasa Melayu. It would be best if the major supervisor supervise the trainees assigned to him/her first. Every trainee must be supervised by the major supervisor **at least twice**. For counselling practices, each trainee must be supervised **at least three times**. Weightage for the Teaching Training and Internship, please refer to matter 3.7, Table 1.

3.3 **Supervision by the Second Option Supervisor.** Supervision conducted by this supervisor represent the second option of the trainee. For example, if the second option of the trainee is Trading, the second option supervisor must appointed among the Trading Education lecturers. Every trainee must be supervised by the second option supervisor **at least twice**. Weightage for the Teaching Training and Internship, please refer to matter 3.7, Table 1.

3.4 **Teacher Trainee's Self Reflection.** The major and second option supervisors must review the teacher trainee's self reflection at least on the sixth week of the Teaching Training and Internship. On week fourteen of the Teaching Training and Internship, the major supervisor must provide the 10% evaluation to trainees' self reflection. Meanwhile, the minor supervisors of the Guidance and Counselling will



provide the 10% evaluation to trainees' self reflection on week fourteen. After evaluation on week fourteen, please submit the trainees' self reflections to the Teaching Training and Internship Practicum Unit.

**3.5 Supervision by the Schools and Teacher Mentors.** This supervision is done by teacher mentors that are appointed by the principals of the assigned schools for the Teaching and Counselling Practicum. Supervision by the schools are given a weightage as much as **30% (10% from the school, 20% from the teacher mentor)** from the overall evaluation of a teacher trainee. This supervision consists of teaching in the classroom and other aspects such as curricular activities, effort, relationship and responsibility of the trainee. However, for the counselling trainee, the school will only evaluate other aspects besides counselling practices. A weightage of **30%** will be given by the schools from the overall evaluation of the counselling practicum evaluation. Weightage for the Teaching Training and Internship, please refer to matter 3.6, Table 1.

### **3.6 Supervision by Independent Supervisors for Case of Failed Trainees**

#### **a. Cause of Fail - Supervisors.**

- i. If the trainee failed because of the supervisors, therefore, the **DEAN** will appoint an independent supervisor to supervise the trainee again.
- ii. If the independent supervisor give the trainee a pass, therefore, the trainee will be passed.
- iii. If the independent supervisor fail the trainee, therefore, the trainee will be failed.

#### **b. Cause of Fail - Trainee (violation of discipline, breach of teaching profession ethics).**

- i. If the trainee fail because of discipline problems or the violation of teaching profession ethics, then the Teaching Training and Internship Secretariat will investigate the matter.
- ii. If the Teaching Training and Internship Secretariat is satisfied with the accusation, therefore the fail remains.
- iii. If the Teaching Training and Internship Secretariat found that the trainee is guilty of the accusation, therefore a pass will be given.

3.7 The weightage of the teaching practical evaluation is defined in the table below:

**Table 1:** Weightage of Teaching Training and Internship Supervision

Program	Major Supervision	Second Option Supervision	Principal	Mentor	Teacher Trainee's Reflection	Total
B.Ed. (B&K) major	60	-	10	20	10	100%
B.Ed. (B&K) second option	-	60	10	20	10	100%
Other Program major	60	-	10	20	10	100%
Other Program second option	-	60	10	20	10	100%

\*Supervisors must at least supervise the teacher trainee twice.

**3.8 Role of the Teacher Mentor.** Teacher mentors are appointed by the assigned schools to help and guide the trainees. The main role of the teacher mentor is to help trainees build their confidence and gain teaching skills. This can be done through the following:

- a) Provide trainee information regarding:
  - i) Character traits of students in the classroom;
  - ii) Students' ability and level of learning;
  - iii) Syllabus and lesson plans;
  - iv) Advantages and disadvantages of using the textbook;
  - v) Sources and equipment that are available and can be used; and
  - vi) Rules, procedures and curricular activities which are conducted by the schools.
- b) Demonstrate/Explain teaching technique and learning activities.
- c) Explain teaching objectives and ways to achieve them, reasons for choosing an activity and methods used to determine the effectiveness of teaching.

- d) Encourage trainees to analyse the implementation of the teaching and learning process in the classroom and ask trainees regarding their teaching.
- e) Assist trainees in understanding the aims of teaching clearly.
- f) Conduct discussion with the trainees regarding the contents of the lesson that will be taught.
- g) Discuss trainee's performance to enhance their teaching skills.
- h) Encourage trainees to use their own ideas when teaching with the concern of their teacher mentor.
- i) Cooperate with trainees to help them solve discipline problem if needed.
- j) Provide advice to trainees based on experience in the classroom. This includes advices on the use of teaching activities and how to manage the classroom better.
- k) Encourage trainees to assess their own teaching through effective supervision and evaluation.
- l) Help trainees build self confidence by giving encouragement and praises when trainees show improvement in their teaching.
- m) Assess trainees' teaching based on aspects in the evaluation form given.
- n) Submit the completed evaluation form to the Teaching Training and Internship Secretariat.

