

TEACHER DIARY & PORTFOLIO

PRAKTEK PENGALAMAN LAPANGAN 2020

INFORMASI UMUM

1. *Teacher diary* dan *portfolio* dibuat dengan menggunakan Google Sites secara individu.
2. Google Sites dibuat dengan 3 menu utama:
 - a. **Home**, dengan sub-menu:
 - **About Me** (profil mahasiswa peserta PPL)
 - **The School** (profil sekolah/lembaga kependidikan dan pelaksanaan pembelajaran di sana selama masa pandemik COVID-19)
 - b. **Teacher Diary**, dengan sub-menu yang menunjukkan masing-masing hari pelaksanaan PPL, misalnya: *Day 1, August 3, 2020; Day 2, August 4, 2020;* dan seterusnya
 - c. **Teaching Philosophy**, tulisan reflektif tentang pandangan dan keyakinan terkait pembelajaran Bahasa Inggris di masa pandemik COVID-19, ditulis dalam minimal 500 kata
 - d. **Portfolio**, dengan sub-menu sesuai produk/artefak yang dihasilkan, misalnya:
 - **Lesson Plan**
 - **Teaching Materials**
 - **Assessment Instruments**
 - **Teaching Innovation**
 - **Student Work**
 - dan sebagainya

TEACHER DIARY

1. *Teacher diary* dibuat dan dimasukkan ke Google Sites secara harian (*entry* untuk satu hari dimasukkan pada hari yang sama).
2. Setiap *entry* terdiri dari beberapa unsur berikut (masing-masing ditulis dalam minimal 30 kata):
 - a. *What I planned for today* (Hal-hal yang saya rencanakan untuk pelaksanaan PPL hari ini)

- b. *Problems that I anticipated when making the plan* (Masalah yang saya antisipasi saat membuat perencanaan tersebut)
 - c. *What I actually did today* (Hal-hal yang saya lakukan dalam pelaksanaan PPL hari ini)
 - d. *How I felt about today* (Perasaan saya terhadap pelaksanaan PPL hari ini)
 - e. *What worked/did not work today* (Hal-hal berjalan/tidak berjalan dengan baik dalam pelaksanaan PPL hari ini)
 - f. *What I was supposed to do to make everything worked well* (Hal-hal yang semestinya saya lakukan agar pelaksanaan PPL hari ini berjalan dengan baik secara sepenuhnya)
 - g. *What I should do tomorrow to be a better teacher* (Hal-hal yang harus saya lakukan selanjutnya untuk menjadi guru yang lebih baik)
3. *Teacher diary* ditulis menggunakan Bahasa Inggris.
 4. Mahasiswa boleh menambahkan unsur pendukung seperti foto, video, atau hal lain yang terkait dengan apa yang ditulis dalam *teacher diary*.

TEACHING PHILOSOPHY

1. *Teaching Philosophy* ditulis dalam minimal 500 kata. Mahasiswa boleh menggunakan referensi pendukung untuk menulis *teaching philosophy*.
2. *Teaching philosophy* dan *portfolio* berkaitan satu sama lain.
3. *Teaching philosophy* harus meliputi aspek-aspek berikut:
 - a. Pandangan dan keyakinan tentang tujuan pembelajaran Bahasa Inggris di masa pandemik COVID-19,
 - b. Pandangan dan keyakinan tentang metode pembelajaran Bahasa Inggris di masa pandemik COVID-19,
 - c. Pandangan dan keyakinan tentang penilaian Bahasa Inggris di masa pandemik COVID-19, dan
 - d. Pandangan dan keyakinan tentang keberagaman karakteristik dan latar belakang siswa dan pengaruhnya terhadap pembelajaran Bahasa Inggris di masa pandemik COVID-19.

