



**FINAL INTERNATIONAL UNIVERSITY  
FACULTY OF EDUCATIONAL SCIENCES  
ELT PROGRAM**

**SCHOOL EXPERIENCE HANDBOOK**

**2020**

## **PART 1- FOUNDATIONS OF FACULTY SCHOOL COLLABORATION**

### **A- Purpose and Scope of Practice at Schools**

The aim of School Experience and Teaching Practice Courses is to enable teacher candidates to be better prepared for the teaching profession, to acquire the competence to use the knowledge, skills, attitudes and habits about the general culture, specific field education and teaching profession they learned during their education in real life environment.

In order to achieve these goals, it is necessary to have a close cooperation between the Faculty of Educational Sciences and the institutions affiliated to the Ministry of National Education. With an efficient cooperation environment, it will be ensured to carry out planning, implementation and assessment processes of education- training within the framework of certain principles and to establish a high level standard.

On the other hand, this cooperation will ensure the exchange of knowledge and experience between the faculty where theoretical studies are carried out and schools where these are actually practiced. Thus, the two institutions will enable to achieve theory and practice harmony by influencing each other.

The legal basis of practice at schools is based on National Education Basic Law, the law on the organization and duties of Ministry of Education, and the regulations and the directives issued on the basis of relevant provisions of the Law of Higher education.



## B- Definitions

**Teacher candidate:** A student of higher education institution who continues to attend teaching programs and performs teaching experience in the school environment at the level and setting in which s/he will be a teacher.

**School Experience:** This is a course in the curriculum of the faculty to give teacher candidates the opportunity to get to know the school organization and management and daily life in schools, to examine the educational environments, to participate in extra-curricular activities, to observe experienced teachers at work, to work with students individually or in small groups, to gain short-term experience, to help them understand and internalize teaching profession accurately.

**Teaching Practice:** This is a course that provides teacher candidates with teaching skills in the field and at the teaching level in which they will be a teacher, enables them to teach a specific course or courses in a planned way, and gives them the opportunity to discuss and evaluate practicum activities.

**Faculty Practicum Coordinator:** The vice dean who is responsible for teaching and training and who ensures that school experience observations, and teaching practice of teacher candidates at schools are carried out according to determined principles.

**Department/program Practicum Coordinator:** The lecturer at the teacher candidate's department/program who plans and carries out the teaching practices.

**Faculty Practicum Instructor:** The lecturer at the faculty who plans, carries out and evaluates the practicum activities of the teaching candidate.

**Practicum Coordinator of National Education Directorate:** The director of National Education or vice director who ensures that practicum activities of the teacher candidate in schools are planned and carried out according to the principles planned by faculty and school coordinators.

**School Practicum Coordinator:** The school director or vice director who ensures that practicum activities in school are carried out according to the determined principles.



**School Practicum Teacher:** The classroom teacher or the course teacher who becomes an advisor for the teacher candidate in gaining the behaviors required by the teaching profession.

## C- Practicum School

School Experience and Teaching Practices are carried out in the province or district where the faculty is located. Classroom teachers and course teachers who will work in primary schools can do some of their practices in village schools if possible.

It is desirable to have more practicum schools than available today for teacher candidates who take School Experience and Teaching Practice Courses. Ideally, schools should be asked to accept as many teacher candidates as the teachers can manage; schools shouldn't be overburdened with more students than they can deal with. It should be kept in mind that teacher candidates can work in pairs, observe each other, help and support each other during their school experience and teaching practice.

In principle, teacher candidates should have practicum activities in whichever school they are trained to work as a teacher and should teach all the courses they will be responsible for in their actual teaching. For instance, teacher candidates in Classroom Teaching Programs should be given the opportunity to teach the additional courses for 6-8 grades. Over time, teacher candidates should find opportunities to practice in schools that have different structures, schools that are located in rural and urban areas, in normal and unified classes in large and small settlements.



In order to become a practicum school, a school should:

- 1- Agree to provide professional and personal support to the teacher candidates;

- 2- Have a suitable environment and facilities for the training of the teacher candidates;
- 3- Have the resources to provide teaching experience relevant to target age groups and courses;
- 4- Have teaching staff experienced in working with the teacher candidates and interested in their needs;
- 5- Be in a convenient place for the transportation of the teacher candidates;
- 6- Have a management that will work in full cooperation with the relevant units of the university to organize, monitor and evaluate the practicum activities of the teacher candidates.

## **D- Principles of Practicum**

Practicum is planned, programmed and carried out in line with the following principles:

- a- *Principle of practice in school environment*: Practicum activities are carried out at the education level where teacher candidates will be working, in a real interaction environment relevant to their fields, in formal, private, boarding, day-time, dormitory, pre-school, primary, general and vocational secondary education; special education, apprenticeship and non-formal institutions.
- b- *Principle of Active Participation*: It is essential for the teacher candidates to participate effectively in teaching-learning and communication processes. Therefore, each teacher candidate is asked to perform a series of activities in person in practicum. It is ensured that the teacher candidates carry out these incrementally, consistently and with increasing responsibility. Teacher candidates carry out the activities of practicum preparation, observation in practicum school, participation in the duties of school practicum teacher, participation in teaching-training, management and extra-curricular activities, and the evaluation of practicum activities.
- c- *Principle of extending practicum process over a wide period of time*: The program of practicum consists of a comprehensive set of processes such as planning, review, research, participation, analysis, monitoring, evaluation and development. Each of these processes consists of preparation, practice, evaluation, and development stages. In order to acquire these teaching behaviors through these processes at the required level, teacher candidates need much more time and effort than he will actually practice. Therefore, practicum activities are placed in the program at least for one semester in order to give the teacher candidates gradually increasing responsibility and practice competence.
- d- *Principle of co-evaluation*: As the practicum instructor and the school practicum teacher plan and carry out practicum activities together, the performance of teacher candidate is evaluated by them respectively. The achievement of the teacher candidate in teaching practice is determined as a grade by combining the evaluations made by the practicum instructor and the school practicum teacher in accordance with the "Education and Examination Regulation". Practicum Instructor submits the grades to the faculty management.
- e- *Principle of Scope and Diversity*: Teaching profession consists of a wide range of activities such as preparation, presentation, classroom management, workshop

and laboratory management, student evaluation, participation in managerial and educational activities. In addition, teachers in various parts of the country work at schools with different structures and conditions, such as boarding- daily schools and schools with dormitories, city and village schools and normal and unified classes. For this reason, practicum is planned and carried out in such a way and variety to cover all duties and responsibilities required by the teaching profession.

