

THE EAST AFRICAN UNIVERSITY

SCHOOL OF EDUCATION

TEACHING PRACTICE HANDBOOK

GUIDELINES FOR STUDENT TEACHER

Introduction

Teaching practice is coordinated by the teaching practice committee chaired by the teaching practice coordinator. The coordinator is charged with day to day running of the exercise. Teaching practice constitutes two units of the departments of curriculum and instruction, so the coordinator is answerable to the chairman of the curriculum and instructions department. Teaching practice is a major component of professional training in the faculty of education.

For organization purposes, then schools to which the students are posted have been divided into counties. The schools are within a relatively easy travelling distance of a suitable centre – the county coordinator center. County coordinator is responsible for the coordination of the supervision in the county. Student teachers should discuss their needs with the county coordinator. The students are currently trained to teach of the range of teaching subjects offered at the university.

There will be an external examiner for each subject. There is also a supervisor in charge of a subject, for each teaching subject.

The supervisor will be requested to supervise related subjects. This can be satisfactorily achieved in such subject range's humanities, languages, and specialized subjects.

During the teaching practice then student's teacher will be under the authority of the head of the school attached to.

BASIC INFORMATION

1. School plan

Determine the location of the office, head teacher, Deputy, librarian(if any), bursar, staff-room, lockers, washrooms, library, bookstore, main hall or assembly room.

2. Administration.

Learn the names of the following individuals.

Head teacher

Deputy

Bursar and clerk

Teaching members of staff in your department eg9history department, etc.)

3. Records

Determine the location and accessibility of the records.

4. Policies and procedures

Determine for:-

i) Absence to who to report? What does one do?
ii) Tardiness (lateness) as above.
iii) Using the library whole class at once? Or individual sent?
iv) Leaving the room
v) Assemblies.
vi) Extra – curricular activities
vii) Time-table – school hours, etc

5. a. **audio visual materials.**

I) Determine the location, availability, and procedures for ordering or obtaining materials.
II) The physical condition of the room.

b. **light**

Check for the sources of light in the room and alternative sources of power.

c. **attractiveness or neatness.**

Black board, displays, floor, laboratories, desk tops, plants, and animals.

d. movement of students

Entering the room, taking seats, leaving the room, going to and fro supply table.

e. seating of students

Aligning seats and lab stations

Changing seating arrangements

Caring for individual need (auditory and visual)

6. routine procedures

A. Conducting the class

Beginning promptly

Knowing the names of students

Making announcements

Ending the class

Establishing policies for courteous behavior.

B. Making records and reports

Checking attendance of the students

Keeping student records

Making reports for administration

C. Further resources

Broadcasts for schools if any. There is a time table for various broadcasts.

RELATIONSHIP WITH THE SCHOOL,STUDENTS AND SCHOOL.

1. Students are regarded as being temporarily on the staff of their host school and under the general control of its head.

2. In the staff relationships and professional duties, students should observe the principles set out by the school.
3. If it is necessary to be absent or to leave the school during school hours, students must request permission from the school head before such absence.
4. During the first two days of the practice period, students must:-
   a) Acquaint themselves with the school routine and their duties.
   b) Prepare suitable schemes of work from the syllabus and teaching programmes used in the school.
   c) Prepare four copies of their teaching time table and give them to the County Coordinator during the first week in school.
   d) The student`s time table should give full details needed by his/ her supervisors, including dates of holidays, examinations and special dates when he/she cannot be observed.
   e) This time table shows approximately an equal distribution of time to his/her two teaching subjects. All students are expected in general to teach not less than 12 and not more than 15 periods per week.
   f) After supervision, the students must ask the supervisor to sign the student's supervision record.
   g) Any change in the information shown in the original time table should be notified immediately to the County Coordinator.
   h) In his / her relationships with the staff and pupils, the student is expected to observe the best professional ethics. This implies coordinating all things and at all times. Confirming as far as possible with the demands of school routing and refraining room voicing criticisms if his/ her colleagues of the school organization and administration.\

THE STUDENT AND HIS/ HER TEACHINGS

1. In general, students should teach fully prepared lessons each day and observe at east one.
2. Full preparation will include a lesson plan with appropriate lesson notes and teaching aids for each lesson. The lesson plan should be in the form prescribed by the Department of Curriculum and Instructions.