PORTFOLIO

1. Produk/artefak yang dihasilkan diunggah di Google Sites dan dikelompokkan menggunakan sub-menu yang sesuai dengan jenisnya (misalnya *Lesson Plan*, *Teaching Materials*, *Assessment Instruments*, *Teaching Innovation*, *Student Work*, *Student Comments*, *Pictures*, *Videos*, dan sebagainya).
2. *Portfolio* harus memuat minimal 5 produk/artefak.
3. Setiap produk/artefak disertai dengan deskripsi tentang bagaimana produk/artefak tersebut berkaitan dengan *teaching philosophy* yang telah ditulis. Deskripsi tersebut ditulis dalam minimal 50 kata.

KRITERIA PENILAIAN

Penilaian Teacher Diary (30% dari nilai akhir PPL)

Criterion	8 – 10	5 – 7	1 – 4
Clarity	The language is clear and expressive. Readers can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.	There are infrequent lapses in clarity and accuracy.	The language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.
Relevance	The teaching-learning experiences being reflected upon are relevant and meaningful to the student teacher and the course learning goals.	The student teacher makes attempts to demonstrate relevance, but the relevance is unclear to the reader.	Most of the reflection is irrelevant to the student teacher and/or the course learning goals.
Analysis	The reflection moves beyond simple description of the experiences to an analysis of how the experiences contributed to the understanding of self, others, and/or course concepts.	The reflection demonstrates attempts to analyze the experience but the analysis lacks depth.	The reflection does not move beyond description of the learning experiences.
Interconnections	The reflection demonstrates connections between the experiences and materials from other courses; past experiences; and/or personal goals.	There is little attempt to demonstrate connections between the learning experiences and previous other personal and/or learning experiences.	No attempt to demonstrate connections to previous learning or experience.
Self-criticism	The reflection demonstrates ability of the student teacher to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.	There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.	Not attempt at self-criticism.

Nilai teacher diary = total skor rubrik x 2

Penilaian Teaching Philosophy (10% dari nilai akhir PPL)

Criterion	8 – 10	5 – 7.8	1 – 4
Learning Goals What knowledge, skills, and attitudes are important for student success in your discipline? What are you preparing students for? What are key challenges in the teaching-learning process?	Goals are specific, clearly articulated, and go beyond the knowledge level, including skills, attitudes, career goals, etc. Goals are sensitive to the context of the student teacher's discipline. Rationale for goals engages with pedagogical theory and/or current conversations about the discipline.	Goals are clearly articulated and specific, though they focus on classroom learning. The connection between the student teacher's discipline and the learning goals could be further developed. Rationale for goals is provided.	Goals are articulated although they may be too broad or not specific to the discipline. Goals focus on basic knowledge, ignoring skills acquisition and affective change. No rationale for goals is provided.
Teaching Methods What teaching methods do you use? How do these methods advance your goals for students? Why are these methods appropriate for use in your discipline?	Enactment of goals is specific and thoughtful. Includes details and rationale about teaching methods. The methods are clearly connected to specific goals and are appropriate to those goals. Specific examples of the method in use within the disciplinary context are given.	Description of teaching methods and their connection to goals is sufficient. Examples of the method in use within the disciplinary context are given, but could be elaborated on further.	Description of teaching methods not clearly connected to goals (seems like a list of what is done in the classroom). Methods are described but generically, with no example of the student teacher's use of the methods within the disciplinary context.
Assessment How do you know your goals for students are being met? What sorts of assessment tools do you use and why? How do assessments contribute to student learning? How do assessments communicate disciplinary priorities?	Specific examples of assessment tools are clearly described. Assessment tools are aligned with teaching goals and teaching methods. Assessments reinforce the priorities and context of the discipline both in content and type.	Assessments are described, but the explanation and/or connection to goals and methods is limited. Description is general with broad references to the motivation behind the assessments and/or the connection to the priorities of the discipline.	Assessments are described, but not in connection to goals and teaching methods. Description is general, with no reference to the motivation behind the assessments. There is no clear connection between the assessments and the priorities of the discipline.
Inclusive Pedagogy How do your own and your students' identities, background, experience, and levels of privilege affect the classroom? How do you account for diverse learning styles? How do you integrate diverse perspectives into your teaching?	Portrays a coherent philosophy of inclusive education that is integrated throughout the philosophy. Makes space for diverse ways of learning. Discussion of roles is sensitive to historically underrepresented students. Demonstrates awareness of issues of equity within the discipline.	Inclusive teaching is addressed only in part of the teaching philosophy and/or discussion of inclusive teaching is vague. Makes space for diverse ways of learning or displays sensitivity to historically underrepresented students, but not both.	Inclusive teaching is addressed but in a cursory manner or in a way that isolates it from the rest of the philosophy. Author briefly connects identity issues to aspects of his/her teaching.
Organization and Clarity How is the reader engaged? Is the language used appropriate to the discipline? How is the statement thematically structured?	The statement has a guiding structure and/or theme that engages the reader and organizes the goals, methods, and assessments articulated in the statement. Jargon is avoided and teaching terms are given specific definitions that apply to the student teacher's disciplinary context.	The statement has a guiding structure and/or theme, but its organization of the goals, methods, and assessments articulated in the statement can seem fragmented. Teaching terms specific to the student teacher's disciplinary context are used, but not always defined for a wide	The statement has a structure and/or theme that is not connected to the ideas actually discussed in the statement, or organizing structure is weak and does not resonate within the disciplinary context.

	Specific, rich examples are used to bolster statement of goals, methods, and assessments. Grammar and spelling are correct.	audience. Included examples sufficiently support the goals and methods outlined in the philosophy.	Examples are used but seem generic. May contain some jargon and/or some grammar and spelling errors.
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$$\text{Nilai teaching philosophy} = \text{Total skor rubrik} \times 2$$

Penilaian Portfolio (20% dari nilai akhir PPL)

Criterion	8 – 10	5 – 7	1 – 4
Completeness Does the portfolio have all required components?	Teaching portfolio includes additional components, or a variety of examples, that improves its overall effectiveness.	Teaching portfolio includes all required components.	Some required components are missing from the teaching portfolio.
Organization and Clarity Is the portfolio easy to navigate?	Multiple tools (tables of contents, section tabs, page numbers, etc.) are used to organize the teaching portfolio. Language is clear and appropriate to its audience. Formatting is consistent and engages the reader.	Table of contents and other visual cues make the portfolio easy to navigate. Language used is clear and appropriate to its audience. Formatting is consistent and easy-to-read throughout.	Table of contents and other organizational tools are missing or do not make the portfolio easier to navigate. Language is not appropriate for the audience and/or formatting is inconsistent or distracting.
Coherence Do the components of the teaching portfolio provide coherent and consistent evidence of the student teacher's approach to teaching?	Each component of the teaching portfolio is expertly chosen, resulting in a clear narrative of the student teacher's approach to teaching. The student teacher's goals and methods are evident in each component of the portfolio.	Teaching portfolio provides a coherent picture of the student teacher's approach to teaching. Each component has a clear purpose within the portfolio. Course materials present a consistent representation of the student teacher's goals and methods.	Each component of the teaching portfolio is fine when viewed in isolation; however, the components do not combine to present cohesive evidence of the student teacher's approach to teaching.
Strength of Argument Do the components of the portfolio support the claims made in the teaching philosophy?	Connections between teaching portfolio components and the teaching philosophy are self-evident. When viewing the teaching portfolio, the student teacher's approach to teaching is unmistakable.	All components of the teaching portfolio serve as evidence for the claims (of student learning goals, teaching methods, inclusivity, etc.) made in the teaching philosophy. Materials persuade the reader of the student teacher's approach to teaching.	Some components of the teaching portfolio serve as evidence for claims made in the teaching philosophy, but not the entirety. Those viewing the portfolio may not be fully convinced of the student teacher's approach to teaching.

$$\text{Nilai portfolio} = \text{Total skor rubrik} \times 2.5$$