- f- *Principle of continuous development of the practicum process and the practicum staff:* According to the results obtained from practicum studies, practicum process and in parallel with this the competencies of the staff participating in the practice are constantly improved.
- g- *Principle of the practice of practicum on-site and with supervision:* The expected benefit from practicum can only be achieved with the efforts of practicum instructor to close monitor, guide, correct the mistakes, remedy the deficiencies and evaluate the activities done by the teacher candidate during the practicum. For this reason, practicum is carried out in the schools and institutions in the province district where the faculty is located.

## E- Duties and responsibilities

The success of the practicum is possible only if the staff members at all levels fulfill their responsibilities properly. The list of duties and responsibilities is given below:

- a- **Duties and responsibilities of faculty practicum coordinator:**
  - determines the practicum schools in cooperation with department practicum coordinator and practicum coordinator of National Education Directorate, and ensures the distribution of teacher candidates to these schools;
  - monitors and supervises the practicum activities on behalf of the faculty;
  - evaluates practicum studies and takes the necessary measures to improve them.
- b- **Duties and responsibilities of department practicum coordinator:**
  - provides coordination and cooperation between the department practicum instructors on practicum activities;
  - prepares the lists of faculty practicum instructors and the students that are given to the responsibility of these faculty practicum instructors, and submits them to the faculty practicum coordinator;
  - helps the faculty practicum coordinator in choosing practicum schools.
- c- **Duties and responsibilities of faculty practicum instructors:**
  - Prepares teacher candidates for practicum activities effectively;
  - Plans the activities within the scope of practicum together with school practicum coordinator and school practicum teacher;

- Informs the schools in advance about the teacher candidates and the tasks they will fulfill.
- Cooperates with the schools where practicum is carried out in order to facilitate teacher candidate's studies in schools, and regularly monitors and supervises these practices together with the school teacher;
- Advises the teacher candidate at every stage when needed and discusses their progress with them, reviews their achievements and sets goals for their development;
- Maintains contact with school practicum teachers to discuss the improvement of teacher candidates during the practicum and their assessment;
- Ensures that sufficient number of copies of observation forms, etc. are supplied to school practicum teachers;
- Evaluates the studies of the teacher candidates at the end of the practicum together with the school practicum teacher and submits the results to the faculty management as a grade.

**d- Duties and responsibilities of practicum coordinator of National Education Directorate:**

- determines the practicum schools and their quota in corporation with the faculty and school practicum coordinators;
- supervises and evaluates practicum activities and takes necessary measures so that they are carried out effectively;

**e- Duties and responsibilities of school practicum coordinators:**

- Ensures coordination and cooperation between the National Education Directorate, the school administration and faculty;
- Plans, monitors and evaluates the practices of teacher candidate together with the practicum instructor and the school practicum teacher and takes the necessary measures.

**f- Duties and responsibilities of school practicum teacher:**

- Plans the activities within the scope of practicum studies of the teacher candidate in cooperation with practicum instructor and school practicum coordinator;
- Ensures that the activities required by the program are carried out, guides the teacher candidate, monitors and supervises the activities;
- Evaluates the practices of the teacher candidate at the end of the practicum and delivers them to the school practicum coordinator.

Faculty practicum instructors give explanations to the teachers regarding the duties and responsibilities of the faculty, the practicum school and the teacher candidates as collaborators in this cooperation. Teachers' opinions are taken on what needs to be done while sending them to schools in order to get the optimum results from practicum practices. There should be a consensus between the faculty practicum instructors and teachers

especially on the monitoring teacher candidates and the evaluation of their progress. Teachers who have little experience in teacher training may need guidance on filling out the observation forms, points to be considered in the lessons given by teacher candidates and how to give effective feedback to the teacher candidates.

It is the responsibility of education faculties to train teachers in schools for practicum practices to be able to benefit from their contributions and to make this task as satisfying as possible for them.



**g- Duties and responsibilities of teacher candidates:**

- Works in a planned and regular way to fulfill the requirements of the practicum program;
- Acts in a planned way in cooperation with the faculty practicum instructor, school administration, school practicum teacher and the other teacher candidates;
- Has a close dialogue with the school practicum teacher and follows the points stated by her meticulously; it is an absolute necessity to comply with the rules set by the school.
- Submits to the faculty practicum instructor the file containing their work within the scope of practicum practices, all the discussions on them and the evaluations;
- Contributes to the progress of the students given to their responsibility at the level requested by the school, and endeavors to ensure that they gain interesting and valuable learning experiences.

## **PART II: IMPLEMENTATION OF SCHOOL EXPERIENCE**

### **A- Scope of the course**

It is essential for teacher candidates to do practicum with teachers and students while preparing for the teaching profession. The first of these courses for this purpose consists of planned observations and activities that aim to introduce to the teacher candidate a number of tasks teaching profession involves. This is simply called *School Experience*. The School Experience Course is taught as 5 hours (3 credits) a week, 1 hour theory and 4 hours practice. While the theoretical lesson is taught by an instructor at the faculty, the practice lessons are carried out at the practicum school.

The aim of the course is to create professional competencies that the teacher candidates will need by getting the school and classroom environment they will work in the future; to assist teacher candidates in developing a variety of teaching techniques that they can adapt to the age, ability, and special needs, to help teacher candidates be good teachers who have the understanding and attitude that can contribute to creating an effective school environment.

Practicum courses aim at making observations about school life, reflecting on these observations, and gaining experience in teaching skills. The tasks and activities the teacher candidates do in this class should provide them with the opportunity to observe experienced teachers at work, to work with the students individually or in small groups and to gain short-term teaching experience albeit with limited responsibilities. During practicum period, a determined number of activities will be carried out and the files containing the reports about these activities will be delivered to the faculty practicum instructor within the week they belong to on a specified day and time. At the end of the term, these assignments will be gathered in a file and used to determine the student's grade.

The following information should be written on the cover page of each report:

**Name and Surname of Teacher Candidate:**

**Student Number:**

**Department:**

**Program:**

**Name of the Practicum School:**

**School Practicum Teacher:**

**Faculty Practicum Instructor:**

**Title of the Activity:**

**Submission Date of the Report:**

Upon completion of School Experience course, teacher candidates should have acquired the following qualifications: getting to know school organization and teaching profession with a

systematic approach; having started to gain the necessary professional competencies, through well-organized teaching experiences, to carry out teaching-learning activities within the scope of the curriculum; having experience about individual differences between the students in terms of learning and development; collaborating with teachers in practicum school and developing the personal skills necessary to work effectively in a school, being knowledgeable about the school organization, management, the daily work in the school and the tools -facilities and resources in the schools.