3. Lesson plan and lesson notes should be written in a lesson preparation book issued for this purpose. This book must be presented to the supervisors for inspection and comments during their visits to his/her classes.
4. As soon as possible
5. le after a lesson has been delivered, the students should write such remarks on it as it will assist in more efficient planning and presentation of subsequent lessons. These may include such points:
   a) Comments on the adequacy of lesson preparation, for example, the suitability of the subject material or the aids, the time allowed for each phrase of the lesson.
   b) Comments on the effectiveness of class activity such as the extent and quality of pupils participation, interest, understanding, and cooperation.
   c) A statement and analysis of pupils' difficulties or errors and how they will be followed up.
   d) A general comment on the extent to which the aims of the lessons were achieved and suggestions for similar lessons in the future. "Did I teach what I set out to reach"

THE STUDENT AND HIS/ HER OBSERVATIONS

1. While attached to school the student will have opportunities to observe class teachers at work. (Especially valuable if the class is one which the student teachers) and to note important aspects of school routine and organizations, methods of teaching and assessing the use of aids and other equipment.
2. Such observations should be recorded in a systematic manner and kept in such forms to be readily available for his/her reference and that of his / her supervisors.
3. The student's lectures and supervisors will give advice on what observations are pertinent to his/her professional studies his/her future teachings.
4. A student may be required to record some observation in a special observation book, or in a section of his/her special method note or as prescribed for a particular course assignment.
5. If no fixed range of observations is prescribed for a particular practice period, students will record such observations as they consider to be of professional value to them.

OUT OF CLASS ACTIVITES AND MARKING

1. It has become important to emphasize that all students on teaching practice are required to participate in any out of class activities that may be assigned to.
2. Marking: Student teachers are required to do any marking that may be allocated to them.

BOARDING/ ACCOMMODATION

1. Students are supposed to meet all aspects of boarding/ accommodation including morning tea/ coffee expenses.
2. The responsibility for meeting such payments is entire with the students.
3. Cost of loss, breakage or damage must be met by the student.

MEDICAL EXPENSES

1. In case of illness, students are advised to attend the nearest Government Hospital or Dispensary for free Medical Treatment
2. In the event of the students being admitted to Hospital as in- patient, students will be required to pay the resulting bill.
3. They must have documentation of such hospitalization for the purpose of the Examiners' Board.

TRAVELLING EXPENSES

Any expenses incurred by students in connection with travelling for teaching practice purpose must be met all by the students before the Teaching Practice Begin.

PRINCIPLE TO BE ADOPTED BY SCHOOLS AND COLLEGES FOR TEACHING PRACTICE

INTRODUCTION

This paper outlines the principles in the guide of college Tutors, Secondary School Teachers, and Students while on Teaching Practice.

A. STUDENTS:

1. When a student is in school either for observation or practice he/she comes within the authority of the school. This means he/she must observe the expected standards in regards to the punctuality, dressing, smoking and other rules for the general conduct of staff which the school may expect.
2. He/she will be treated as full time member of staff, will be informed of the standard expected of him/her and will be given the normal privileges as well as duties of staff members.

3. He/she will be expected to carry out a full range of duties and assist in extracurricular for the whole period of teaching in the school.
4. He will have been assigned to him a number of staff, either the head teacher or someone designated by him, to act as his professional adviser.
5. He/she will teach within the framework of the curriculum as practiced in the school. He/ she will not be able to practice methods of teaching which are not in conformity with the practice of the school at the teaching time he/she is there. Any departure from the principle should be done after an agreement between the school and the university.
6. As far as possible, he/she will not be used for duties outside the school e.g. invigilation of examinations in other establishments. He/she will have time – table and this will be adhered to as much as possible. The students will be expected to inform the University in writing in the event of an unexpected change (s) likely to occur during the teaching practice period.
7. Students should normally be in schools during the full working hours of the school. If the student needs to leave the school to consult the library or to visit his/her tutors she/he should seek the consent of the Headmaster or his/her appointed co – operating teacher.