#### **IV. PROCEDURES OF THE TEACHING TRAINING AND INTERNSHIP**

##### **A. Before Supervision**

- 4.1 Equip yourself with knowledge regarding the supervision system, supervision procedures, rules and regulation in teaching, effective methods of teaching and learning as well as the school system. This measure can be done by reviewing related reading material, inquire colleagues to gain information and to attend the supervision briefing.
- 4.2 Draft and prepare a supervision timetable and attain important information such as which schools are the trainees assigned to and their timetable. These material can be obtained from the Teaching Training and Internship Secretariat.
- 4.3 Supervise trainees according to the day, time and place in the supervision schedule. On the first day a supervisor goes to the schools to supervise the

trainees, it is recommended that the supervisor meet the principal or administrator of the schools to introduce themselves first. Before the supervision, supervisors must make sure that the trainees prepare the lesson plan to teach on that day. Supervisors are encouraged to meet the trainees to discuss, mingle with and brief the principal and teacher mentors of the school.

## **B. During Supervision**

4.3A supervisor must carry out two important actions, which are to observe and note down the observation of the teacher trainee's actions. Supervisors are required to go through trainees lesson plans and use them as an important reference throughout the supervision.

4.5 Observe and note down the teacher trainee's actions clearly. Among the things that have to be focused on are the set induction, presentation method, questioning technique, closure of the lesson, evaluation and the personality of the teacher trainee. Supervisors need to note down their observations in the report form provided by the Teaching Training and Internship Unit. Supervisors are reminded **to not reproach or make any comments** when the teacher trainee is teaching.

4.6 Supervisors must supervise from the beginning to the end of every period. Supervisors are not allowed to leave the classroom before the trainee conclude the lesson.

## **C. After Supervision**

4.7 Supervisors must discuss with the trainees regarding their teaching. Discussion after the supervision will help trainees improve the quality of their teaching. When conducting the discussion, the supervisor must allow the trainee to give his/her own view and evaluation. This discussion must be a two way process to create a democratic environment.

4.8 Supervisors must give the completed original Teaching Training and Internship report to the trainee. The form must be given to the trainee after each supervision or before the supervisor leaves the school on the same day. The scoring form on the other hand must be submitted to the Teaching Training and Internship Secretariat as soon as possible.

4.9 Supervisors are required to give a quantitative evaluation on the trainees' teaching.

This evaluation must be done by filling in the evaluation form provided. Major and second option supervisors can inform the trainees about the grade that they acquired after the first supervision. However, the final grade must not be made known to the trainee as the results will be finalized in a meeting by the Teaching Training and Internship Board.

## **V. EVALUATION SYSTEM**

### **A. Scoring and Grading System**

5.1 Teaching Training and Internship quantitative evaluation is done by using the form provided for each subject:

- a) Theory Evaluation Form (pink form)  
Bahasa Melayu, Malay Literature, English, English Literature, Trading, Accounts, Mathematics, Statistics, Health Education, Islamic Studies, Moral Studies dan Business.
- b) Theory Evaluation Form (pink form) and Practical Form (blue form)  
Music, Living Skills, Design and Technology, Home Science, Agricultural Science, Computer, Physics, Science, Chemistry and Biology.
- c) Physical Education Evaluation Form (green form).
- d) Guidance and Counselling Evaluation Form (white form).

5.2 **School Confidential Evaluation Form.** The schools are required to make a confidential evaluation towards the UPM teacher trainees by using a special form provided. This form must be completed by the principal or administrator of the school and submitted to the Teaching Training and Internship Secretariat, Faculty of Educational Studies, UPM.

5.3 **Scoring.** The scoring of each aspects that is evaluated in the classroom is as noted in the Teaching Training and Internship evaluation form. Teaching evaluation in the classroom is in the form of numbers and percentage. Confidential evaluation from the school is in the form of scale.

**5.4 Grading.** Grading of the Teaching Training and Internship is according to the letter system which consists of A, A-, B+, B, B-, C+, dan F. The grades can be interpreted as the following:

Fail	{	A	80 - 100
		A-	75 - 79
		B+	70 - 74
		B	65 - 69
		B-	60 - 64
		C+	55 - 59
		<b>C</b>	<b>50 - 56</b>
		<b>C-</b>	<b>47 - 49</b>
		<b>D+</b>	<b>44 - 46</b>
		<b>D</b>	<b>40 - 43</b>
		<b>F</b>	<b>39 or less</b>

**Grade A.** The trainee has shown excellent performance in all aspects of the Teaching or Counselling Practicum. This achievement is considered as exceptional.

**Grade A-.** The trainee has shown excellent performance in all aspects of the Teaching or Counselling Practicum. This achievement is considered as excellent.

**Grade B+.** The trainee has shown good performance, however, the trainee still needs guidance.

**Grade B.** The trainee has shown moderate and well-balanced performance in their strength and weaknesses. The trainee still needs a lot of guidance.