### ***To the attention of teacher candidates***

While performing the School Experience tasks and activities you are advised to focus on one aspect of teaching at a time and reflect on the specific teaching experience. You should learn as much as you can by observing the practicum teachers and gaining information regarding their teaching practices. Later, you should develop your teaching skills by combining what you have learned with your knowledge and experience. When you successfully complete these activities, you will be ready to undertake further professional development towards becoming a teacher.

When you observe a teacher, you should act like a professional and prepare and make arrangements in accordance with the rules and with utmost care. Before undertaking the School Experience course, you should go through all the tasks in the course and try to understand how these tasks are arranged in a sequential order to improve your teaching skills. You are expected to make the necessary preparation before each task or activity; you should also meet the teachers you intend to observe beforehand and inform them of your to-do tasks and activities; You are also required to share your observation checklists and notes with the respective teacher after your observation. If you are going to teach a class for a short time or one class hour, make sure to prepare well in advance. You have to ensure that the teacher knows what you are going to do and agrees with what and how you are going to teach the lesson. Thus, show the teacher your lesson plan and make sure to include their feedback in your lesson. Further, meet the teacher before your teaching practice since this can significantly impact your teaching and contents of your lesson.

During the School Experience period, you are expected to be present at school on an assigned day each week. You are also expected to work with the same class for five or six weeks. Meanwhile, you are expected to become familiar with students in the class. As you work with them, your confidence will also increase. Further, as your practicum continues, you will most likely become interested in all aspects of the teaching practice in the classroom while trying to handle the arising issues to the best of your abilities.

You may collaborate with another teacher candidate during your practicum period. If this is the case, you should try to help and support each other, benefit from each other as observers and evaluators, and pool your resources together to conduct team teaching.

Your School Experience file is of utmost importance and you are required to keep a record of your activities. You should neatly record and file information regarding your answers to the questions, the reports requested from you, the evaluations and the forms you filled in. You should also organize your information in your file in a way that clearly shows what you have done during the course, give information to the faculty practicum instructor and the school practicum teacher who is guiding you, and relate it appropriately

to the activities and tasks you do in the course. By comparing the activities in your file with the assignments and tasks that you complete in your faculty courses on the same subjects; you should combine your theoretical knowledge gained at the university with the practical skills and activities in your school experience

- Always make sure you go through your preparations for the tasks you are going to perform during the term with the school principal and the classroom teacher(s) you are going to work with for 5-6 weeks in both academic semesters.
- On your first day at school, talk with the ones who are concerned and agree to the part of your study plan for the remaining weeks. Have your study plan ready in written form before discussing it with your faculty practicum instructor.
- Make an appointment for an interview with the school practicum teachers who will monitor you closely in your school practices. In the meeting, explain the activities that your faculty practicum teacher expects you to do during the semester. Ask them to help you arrange these activities in an appropriate order.
- Learn how to contact your school practicum teacher when needed on the days you are at schools.
- Pay utmost importance to your teaching file from the beginning of the practicum period. Make sure that your dossier is organized and that your notes for each event are complete and in place.
- Make sure that your notes and evaluations about the course are in your file and ready for revision.
- Discuss your progress and the activities you complete during the semester with the faculty practicum instructor and the school practicum teacher you work with.
- Summarize your own assessments and the observers' evaluations in writing and include them in your file; do not forget to especially note your strengths and weaknesses.

## B- Assessment criteria for School Experience Activities

The list of activities to be completed within the School Experience course is given in the table below.

### School Experience Course Activities

Weeks	Activities	1(very poor), 2 (poor). 3 (moderate), 4(good), 5(very good), 6(excellent)
Week 1	Preparation of Semester schedule	
Week 2	A day of a teacher at school	
Week 3	A day of a student at school	

Week 4	Planning the lesson and sequencing the activities	
Week 5	Use of teaching methods	
Week 6	Lesson and classroom management	
Week 7	Making use of textbooks, preparing worksheets and other materials	
Week 8	School management, facilities and constraints	
Week 9	Micro-Teaching	
Week 10	Submission of the course file within the expected deadline	



## 1- Semester schedule

The teacher candidate learns from the Faculty Practicum Instructor the name of the practicum school, the school practicum teacher they will work with and the scope of the activity. The teacher candidate should also go to the respective school during the week and meet the practicum teacher to decide on the schedule to be followed during the semester (You are required to make an appointment in advance before meeting the practicum teacher). You should also cooperate with both the practicum teacher and the practicum instructor in the

planning process. In the meantime, the teacher candidate should meet the practicum teacher and discuss issues such as how to keep in touch with him/her, what the curriculum involves, and what procedures or rules to follow. A sample schedule should be prepared and handed to the practicum instructor in the theory hour of the 2nd week in order to be checked and revised if necessary.

## **2- A day of a teacher**

The purpose of this activity is to familiarize the teacher candidate with the teaching profession and practices. Thus, the teacher candidate will gain the opportunity to observe the kind of profession that he will perform in the future. In this regard, the teacher candidate should pay attention to the following points:

1-What does the teacher do during a typical day at school? It is necessary to list a range of activities that are completed inside and outside the classroom while noting down the time allocated for each activity; since these activities should be included in the reports later (Some of the teacher activities: Preparing instructional materials for the lesson, meeting with the students individually or in groups, attending the lesson, monitoring students, attending and following other educational activities or events, resting, chatting with other teachers, discussions, grading exams, meeting with parents, etc.)



2-The prepared schedule should be shown to the teacher and he or she should be asked whether it is a good example representing typical school days. The teacher should also be asked what he or she does about their profession outside of the school, and the answers given should be noted (for example, going to the library or bookshops to get resources, preparing lecture notes/materials for the next day, taking tests, contacting colleagues at other schools or private teaching institutions, etc.)

3. The teacher candidate should also take note of how s/he evaluates a day of the practicum teacher and discuss to what extent this matches with their ideal concept of evaluation.

4- Teachers may also perform activities that cannot be observed during one typical school day. Such as monitoring students, club activities, guidance activities, school-family association meetings, and cultural and artistic events and activities. The teacher should be interviewed about these activities as well and the information obtained should be included in the report.

5- During this activity, the teacher candidate should also record the problems encountered, how they were resolved, and what results or solution were provided.

6- While evaluating the teacher's working environment, the observation form-1 should be carefully filled in. The information obtained should be written in the report.

### **Observation Form-1 (A day of a teacher)**

Behaviors	Yes	No	Not observed	Explanation
Pays attention to in-class discipline				
Ensures students' participation in the lesson				
Deals/works with students individually or in groups				
Helps students to improve their listening, understanding and speaking skills				
Encourages students to ask questions and give answers				
Gives homework on every lesson				
Uses lesson time effectively				
Communicates well in the language of instruction				
Uses course materials and realia				
Deals with students' personal problems				
Exchanges information with other teachers				
Participates in school-related events				
Pays attention to his/her professional development				

Complies with occupational standards				
Have a good relationship with parents				
Complies with school management				
Establishes good relations with other teachers				
Participates in cultural and artistic activities				
Other				

All the information gathered in these activities should be included in the teacher candidate's report and after consultation with the practicum teacher, it should be finalized and submitted to the practicum lecturer.

### **Report Sample: A day of a teacher**

On 23.09.2010 at 08:00 I met with my practicum instructor ..... at ..... to prepare my homework on "A day of a teacher at school". My observations on the subject are listed below.

Activities completed before the lessons

.....

Activities completed during the lessons

.....

Activities completed during the break time

.....

Extra-curricular activities

.....

Club activities

.....

### **3- A day of a student**

The purpose of this activity is to document the activities a student performs during a typical day as well as the time allocated for each activity by the student. This way the teacher candidate can learn what a student goes through and does during a school day and hence gain a better understanding of the learning processes. Students' curiosities, desires, dreams and

problems should all be recorded to the extent possible by the teacher candidate (very personal questions should be avoided at this stage).

In order to prepare this assignment, the teacher candidate should meet with the school practicum teacher to decide on the student to be observed. The teacher candidate should only observe the student without any intervention. The data obtained during the observation are filled in the observation form-2.



### OBSERVATION FORM-2 (A Day of a Student)

Behaviors	Yes	No	Not observed	Explanation
Shows enough interest towards the lessons				
Does their assignments on time				
Communicates with friends individually or in groups				
Has the necessary skills to listen, comprehend and speak in the lessons				
Asks and answers questions during the lesson				
Complies with disciplinary rules				
Uses supplementary sources other than the textbook				

Shows creativity in laboratories and workshops				
Uses instructional materials				
Establishes positive relationships with his/her teachers				
Has positive relationships with the school administration				
Volunteers in events such as panels, conferences ...				
Participates in extra-curricular activities				
Is interested in improving him/herself				
Participates in cultural and artistic activities				
Other				



An interview should be made with the student for behaviors that are not easily observable and the information obtained should be included in the report.

### **REPORT EXAMPLE: A DAY OF A STUDENT**

I met a student named... from the ..... class after settling with my practicum teacher. My practicum instructor explained the situation to the teachers of the lessons on the date that I was going to observe the mentioned student and obtained their consent for me to participate in the lesson. I went to the ..... school at ..... on ..... to start my observations of the student and from the first lesson.

#### **1. Lesson: Turkish**

Student's in-class activities

.....

Break: Student's activities in the break

Break: Student's activities during the break

.....

#### **2. Lesson: Chemistry.....**

Attitude towards lessons: .....

Educational club activities: .....

Sports and cultural activities: .....

## **4- Planning lessons and sequencing activities**

Before starting to teach a subject, in addition to the curriculum and textbook, various resource books and other information sources should be consulted and a lesson plan should be prepared accordingly. While preparing the plan, the main parts of the subject, effective and enriching teaching - learning materials, visual aids, suggestions about homework, other related activities can be identified and recorded in a file. These activities can be updated during the year as the teacher candidate collects new materials. Each time a topic is introduced, the teacher candidate can refer to the ready-made file. The selected topics can be used in the teaching and learning activities and can be sequenced accordingly. It is necessary to sequence activities into sections as it can benefit both teacher and the students.

It would be useful to divide the lesson plan into learning sections to be administered in a lesson time slot. Teaching - learning materials and realia should also be provided and arranged before the lesson starts while keeping in mind the physical setting of the classroom and the time limit for each lesson.

Preparing a lesson plan helps a lot in teaching smoothly and hence should include enough details to guide the teacher throughout the lesson. The lesson plan should not also be too detailed to confuse or misguide the teacher. As long as the plan sequences the activities to be completed by the teacher and students, it is a good lesson plan. Thus, a one-page or two-page lesson plan is usually what is expected. The following sections should be clearly stated in the lesson plan:

- **Title:** the subject to be taught.
- **Date and time:** On which day and time the lesson will take place.
- **Objectives:** These can be subject-specific statements, as well as students' behavior, skills, and learning techniques/strategies.
- **Instructional materials and resources:** Teaching-learning tools, special stationery or devices to be used.
- **Activities:** Clearly stating the steps in the lesson; estimated time for each step. Some of the activities to be included are: Explanation, asking questions, performing demonstrations, working on visual aids, individual work or group work, reading, writing, preparing diagrams, answering test questions, games, and working with the computer. While deciding on the type of activities, it should be taken into consideration to design activities that keep student actively engaged in the teaching-learning process.
- **Evaluation:** Evaluation can take place after the lesson. Reflections on students' reactions and behaviors, problems encountered during the teaching, and the teacher's own strengths and weaknesses should all be noted down for future references.

## **5-Observing the lessons**

In addition to theoretical knowledge, this activity mainly concerns the observation of the implementation of teaching methods by the teacher candidate to see which of them are used and to what extent, and the duration allotted to them. The documentation of the lesson involves how the teacher candidate plans and delivers the lesson (Is the teacher the sole provider of knowledge? Does the teacher provide means for note-taking, or is the student made to report on a subject initially while support is given via clarification by the teacher afterwards?), the use books and reference sources and other supplementary educational tools and materials, questioning and answering, strategies employed in case of disciplinary issues, approaches directed at students who are unable to contribute to the class nor can provide relevant answers to the teacher's questions, prompting text reading exercises and



comprehension skills, the ability to summarize key learning points, along with methods involving classroom discussions in order to gather student interest.

The candidate teacher should discuss their findings with other teacher candidates and find common points. Meanwhile, students' reactions should be observed as much as possible. Thus, the reflections of the individual differences of the teachers in the lessons should be determined and findings should indicate which methods affected the students more.

The candidate teacher should observe a lesson from a different branch and prepare a similar report in the same manner.

### **OBSERVATION FORM 3 (teaching methods)**

<b>Class:</b>				<b>Date:</b>
<b>Number of students:</b>				
<b>Name of class:</b>				
<b>Subject:</b>				
<b>Behaviors</b>	<b>Yes</b>	<b>No</b>	<b>Unobserved</b>	<b>Explanation</b>
<b>1. Pre-class</b>				
Daily Plan Prepared				
Course Materials Prepared				
Helpful Resources Provided				
<b>2. Beginning of Lesson</b>				
Greeting and Roll Call				
Warm-up conversation				
Short statement regarding important daily topic				
Assignment check				
Previous Topic Revision				
<b>3. Delivery of the Lesson</b>				
Note-taking				
Application of Question-Answer Methods				
Current Examples Provided				

Discussions				
Key terms written on board				
Explanations regarding sources				
Students' telling the subject				
Fables, stories, anecdotes told				
Citations from other sources				
Students' being called to the board				
Demonstrations, examples, etc.				
Debates				
Guest lecturers (experts) invited to give lesson				
Excursions and observations				
Students directed to group work				
Oral and written exam				
Rewards and disciplinary measures applied				
<b>4. End of Lesson</b>				
Topic briefly summarized				
Evaluation questions answered				
Homework assigned for upcoming lesson				

While preparing a report on the studies, the following example can be helpful to teacher candidates.

## **Report Example: Lesson Observation – Teaching methods**

<b>Class:</b>			<b>Date:</b>
<b>Number of students:</b>			
<b>Name of class:</b>			
<b>Subject:</b>			
<b>Time</b>	<b>Teacher activity</b>	<b>Student activity</b>	
9.00	Asked questions to class for the revision of the previous lesson	Approximately 2/3 of the class made an effort to answer	
9.10	Asked a student to explain the initial heading in the course book to start the topic of the day	Student explained. Read mostly from the source during explanation.	
9.15	Repeated the initial topic.	Listened.	
9.20	Asked questions about the topic.	Unable to provide answers.	

It should also be observed and recorded in the report how behaviors such as gestures, body movements, eye contact, walking around the classroom, use of the board, facial expressions, and vocal variations affect the entire lesson. Furthermore, if the teacher candidate was to deliver this lesson, the type of additional materials, preparations and methods they would use should be noted.

## **6-Course management and classroom control**

This activity ensures that the teacher candidate observes how a teacher keeps the classroom under their control, what methods are followed for this and how the lesson is conducted. The teacher candidate should attend more than one lesson with the school practicum teacher and note the process that the teacher followed while directing the lesson and keeping the classroom under control, and discuss it with the teacher after the lesson. While preparing the report, the teacher candidate should seek answers to the questions in the table below.



## **OBSERVATION FORM-4 Course Management and Classroom Control (Important points during observation)**

Teacher candidate: .....

Date: .....

Class: .....

Subject: .....

Teacher: .....

Number of students: .....

**Lesson planning:** Is the teacher prepared for the lesson? What plans and preparation did the teacher make before entering the classroom?

**Introduction:** How did the lesson start? Did the teacher check student preparedness?

**Lesson objectives:** In your opinion what is the teacher trying to teach during this lesson?

**Teaching-learning approach:** How does the teacher organize the lesson and then progress during the lesson?

**Teaching methods:** What are the various activities the students undertake in the lesson? How does the teacher arrange and carry out each stage of the lesson?

**Communication:** Pay attention to the teacher's tone of voice; how does the teacher make use of it when presenting, giving instructions and explaining? How does the teacher utilize feedback from the classroom?

**Transitions between activities:** How does the teacher ensure transition from one activity to another during the lesson?

**Student management:** Does classroom order proceed according to a certain plan? How does the teacher manage student behavior? Does the teacher move around the classroom or remain seated? Which method is more effective? How does the teacher react to a situation out of his or her control? What does the teacher do to prevent unwanted situations? Does the teacher address the students by name? Does the teacher explain his/her rules clearly? How do the students respond to these directives? How is motivation secured throughout the lesson? What are the benefits of individual effort and group work? How are praise and punishment implemented? Is appropriate punishment implemented when necessary? What impact do these punishments have on the students? What does the teacher do about potential sources of disturbance? In terms of communication, what are the advantages of vocal variation, moving around the classroom, eye contact, mimics and gestures?

**Lesson closure:** How does the teacher conclude the lesson? Does the teacher finish with a brief summary of the lesson? Does the teacher reflect upon what happened during the lesson

and discuss any details for future lessons? How long does it take to end the lesson and oversee classroom departure?

**Evaluating student work:** What does the teacher do to evaluate student work and progress in the lesson?

## 7- Making use of textbooks, preparation of worksheets and other materials

Students may be using the textbook with little information about its contents. Students should be taught how to use this book in order to understand a topic in the textbook. If students are given appropriate assistance, they can learn study skills and strategies that can give them such potency. Students must be able to understand the text, graphics, tables, flow charts, maps, etc. in the textbook to be able to perform the tasks. Otherwise, they cannot fulfill these tasks.

The teacher candidate chooses a text or part in which they can apply a study strategy similar to the form given below. By doing so, it is ensured that the texts are selected from the parts related to the different parts of the topic and at the same time they are related to the work being done throughout the course.

### A sample related to the use of textbooks

<b>Study strategy</b>	<b>What the teacher does</b>	<b>What the students do</b>	<b>Follow-up process</b>
1.Determining information to gain  <b>What are the questions to be answered?</b>	*Selection of a text from the textbook or text composition for this purpose  *Stating information students will find in textbook, e.g. parts of a structure and their functions; the chronological order in a historical event  *Providing instructions about the text and the work they should do	*Scanning the text to find the information sought, discussing the findings and trying to reach consensus about the information	*Sharing results between groups and discussion with teacher
2. Summarizing the information	*Choosing or writing the text to search for the information to be summarized  *Designing tables to summarize information and	*Finding the information by reading the text, completing the table, by using this information	*Sharing the results between groups, discussion with teacher, *agreement on headings in the

given in the text in a table	writing table headings to help students  *Along with the copy of the text, the prepared sample of the table and the instructions to help students must be provided as well		table and their scope
<b>3.</b> Summarizing information with a diagram or figure	*Selecting a text, figure or diagram about the task to be completed  *Removing all the text parts of it in the diagram or figure  *Providing students with a copy of the text, the figures or diagrams prepared and the instructions	*Using the text to write the necessary words on the diagram or figure	*Groups agree with the teacher to find appropriate words
<b>4.</b> Summarizing the information provided in text as a flow-chart	* selection or composition of a text containing a process or procedure  *Preparing a flow-chart and filling some parts. Leaving blanks where sufficient information about the text is provided in the text  *Providing students with the text, flow-chart, and instructions about what to do	*Determining the steps necessary to complete the task, their numbers and titles with text study, without the aid of the flow-chart	*The results are shared between the groups, discussed with the teacher to come to an agreement concerning appropriate presentation

<b>5.</b> Sorting or organizing information provided	*Selecting a text containing a sequence of information  *Rewriting the section in the text that describes each step in the information sequence and then separating these sections from each other  *Supplying students with information about sections of	In each group there is a complete set containing all steps or sections. Groups put them into correct order.	The final outcome is discussed and the best order is determined
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	the text and the instructions on what to do		
<b>6. Completion of the text in order to maintain coherence</b>	<ul style="list-style-type: none"> <li>*The selection of a text</li> <li>*Removing every 5th, 7th, 9th or 12th word of the selected text - taking into account the difficulty of the text and the levels of the students - and getting the student to rewrite the text</li> <li>*Supplying the students with the prepared text along with instructions on what to do</li> </ul>	<p>Students read the passage, contemplate and discuss the words that might fill the gaps and complete the text when all is agreed upon</p>	<p>Together with the class the teacher reviews the words that are proposed to fill the gaps in the text</p>

The candidate teacher should evaluate the tasks to be given to the students and take notes regarding the sections that are difficult for the students. Also, suggestions on what kind of changes are required to improve this task must be made before submitting this report to the relevant faculty practicum instructor in the 7th week.

## **7- Preparation of worksheets and other materials**

The purpose of this is to try an activity that will make the lesson of the teacher candidate more attention-grabbing. Worksheets, and other teaching materials may be used for a particular topic or a specific group of students. A work sheet should contain the information related to the topic and the tasks to be completed by using this information.

Worksheets should be of such quality that they should be completed with little or no help from the teacher. The teacher candidate should prepare two or three worksheets on different subjects to be used with different groups in his/her lessons.

### **Main steps to be taken in preparing a worksheet are:**

- Determining the behavior to be taught by using the worksheet.
- Determining the work that the student needs to do in order to learn the behavior.
- Deciding which student grouping will be used, individual, pair work or group work.
- Checking whether a variety of activities have been utilized and they are at the readiness level of the students, whether there are activities that all students will do jointly and whether there are additional tasks for those who finish their work early.
- Reproducing the worksheet in sufficient number.

- Testing the prepared worksheet in a classroom; taking notes of the students' behavior during the task, the questions they asked, and the difficulties they encountered.
- Evaluation of task results; for example,

Were the tasks interesting to the students?

Was the sequence followed in the task appropriate?

Was the length of the task suitable?

Was what was asked of the students clear?

- Seeking answers to the above questions; and making changes on the worksheet if necessary.

## Suggestions for preparing worksheets

### **Writing**

- Make use of words and sentences appropriate to the level of the students who will use the worksheet.
- Keep your sentences short.
- Underline the new words you want students to learn.

### **Instructions**

- Give instructions in the order in which they are to be used.
- Give only one instruction at a time.
- Make sure that questions or actions to be taken can be easily understood. State clearly whether the answers to the questions will be written on the worksheets or in the notebooks.
- Make important points stand out by underlining them.

### **Tables, graphics, charts, etc.**

- Make sure they are simple.
- Give it a title and name its parts clearly.
- Use color if possible.

### **Page layout**

- Use headings that facilitate reading.
- If there is more than one heading or if more than one page is used, number them.
- Before you start preparing the worksheet, design a page layout.
- Make sure that the sections on the worksheet are clearly visible.
- Use the computer if possible.
- Use different fonts for emphasis and to increase effect
- Give the worksheet an eye-catching appearance; make it desirable to be read.

### **Preliminary experiment**

- Try it on one or two students before finalizing your worksheet. If there are places that are not understood, they will show you these places.

## **8- Group work**

Group work is a suitable method for the following purposes:

- To encourage students to cooperate and lead.
- To encourage students to exchange ideas and opinions with each other.
- To encourage students to learn from and help each other.
- To give students an opportunity to participate in teaching-learning activities prepared in accordance with their readiness level.

It is challenging to reach these goals. It is essential for the faculty practicum instructor to plan carefully to create a teaching-learning situation that could enable students to work in harmony in groups. Various forms of tasks and activities could be designed as group work such as problem-solving, research project, presentations, games and simulations, project work and experiments.



Teacher candidate should prepare lesson plans to benefit from group work and consider objectives that could be met via group work before class. Some of these objectives are as follows:

- Develop social skills such as cooperation, tolerance and co-learning,
- Allow students to join teaching-learning tasks prepared according to their level of readiness,
- Encourage student groups to undertake various teaching-learning tasks and various ways of thinking,
- Increase diversity, etc.

Teacher candidate should plan group formation and group tasks according to the goals he or she sets for group work. The following questions are raised for this purpose:

- What will be the size of the groups and how will they be formed? Who will make this decision? You or the students?
- Will the groups be formed by the same students who participated in the last group task?
- Will the groups be formed according to students' readiness, interest, behavior or friendship dynamics?
- Will the physical arrangement of the classroom, table, chairs, desks, etc. be altered to facilitate group work?
- What will the principles be in presenting class projects, motivating students and providing guidance in order to begin lessons in a positive manner?

How should an introduction be planned?

- How will the teacher ensure that each group is working on a project appropriate to their level?
- Will the teacher plan additional tasks for groups who finish their projects earlier than others?
- What should the teacher do for an ending that enables learners to share their experiences with each other, exchange opinions on what has or has not worked, share interesting results with the rest of the class, identify whether the learning objective has been met and express expectations for the future?

It is necessary to plan an ending.

In order to carry out the planned lesson, the teacher candidate may ask the school practicum teacher or a friend who is a teacher candidate to observe the lesson and record his/her observations on a form to provide feedback.

## **9- Questioning exercises, test preparation, scoring and analysis**

### **Observing questions in class**

The purpose of this activity is to observe how often the question-answer method is used, what effect it has on students and whether the method has achieved its purpose. In order to carry out the activity, the teacher candidate should ask the school practicum teacher to participate in a lesson in which he/she will apply the method. Before entering the class, a plan should be prepared and questions to be asked should be provided. During the lesson, one should pay attention to whether the teacher chooses the students who want to answer after asking the question randomly, according to the order of student numbers, the sitting arrangement or nominating those who raise hands.

During observations, the following points should be considered: Did the teacher prepare the questions himself/herself? Are the questions clear and comprehensible? Are they suitable for the student level? Are open-ended questions or multiple choice questions being asked? Which one do the students respond more comfortably? Are the students given enough time to think about the answers? Are clues given when a question cannot be answered? Does the teacher impose his own truths? Are there any rewards (such as giving an oral grade)? Does the teacher encourage the students to respond with gestures? What types of questions (display, information, open-ended) are answered more?

An observation form like the one below can help the teacher candidate during observations.

Class: ..... Date:									
Number of students:									
Title:									
Topic:									
Qs	Students' answers				Teachers' feedback				
	Correct	Partial	Incorrect	No answer	No feedback	Praises	Scolds	Asks another question for elaboration	Gives hints
1									
2									
3									

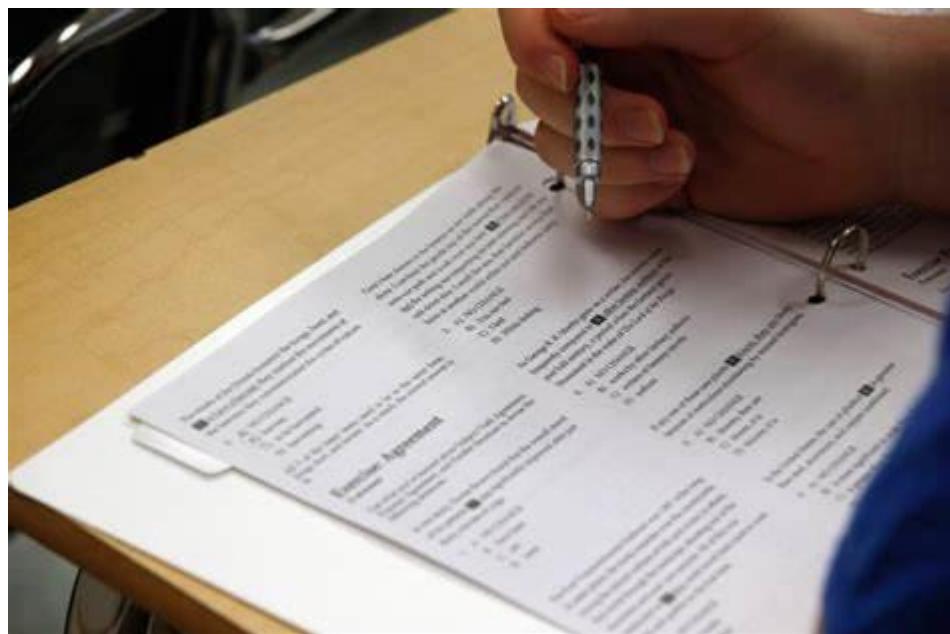
In addition, in this activity, the teacher candidate tells the practicum teacher that he or she wants to do an exercise on the questions by selecting a part of the work carried out in the classroom and using these questions during his/her teaching. The teacher candidate asks the school practicum teacher to determine when he/she can experiment with the questions and which part of the lesson can be allocated for this purpose. The questions are prepared by examining the part of the lesson determined together by the practicum teacher. When deemed necessary, questions are reviewed with the faculty practicum instructor or school practicum teacher. While the plan is implemented in the classroom, you can ask for help from the practicum teacher, if possible.

While practicing asking questions, it is important to give the students enough time to answer, correct the wrong answers, give hints to complete the partial answers, encourage the students to ask to speak, and reward them.

## **9- Test preparation, scoring and analysis**

For this task, the teacher candidate prepares a testing plan for the last unit(s) of a class related to the field. A table is created for this part of the course. The number of questions and the scores in each section is shown in the table. The types of test items (questions) to be used in the test and, if more than one type will be used, how many items will be included in the test

from each of them are determined. If it is planned to give different scores to the answers of the questions, a scoring key is prepared. A test, then, is prepared and applied in the classroom; results are analyzed. It should not be forgotten that the test to be prepared should assess the knowledge, skills and processes that are aimed to be acquired in the course on the one hand, and the subject or activities used as a tool in the course on the other, in accordance with their weight in the course (This is called content validity).



The teacher candidate scores the answers, analyzes the tests on these scores, calculates the central tendency, variability (variance) measures, and tries to predict the reliability and validity of the test scores. If the items (questions) in the test are of multiple-choice type, item analysis is performed on the answers given to them; the difficulty and discrimination of the items are predicted, and the functionality of the distractors is reviewed to improve the items.

After implementing the test, the answers to the following questions are sought while evaluating the test:

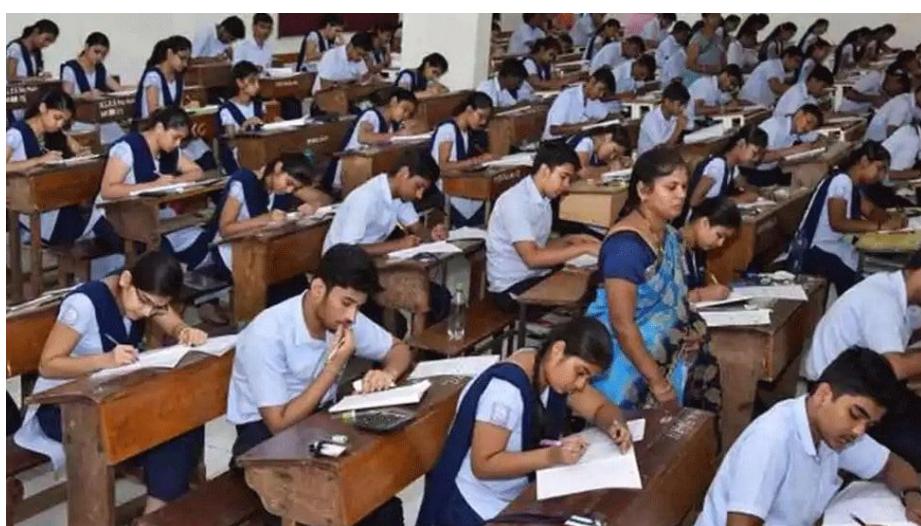
- According to the information about the learning levels of the students in the class, are there any items that fewer or more students than expected gave correct answers? Are these items of good quality (without any defect) in other respects?
- According to the information about the learning levels of the students in the class and the scores they got from the test, are there any items that do not differentiate high-achieving students from the others or appear to make a distinction contrary to what is expected? What can be done to make them distinctive in the expected direction and to increase their discriminatory power?
- Has the expected progress been achieved in line with the objectives in the part of the course?

- If only one unit was covered in the test, in which parts of this unit, if more than one unit was addressed, in which of these units was the learning level the highest and the lowest?
- What are the common misunderstandings and learning gaps about the topics, skills and processes covered in the test?

In addition, information about the written and oral exams used by the teacher should be compiled: How many written and oral exams are held? How are the exams announced? What is the number and types of questions and how is the exam evaluated? How is the result announced to students and how is feedback given?

## **10- Evaluation of student work**

The teacher candidate talks with the school practicum teacher and learns how much time he or she spends every week for the evaluation of student work. He or she can ask the school practicum teacher questions such as: How much of the written work do you examine and how much of them do you grade? Do you need to examine some tasks more meticulously than others? What kind of a grade (assessment) scale is used at school? What are the criteria for awarding the highest, middle or lowest grades? After learning the answers to such questions, the teacher candidate observes what kind of records are kept regarding student achievement by looking at the notebook or student files. Permission is obtained from the teacher to jointly review and grade specific work of some students. These may be answers given to questions from a previous exam or the results of a previous assignment. It should not be forgotten that the work to be examined should be related to the subject being learned in the classroom. While working with the teacher, the following points should be emphasized about the criteria of the teacher while grading the evidence related to: the student's level of knowledge, the degree of understanding of a task, the neatness of the study, the degree of compliance with punctuation rules, and the presentation skills. When a task is to be graded, they should decide, before starting the review, which aspects of the work will be examined and how many points will be awarded to these parts. The scores to be given should be determined according to the degree of excellence expected in the task; it should not be based on the comparison with other students' products. Subjective comparison of a student's work with those of other students' should be avoided.



The teacher candidate takes another sample of the students' work by meeting with the school practicum teacher. These can again be students' exam papers or homework. A photocopy of these works is first made. Notes are written on these to support and guide students. These notes should be treated with such care that the student can produce better works on the same subject after reviewing the notes. Students' work should be quickly reviewed and evaluated. By consulting with the practicum teacher, the results should be delivered to the students while their interest in the subject continues.

Positive feedback can be given to the students in the classroom by mentioning the names of the students who submit high quality products. The points that concern all students in the classroom are explained, e.g. the extent to which the target level has been reached in the task, the points at which all students are successful and common misunderstandings. Samples of high quality works are given; poor samples are not emphasized. It is appropriate to meet students who require additional individual support subsequently so that they can achieve the expected level. Students' self-confidence may be damaged by negative feedback to their work; it should be kept in mind that constantly facing negative criticism or constantly getting low grades can endanger the student's interest and effort.

#### **Additional activity**

It will be an interesting activity to examine whether the grades given to students' work differ from teacher to teacher. If possible, take photocopies of one or two students' works and ask your friends who are also teacher candidates to carefully examine and grade them independently.

Try to answer the following questions by looking at the results: -What difference is there in the grades given for the same task (product)? Why? - What does each of the grading teachers want to see in the product they evaluate? - What grades did each of the grading teachers award to the work (product) they evaluated?

Ensure consensus on a grading scale to show what grade will be assigned to a work of any quality (product). Grade the works you have graded before using this grading scale on which you have agreed. Have the differences between grades awarded by different people to the same work disappeared in this final assessment? Remember that students are usually asked open-ended questions as in common written exams, and that they think of the answers to these questions and write them accordingly. Now, to what extent do you think that a process of examining and grading the answers to such questions, is a reliable and objective process?

## **11- The management, facilities and problems of the school**

With this task, the teacher candidate will have information about:

- 1-The duties and responsibilities of the principal and vice principals,
- 2-The adequacy of the number of teachers and administrative staff in the school
- 3-The school's amenities and necessities such as classroom, library, laboratory, workshop, gym, yard, canteen, etc.



- 4- The equipment such as computers, slide projectors, cameras, camcorders, overhead projectors, laboratory equipment, photocopy machines, maps, TV and videos, models, sections, pictures, posters, tables, etc.



#### **Information to be collected about materials and written sources**

##### **Books**

- The titles of the textbooks used in different classes
- Your evaluation of the textbooks
- Reference books given to the teacher

- Resource books suitable for the level of the class in the school library
- Other books used by the students
- Worksheets and other resources prepared by the teacher
- Visual material production tools and facilities that students can use to prepare their own materials
- What is available to use and where are they? Who can or do use them? Can you see them?
- What are the computer and word processing (electronic typesetting) facilities?
- What copying tools are available?

#### **Audio-visual materials**

- Overhead projector, transparencies, pens for writing on transparencies
- Video viewer, video films (cassettes)
- Computers and software that students can use in the classroom

#### **Other materials**

- Are maps, models, charts, slides, etc. available?
- Who uses them?
- Where are these stored?
- How can you use them?

## **12- Teaching**

Each teacher candidate should teach at least two class hours to cover all the activities done so far. For this, the class and subject to be taught are determined in advance with the school practicum teacher. The teaching is done after completing planning, researching resources, preparation of the lesson plan, acquiring equipment, preparation of evaluation questions related to the subject. Then, opinions about the lesson, what has been done and what could not be done, the teacher's advice and criticism are presented to the faculty practicum instructor in a report.

### **C- Evaluation of School Experience Course**

For the School Experience course, teacher candidates' midterm grades are given by the school practicum teacher based on the following criteria:

- 1-The teacher candidate's attendance and carrying out activities,
- 2-The teacher candidate's attitudes and behaviors suitable for the teaching profession,
- 3-The teacher candidate's relationship with the staff and students in the practicum school.

Final exam grades for the School Experience course are given by the faculty practicum instructor, taking into account the files prepared by the teacher candidates.

## Appendix-1

FINAL INTERNATIONAL UNIVERSITY

## FACULTY OF EDUCATIONAL SCIENCES

## ENGLISH LANGUAGE TEACHING PROGRAM

## School Experience Observation Form

..... Academic Year ..... semester

The name of the teacher candidate:

Number:

### Name of Practicum School:

### School Practicum Teacher:

### **Faculty Practicum Instructor:**

## Principal

Name

## Signature-Seal

## Appendix-2

**FINAL INTERNATIONAL UNIVERSITY**  
**ENGLISH LANGUAGE TEACHING PROGRAM**  
**School Experience Grading Roster**  
20....20... Academic Year ..... Semester

Name of practicum school:

### School Practicum Teacher:


Signature of the school practicum teacher

Principal

Name

Signature-Seal

Date: .../..../.....