B. TEACHER EDUCATION COLLEGES

1. The college will inform the schools at least three months in advance of their programme. It is inevitable that, for unforeseen reasons, both the schools and colleges will be forced to ask for changes but these should be sought in an emergency.
2. The college will consult and agree with the schools individually on the numbers that school can take and the suitable timing of the practices, the number of times each year the school wishes to take students and so on.
3. The college will carefully brief all students in specified briefing session, shortly before they go to the schools on all principles outlined in this document.
4. The college will ensure that a member of staff visits all schools in advance of teaching practice and will attempt to explain to their colleagues in the school on the basic principles used in training students.
5. The college will whenever possible arrange to hold meetings on local basis at a regular basis to discuss at regular intervals the progress of teaching practice. In the Nairobi area and elsewhere at a suitable and accessible place.

C. THE SCHOOLS

1. The schools will regard themselves as having a specific teaching role a play in the professional of their student colleagues. The schools will be expected to report on the work of the students. The reports will be of great value to the University and will be given due weight in the assessment of the students work.
2. Besides professional and technical help in the class room, students should have an opportunity of the participant in routine duties and extra-curricular activities including sports, music, drama, etc. Students should be invited when possible to attend meeting etc.
3. Students should be shown not only the syllabus of the pupils they will teach, but the whole plan of teaching the subject in the school and the way this plan fits into the teaching related subjects.
4. The head teacher will appoint a member of staff to advice and guide the students during their period at the school.
5. When supervisors visit a school they should invariably report to the school office first. If the Head or cooperating teacher wishes to see him/her they can then leave a word to the effect. Normally the supervisor will inform the schools in advance of te visit, though this will not always be possible.
6. Students on teaching practice should normally start with a light teaching load 8/10 periods per week and increase this to a maximum of 15/10 periods per week. However some students have already experienced teachers and can handle a greater load, some schools are desperately short – staffed and will want more student's help. This should be a matter in special cases, for consultation and agreement between the schools and the University.
7. It should be remembered that the period of teaching practice is part of the student's period of study. Schools should give students every possible help in pursuing their studies in any spare time they may have during this period.
8. Whenever it is possible, schools will assist in helping the students' accommodation is very small. The methods and amount of payment will have to be negotiated between the schools and the student concerned.

CODE OF BEHAVIOUR FOR STUDENT TEACHERS

1. PREAMBLE

Teacher education must be concerned with training in all areas. And since what generally referred to as teaching practice in an exercise in education apprenticeship, whilst student teachers are in practicing schools, they should be given the opportunity of participating in as wide a variety of education activities as possible:-

a. They shall be required to be on the job full – time as any other teacher.
b. They shall be given responsibilities other than teaching
c. They shall be immediately accountable to the head teachers during the entire teaching practice period, just like any other member of staff.
d. They shall be assessed on their personal behavior and performance outside the classroom as well as on their ability to teach.

2. ETHICAL PROBLEMS

a) One fact flaringly presents itself – that most student teachers have good intention but they are poorly equipped to carry these intentions to fruition. Nowhere in their educational career have they been exposed explicitly to a course in normal education, and the desirable conduct which we see is a result of indirect moral education derived from parents, teachers and churches and so on. But sufficient to help autonomous moral agent. Since students teachers learn indirectly from their teachers both good and bad, it is important that the students' teachers at least remedy their defective background in moral education.

b) The difference between a professional and a business is that, with business, the guiding factor is profit while in a profession, the guiding motive is service. The student teacher has the responsibility to serve his pupils. Indeed the development of the teaching advancement of the community than to the economic gain of the teacher. Rarely does teacher yesteryears sit down to reflect on what he would gain by devoting his working hours to imparting knowledge and disciple to the children under his charge or care. This service is not confined to the classification or to the games. The behavior and the attitude of student teacher out of class-room represent what might be called ``the hidden curriculum`` of indirect moral education. It is important to note that according to teacher service commission circular No.20 of 1975, flirtation and sexual relations with students are regarded as professional`s defaults. These general guidelines specified below should act as a code of conduct for both

student teacher and their supervisors during teaching practice and indeed during their whole teaching career.

3. GENERAL CONDUCT

a) the student shall be required to perform such teaching administrative and supervisor duties that relate to the teaching service and any other duties which he may be required to perform to promoter education and the teaching service

b) a student teacher shall be required to abide by the directions given by the head teacher or any other person under whose supervision he/she is placed.

c) A student teacher shall be required at times to perform huis/her duties and to conduct himself/herself in a manner that benefits a responsible and a professional both at his/her work and in huis/her relationship with fellow teachers, his/her pupils and the members of the public.

d) During teaching practice, student teachers are required ton babied by their established school regulations. In cases where student's teachers are offered or assist to get accommodation by the school, they should abide by the arrangement made with the school and pay up all bills incurred before leaving school.

e) Staffs members on teaching practice are assigned to supervise and assist all student teachers under their care. as such student teachers are required to co-operate fully with any supervisor assigned to them.

f) Cases arising from such misconduct as rudeness, insubordination and unprofessional behavior during teaching practice shall be met with serious disciplinary action.

Absent from duty

a) No student teacher should absent him/herself from teaching practice without written permission from the head teacher with a copy to the county coordinator; such permission shall be given the weight of the reasons given.

b) Any student who, for legitimate reasons (e.g. sickness) wishes not to participate in teaching practice in the second year should obtain written permission from the coordinator of the teaching practice committee.

c) If a student teacher is absent from his/her school for a consecutive period one week without prior permission, he/she shall be absconded from the teaching practice and shall be made to repeat in the allowing year.

d) A student teacher shall inform the head teacher of any intended absence well in advance.it then shall be arranged that:-

(i) Then the student teacher sets work for the classes to be missed.

(ii) The class is left unattended because of the student teachers absent

(iii) The head teacher is informed immediately the student teacher returns

(iv) Any written work is marked.

e) At the beginning of the teaching practice, student teachers report to their respective schools in the day they are required to start teaching practice at the latest. The student teachers must not leave their respective school before clearance is given by the head teachers at the end of teaching practice.

f) Student teachers must bear in mind that a teacher's work does not necessarily end when the last lesson finishes. He/she must be prepared to contribute other extracurricular or out school activities assigned by the teacher.

g) Whenever a student is found absent from a scheduled lesson without any explanation, the student is obligated to present a written explanation to the county coordinator before he/she can be seen again.

4. leave

a) a student teacher who is unable to attend to his duties must apply and get permission in writing by the school head with a copy to the county coordinator.

b) Leave of absence is at the discretion of the school head and a county coordinator who may refuse permission if they are doubtful about the validity of reasons given.

c) Sick leave

A student who on account illness must be absent from duty shall be required to produce to the school head and also to the county coordinator, a medical certificate from a Government medical doctor or from the university medical officer within forty eight hours. The medical certificate must cover the whole period of absence due to illness.

d) Application for sick leave

If a doctor recommends that on account of illness a teacher be admitted to hospital for treatment or be off duty to recuperate or continue receiving treatment at home, such a student teacher shall be required to apply immediately to the vice-chancellor through teaching service coordinator for sick leave to be granted, such application must be accompanied by the doctors certificate.

e) Leave to attend special meeting, seminar, conference and other activities.

The coordinator of teaching practice office in consultation with vice-chancellor, the principal anon the dean, faculty of education may grant special leave to a student teacher who has been selected and appointed to attend a meeting, conference, seminar, etc. On short duration which in the opinion of the university is if national interest or relevant to education, such a student teacher may be required to forsake teaching practice and do it later.

Drunkenness and drugs

a) Drunkenness while on duty is a serious professional offence
b) It is recommended that a student teacher who perpetrates this offence be met with serious disciplinary measures by the university. such cases must be supported by written evidence from the school head, county coordinators and the internal supervisor.
c) Drugs

Abnormal behavior due to abuse of drugs shall be considered as a serious professional offence which also calls for a disciplinary action

6 Pregnancy

a) In the best interest of the health of the pregnant student, the unborn child, students who will be doing teaching practice during pregnancy are required to see the university medical officer in advance. Upon written recommendation of medical officer to the teaching practice coordinator, may or may not be allowed to do teaching practice.
b) In any case, forth year students who are expecting should report that condition to the university medical officer within the first three months of pregnancy. Failure to report the correct information regarding pregnancy may result in disciplinary action

c) Recommendation: that no student shall be allowed to go to teaching practice if more than three months pregnant.

N.B (a) it is recommended strongly that the document is circulated to all the following at the beginning of every teaching practice.

(i) County coordinator

(ii) Head teachers

(iii) All internal supervisors

(iv)University administration

(b) In the future, this document should act as a guide in the teaching practice Examiners Board

Supervision and standardization

The supervision of teaching practice

1. **Basic principles for the supervision of student teachers**

   In the supervision of students teachers on teaching practice, there are two important aspects that need attention. The first aspect is that of Teaching Education, which assumes that teaching practice is a learning exercise, requiring supervisors to give useful feedback to students on their performance. The feedback involves an evaluation of the strong and weak points observed, a communication of salient points of this evaluation to the students and suggestions on how to improve on the weaker aspects of their performance.

   The second aspect is that of examination, assessment or evaluation, which requires supervisors now in the role of examiners, to allot a mark or grade to the students' performance. The two aspects are of course, closely related but each aspect requires its own concrete action on the part of the supervisor.

2. **Supervision as a teaching exercise**

   In as far as the supervisor of the teaching practice is an educational activity; it is that as of the supervisor to:

   a) Diagnose the performance
   b) Communicate the salient points of the diagnosis to the students and
   c) Make suggestions for the improvements in the performance.

A) Diagnosing the Performance

Diagnosis in this context entails that the supervisor can spot the strong points and the weak points of the performance. And this assumes that he or she has in mind a number of criteria or conditions which must be fulfilled for the teaching performance to be rated as good or weak. There are various ways in which a supervisor can go about diagnosing the performance.

B) Communication points of diagnosis

Apart from making a useful diagnosis, the supervisor also needs to be able to communicate this to the student teacher. Again, there are various ways in which tis communication can be effected.

I) Communication can be done orally. Oral communication has infact such serious advantages (elaboration, clarity, stress, with feedback from the students) that one must insist that at least the highlights of the diagnosis are discussed orally with the student teacher.

They must guarantee the student teacher has understood the mai point and can react by revealing problems, taking initiatives, making personal suggestions or possible objections.

II) The salient points of the diagnosis could also be written out of more objectivity, serves as a memeory aid to the student, and helps supervisors who come after. It provides a permanent record of the feedback given to the student. In this context, it may be pointed out that there is a distinct advantage of having a blank evaluation form on which there is enough space for the supervisor to write remarks tailored to the particular strength or weakness of the lesson observed.

III) The diagnosis could also be communicated by means of a performance profile; a list of items with space to indicate for each item, or a group of items, how well the student is doing with this item as criteria. The advantages of the performance profile are that the feedback is not merely on the two or three criteria that have tucked the supervisor as particularly important for this lesson but on a standard set of criteria.

C) Suggesting Improvements

Apart from diagnosing and communicating the diagnosis, the teaching aspect of supervision also requires that the supervision that the supervisor makes the suggestions for the improvement of the performance. Again, these suggestions should be made orally but the main points should be on record both to remind the student and the teacher and to inform the next supervisors on the improvements the student is supposed to be trying to make.

3. SUPERVISION AS AN EXAMINATION

A part from being a teaching exercise, supervision is also an examination, an exercise in assessing the student teacher on the observed performance. This requires the tutor to attach a grade or mark to the performance. This aspect is confidential, and the grade must not be revealed to the student.

To arrive at the assement garde, the supervisor goes moreor less through the same motions as indicated under II(a)

i. First, he can go by the general impression received by an open mind. But the weakness of this method is that the large group of students teachers on practice all over the country would not be assessed by the same criteria (which are a requirement for a University examination)

ii. As for the prepared set of criteria for the sake of the teaching practice as a University examination, it is important for the prepared checklist of criteria might not be good enough. What is needed is an assurance that all supervisors will mean more or less the same things by each phrase or expression on the checklist.

Since a similar checklist is also needed fo feedback to the student teacher, it is best to use the same list. But for the sake of feedback for the student the student`s copy of the report form checklist only needs to indicate the categories like `average` `good` and ` excellent`, while for the sake of the grading critereia (other copies of the report form) a specific weight has to be attached to each of the criteria or group of criteria.

4. GUIDELINES ON THE EVALUATION CRITERIA

This is a description and further elaboration the criteria used in the supervision report. This description is meant to ensure that all the supervisors and students understand the same things by each criteria.

PREPARATION

Scheme of Work

- Does it cover the terms of work adequately?
- Does it have topics column filled in according to the syllabus requirements?
- Does it have an objectives column filled in according to the syllabus requirements?
- Does it have a learning activity column filled in with a fair variety of learning activities/
- Does it have a resource and a reference column filled with relevant details?
- Does it have a reasonably wise column for remarks?
- Are appropriate remarks filled in for the lesson already taught (eg dates when taught; things left out; things added with separate entries for each stream?

Lesson Plan

- Does it have all the administrative details filled in, including dates and time of teaching?
- Does it have clear topics and corresponding objectives?
- Does it have the timing planned?
- Does it have a content indication for each stage column at least sub- topic indications for each stage for the lesson, for introduction and conclusion?
- Does it indicate the learning activities, suitablr for the content and making it clear for all the content what students are to do?
- Do content and learning activities together suggest by implication what the teacher is supposed to be doing?
- Does it keep stages of the lesson plan clearly part from the horizontally through all the column?
- Does it have a clear functional layout/

- Does it have another useful ending (eg conclusion, summary, evaluation, note making assignment or other?)

INSRUCTIONAL OBJECTIVES

- Note that this here refers to the objectives as written in the lesson plan and not necessarily to those in the scheme of work. Objective need be exhaustive. In the lesson planned usually two or three objectives will do.
- Are the objectives in terms of the student`s observable behavior?
- Do the objectives indicate achievement instead of just the learning experience? Or if they do indicate the learning experience, can the student teacher justify this?
- Are the objectives of appropriate domains, according to the schemes of work?
- Are the objectives specific about content?
- Is the level of performance expected appropriate to the level of the student (ability) and to the time set for learning.

INTRODUCTION

- Arousing interest: does the student teacher make a succesfull effort to motivate the students to learn?
- Inspire activity on the content?
- Make the correct appeals higher / lower principle eg reward ambition, competitive spirit, playfulness, fascination with the content, the importance of social responsibility, etc.

Link with the learner's Experience

- Show empathy with thes students, with the desire to progress their values, feelimgs, and train of thought?
- Adapt to the level of the students, in the use of languages and vocabulary?
- Refer to what has been learnt in relevant previous lessons, perhaps go from the known to the unknown?

INTERACTION

Learners participation-: does the student teacher:

1. Respect the dignity and ability of the student?
2. Sufficiently allow them to find/discover things for themselves? Concrete instances to generalization and back?
3. Sufficient to get students involved in learning activities with measure of independence.

Use of groups

- Allow students to perform tasks in groups, such as in discussion groups with or without rading, group projects or assingments, group study, inter –group competitions.
- Encourage students to assist fellow students in learing?
- Ecourage students to rely on fellow students and in the group?
- Encourage students to organize themselves socially for better efficiencyeg, by echange of notes?

Variety of activities: does the student teacher

- Organize a variety of learning activities?
- Use transmission method with heuristic(discovery) element in them, eg. Text reading/
- Use exercises where students have to choose critically such as value sheets.
- Valuing methods, predicting on the basis of data, composition debate, small group discussions?
- Use exercises which require students to think, write or act creatively/
- Involve students in activity projects/

Teacher's language: does the student teacher:

- Use clear language and vocabulary, appropriate to the level of the student?
- Use clear diction, proper pitch, useful stress and swing into action with functional pauses and silence?
- Use gestures, postures, movements and facial expression in combination with languages?
- Allow for sufficient interaction to ensure real communication.
- Encourage students to express themselves in their own words about what is taught?
- Express willingness to consider the students, ideas, and use of language even if different from his own or the textbook?

PERSONALITY

Master of content: does the student teacher:

- Show knowledge and understanding of all the content relevant to the lesson?
- Show sufficient mastery of content to make applications as the need arises unexpectedly from the student's questions or problems? A promise of an answer rather than beating around the bush, getting out of such a predicament graciously?

Confidence: does the student teacher:

- Show enough confidence to inspire students with confidence in him/her?
- Show readiness to adopt the planned lesson to unforeseen problems, questions or needs of the students?
- Give the impression that he/she is concerned and ready to deal with their problems and needs?
- Pleasant learning atmosphere in the class so that learning is fun?
- Encourage a sense of responsibility to the students?
- Deal with deviant behavior with a wise mix of patience and firmness?
- Encourage students to adopt self-discipline?
- Vary channels, method approaches, and techniques?
- Alternate periods of intense mental activity with more relaxed moments?
- Show sensitivity to the limits of the student's powers of concentration and need to relax?

The supervisor is expected to give an opportunity to the student teacher to evaluate his/her own performance and think up ways of improving on it before the supervisor attaches a final grade to the performance.