**Grade B-.** The trainee has shown some moderate and well-balanced performance in their strength and weaknesses. The trainee still needs a lot of guidance.

**Grade C+.** The trainee has shown performance for a passing grade, and have limited ability. The trainee has more weaknesses as compared to strength. The trainee needs a lot of guidance.

**Grade C, C-, D+, D dan F.** The trainee has failed in the Teaching Training and Internship. The trainee's performance did not achieve the minimum passing requirements set by the Teaching Training and Internship Committee. The trainee's teaching did not leave an impact towards the students' taught. The trainee is not attentive towards supervision and did not put in effort to improve the quality of his/her teacher or consultation work. The trainee needs to undergo the whole duration of Teaching Training and Internship again.

## **B. Supervisor's Report**

5.5 Every supervisor is required to write a report for each supervision conducted. The report must be prepared using the standardised report form. (Refer to PU/PS/BR16/AJR).

5.6 In the report, the supervisor must give attention to aspects such as grammar in the sentences, wordings and spelling. Use language that is precise, easy to understand and clear. Two aspects that should be emphasized on are descriptions and prescriptions. Description means to describe the trainee's behaviour and prescription means to provide recommendations on certain aspects to help trainees improve the quality of their teaching.

5.7 Supervisors should give attention on the length of the written report. There are no minimum and maximum length of the report. However, supervisors should be able to professionally decide the length of the report. The report should not be too brief to the extent that trainees are not able to get a clear idea about their teaching. The length of the report should also not be too lengthy until trainees lose confidence in their teaching. The report written by the supervisor must consist of both positive (strength) and negative (weaknesses) aspects to make the report more realistic.

## **VI. SUPERVISOR'S CHECKLIST**

### **A. Relationship With the Teaching Training and Internship Secretariat**

6.1 When appointed as a supervisor, the supervisor should do the following:

- a) Attain the Teaching Training and Internship guidebook for supervisors/teacher mentor.
- b) Attain the list of the assigned schools and the list of trainees that will be supervised.
- c) Attend the briefing for supervisors on a fixed date.
- d) Attain the timetable of each trainee supervised.
- e) Attain the travelling details form (Refer to PU/PS/BR19/AJR).
- f) Conduct supervision based on the schedule.
- g) Inform the Teaching Training and Internship Secretariat if there is any problem regarding supervision.

6.2 Once supervision is completed, the supervisor should do the following:

- a) Total the scores in the evaluation forms and fill in the score report for each trainee supervised.
- b) Submit all Teaching Training and Internship report and evaluation form to the Teaching Training and Internship Secretariat after every supervision.
- c) Submit the travelling claims form with the travelling schedule form to the Faculty of Educational Studies, Financial Department attached with the letter of appointment.

### **B. Relationship With the Schools**

6.3 During the initial stages of supervision, the supervisor should do the following:

- a) Meet the principal/administrator on the first day of supervision in the school.
- b) Meet the teacher mentors and have a discussion with them.
- c) Explain to the school regarding the evaluation that must be given by the school, which is a total of 30% of the overall evaluation for each trainee. Also explain to the school that the form must be submitted to the Teaching Training and Internship (Refer to matter 3.6, Table 1).



6.4 At the end of the supervision, the major supervisor should do the following:

- a) Meet the principal/administrators of the school.
- b) Meet the teacher mentors.
- c) Inform and remind the school about the evaluation forms that need to be completed and submitted to the Teaching Training and Internship Secretariat as immediately.

### **C. Relationship With the Trainees**

6.5 When appointed as a supervisor, the supervisor should do the following:

- a) Have a meeting with the supervisees.
- b) Supervise trainees during the whole period for each trainee.
- c) Go through the trainee's teaching practice book each time during supervision.
- d) Conduct a discussion with the trainee based on the teaching practicum report after each supervision.
- e) Submit a copy of the teaching practicum report to the trainee after each supervision.
- f) Remind the trainee to adhere to every rules and regulation of the teaching practicum.
- g) Inform the grade that is obtained to the trainee for each supervision except the final grade.

6.6 At the end of the supervision, the major supervisor should do the following:

- a) Request trainees to arrange an extra period for supervision if the number of supervision is not enough or did not reach satisfactory level.
- b) Remind the trainee to adhere to every rules and regulation of the teaching practicum until the end of the teaching practicum duration.
- c) Give reinforcement and encouragement to trainees to improve their teaching or counselling practices.
- d) Inform the Teaching Training and Internship Secretariat if there is any problem regarding the supervisees to enable the Teaching Training and Internship Secretariat to appoint an independent supervisor immediately.

- e) Grades for the first supervision must be submitted to the Teaching and Counselling Practicum Secretariat **by week eight**. Where else, grades for the final supervision must be submitted to the Teaching Training and Internship Secretariat **by week fourteen** of the Teaching Training and Internship.

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Any enquires and problem can be forwarded to:

