

SDU

FACULTY OF EDUCATION

DEPARTMENT OF ENGLISH LANGUAGE TEACHING



**PRACTICUM II
COURSEPACK**

ISPARTA, 2025

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SÜLEYMAN DEMİREL UNIVERSITY

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Introduction to Practicum II

Dear Student-Teacher,

You will spend some time in school before you do your full teaching practice. This earlier period of schoolwork is called Practicum, which consists of one activity for each day in school. The list of activities is given below week by week. You will be given full details of what you are expected to do in school. Go through them each week with your supervisor and friends. You will spend the same day each week in school. You should work with the same classes and their teachers each day. You will then get to know the students and gain confidence as you work with them. Get involved in all aspects of the job and take on as much work as you can do.

OBSERVATION at Cooperating Schools

You must spend 6 hours per week (12 weeks) to perform your observation and practice duties in the cooperating school. This phase starts in February and continues till the end of May, depending on each student's assigned schedule and the school program. If the student-teacher does not complete the observations, s/he cannot be evaluated for his/her final teaching performance and fails the course.

TEACHING TASKS and EVALUATION

In addition, at the beginning of the Spring semester, you will be registered to MEBBIS using your Turkish ID numbers and biometric photos. Attendance will be weekly recorded. You are expected to prepare at least four lesson plans and then practice your teaching activities four times. The mentor teachers will assess your teaching performance via the MEBBIS system using the given set of criteria and submit an overall evaluation for each student in this system (Please find the set of criteria for mentor teachers used in MEBBIS in Appendix 5). We will also evaluate your teaching performance in this system.

The activities include 1) research article (RA) reflections, 2) weekly observation reflections, 3) teaching practices, and 4) lesson plans designed to induct you into teaching. As you do each activity, you will concentrate on one aspect of the teacher's job. Think about them as you carry out the activities and try to learn as much as you can from observing and listening to their comments on your performance. Then integrate them into your developing skills. When you have successfully finished these activities, you will be well on the way to being a teacher.

Some activities require you to observe experienced teachers. You should do your organization to do observation. Keep in mind that you must be professional. Do some careful planning in advance before you start the Practicum. First, consider all the activities then see how they fit into a sequence of developing skills. Set up each activity well in advance. Ask the teachers whom you wish to observe, show them what you have to do, and always offer your notes on their lessons for them to read.

If you need to teach a class for a short period, or a lesson, again you must decide in advance. You must make sure that the teacher knows, and agrees with, what you are doing. Show your planning to the teacher and use the advice and guidance that will be given to you. Always review the textbook before the lesson and prepare the necessary materials in advance.

You will be working with another student-teacher, too. You should be able to help and support each other. Use each other as observers and evaluators and team-teach together. Enjoy collaboration and cooperation!

Please be sure to hand in a complete and well-organized portfolio and examine the checklist before submission.

Checklist for Portfolio Submission

- Cover page
- Table of Contents
- CV with a Photo
- 12-week Attendance Sheets
- 11 Research Article Reflections
- 11 Observation Reflections
- 4 Lesson Plans

Wish you have a fruitful teaching experience!

COURSE OUTLINE for PRACTICUM II

Date	Week at Faculty Research Article Summary	Week at School Weekly Observation Reflections & Teaching Practices
Week 1 Feb 24-28	Introduction to the course	First visits to the school
Week 2 Mar 3-7	Organization the schedule of school visits and teaching practices	Observation of the lessons
Week 3 Mar 10-14	RA 1: Teacher feedback Link: https://journals.sagepub.com/doi/pdf/10.1177/13621688211057665?casa_token=0k5F2y8t)	Reflection 1: Please observe a class and write a reflection (min. 200 words) comparing the article's concepts with classroom practices about the <u>teacher feedback</u> by including specific examples and providing suggestions for improvement.
Week 4 Mar 17-20	RA 2: Learner autonomy & self-regulated learning Link: https://www.tandfonline.com/doi/full/10.1080/2331186X.2024.2433814#abstract	Reflection 2: Please observe a class and write a reflection (min. 200 words) comparing the article's concepts with classroom practices about the <u>learner autonomy and self-regulated learning</u> by including specific examples and providing suggestions for improvement. PRACTICE 1: Please prepare a 40-minute lesson plan and teach the lesson. (The subjects and the weeks might change by the topic and the practice teacher.)
Week 5 Mar 24-28	RA 3: Classroom management Link: https://literaryoracle.com/wp-content/uploads/2024/01/General-Section-2.pdf	Reflection 3: Please observe a class and write a reflection (min. 200 words) comparing the article's concepts with classroom practices about the <u>classroom management</u> by including specific examples and providing suggestions for improvement.
Week 6 Mar 31 - Apr 4	RAMADAN HOLIDAY / SEMESTER BREAK	RAMADAN HOLIDAY / SEMESTER BREAK
Week 7 Apr 7-11	RA 4: Translanguaging Link: https://www.sciencedirect.com/science/article/pii/S0346251X24002707?casa_token=3O3VV0VVYqsAAAAA:hdeTVDrA0xGO2Zj	Reflection 4: Please observe a class and write a reflection (min. 200 words) comparing the article's concepts with classroom practices about the <u>translanguaging</u> by including specific examples and providing suggestions for improvement. PRACTICE 2: Please prepare a 40-minute lesson plan and teach the lesson. (The subjects and the weeks might change by the topic and the practice teacher.)

Week 8 Apr 14-18	MIDTERM	MIDTERM
Week 9 Apr 21- 25	RA 5: In-service teacher professional development Link: https://www.sciencedirect.com/science/article/pii/S2590291122000067	Reflection 5: Please observe a class and write a reflection (min. 200 words) comparing the article's concepts with classroom practices about <u>in-service teacher professional development</u> by including specific examples and providing suggestions for improvement.
Week 10 Apr 28 – May 2	RA 6: Critical pedagogy Link: https://ejournal.upi.edu/index.php/IJAL/article/view/79476	Reflection 6: Please observe a class and write a reflection (min. 200 words) comparing the article's concepts with classroom practices about <u>critical pedagogy</u> by including specific examples and providing suggestions for improvement.
Week 11 May 5-9	RA 7: Technology Link: https://onlinelibrary.wiley.com/doi/full/10.1111/ejed.12812?casa_token=mHxALx8QT04AAAAA%3Arxgt24KPkVeqKnoVK4dwErC8fwLVnMOrOaQgupxRqCiRPNu_8NKilkPZH5cGxq_7icT_Sx2Dr26YxmnQ	Reflection 7: Please observe a class and write a reflection (min. 200 words) comparing the article's concepts with classroom practices about <u>technology</u> by including specific examples and providing suggestions for improvement. PRACTICE 3: PSTs prepare a 30-min-lesson plan that employs technology and teach the lesson. (The subjects and the weeks will be determined together with the practice teacher.)
Week 12 May 12-16	RA 8: Positive psychology Link: https://www.jppl.org/index.php/journal/article/view/dornyei	Reflection 8: Please observe a class and write a reflection (min. 200 words) comparing the article's concepts with classroom practices about <u>positive psychology</u> by including specific examples and providing suggestions for improvement.

<p>Week 13 May 19-23</p>	<p>RA 9: Teacher identity</p> <p>Link: https://onlinelibrary.wiley.com/doi/full/10.1002/tesq.3234</p>	<p>Reflection 9: Please observe a class and write a reflection (min. 200 words) comparing the article's concepts with classroom practices about <u>teacher identity</u> by including specific examples and providing suggestions for improvement.</p> <p>PRACTICE 4: PSTs prepare a 30-min-lesson plan and teach the lesson. (The subjects and the weeks will be determined together with the practice teacher.)</p>
<p>Week 14 May 26 - 30</p>	<p>RA 10: Testing and assessment</p> <p>Link: https://files.eric.ed.gov/fulltext/EJ1271163.pdf</p>	<p>Reflection 10</p> <p>1) Please observe a class and write a reflection (min. 200 words) comparing the article's concepts with classroom practices about <u>testing and assessment</u> by including specific examples and providing suggestions for improvement.</p> <p>2) Please prepare <u>an exam paper</u> (covering four skills) and an answer key/rubric for the exam you prepared.</p>
<p>Week 15 June 2-6</p>	<p>SACRIFICE HOLIDAY</p>	<p>SACRIFICE HOLIDAY</p>
<p>Week 16 June 9-13</p>	<p>RA 11: Self-reflection</p> <p>Link: https://educasia.or.id/index.php/educasia/article/view/295</p>	<p>Reflection 11: Please discuss and write a <u>self-reflective report</u> (min. 200 words) about how you evaluate your performance and what the course 'Practicum II' has contributed to you in a professional sense.</p>
<p>Week 17 June 16-20</p>	<p>Revision and Submitting Portfolio</p>	<p>PORTFOLIO Submission: Last, please hand in your Portfolio to your mentor teacher. It includes a cover, tasks, lesson plans and signed attendance sheets in accordance with a weekly schedule.</p>

SYLLABUS for PRACTICUM II

AIM:

By the end of the course, you will be able to

- have a structured introduction to the teaching and organization of a school.
- start to achieve professional skills in teaching English (and at a level you intend to teach through a structured sequence of teaching experiences).
- experience how individual pupils learn and develop and the differences between individuals.
- work cooperatively with several school teachers and developed the personal skills needed to work effectively in schools.
- become familiar with the organization, management, and daily routine of a school and the organization and resources of the English department.

METHODOLOGY:

- Active student attendance is essential in the course at the faculty (70%).
- Active student participation is essential in all phases of the course at the school (100%). The work completed at the school will be assessed by the mentor teacher and the task sheets will be assessed by the instructor at the university. However, if you turn in a task sheet for a week you have not attended school, 50% of the total possible grade will be deducted.
- You will complete all the tasks for each week.
- You will teach four lessons in your practice classes, and you will first prepare a lesson plan for each lesson and include them in your portfolio later.

EVALUATION:

Mid-term: 40%
Final: 60%

Submitting your Portfolio

- Look back carefully through your teaching portfolio. Ensure that the portfolio is sorted and that your notes on each activity are full and complete.
- If you have done any other teaching this semester, ensure your lesson notes and evaluations are in your portfolio. Discuss your work and progress over the semester with your university supervisor and the school teachers with whom you have been working.
- Summarize your and their evaluations in **handwritten** form and put it in your file.
- This report will be done as a final exam take-home paper. The title and criteria for assessment will be discussed with you by your supervisor.
- When you finish everything, submit your portfolio to your supervisor.

APPENDIX 1

RUBRIC FOR PRACTICUM PORTFOLIO

	Does not meet expectations	Partially meets expectations	Meets expectations	Exceeds expectations	OUT OF 100
	The portfolio provides little or no evidence of reflection to increase learning aligned with the course learning outcomes	The portfolio provides inadequate evidence of reflection to increase learning aligned with the course learning outcomes	The portfolio provides evidence of reflection to increase learning aligned with the course learning outcomes	The portfolio shows that the student has reflected with substantial depth upon how the prior learning experience is aligned to the course learning outcomes	
11 Research Article Summaries	10	15	20	25	
11 Weekly observation reflections	10	20	30	40	
4 Lesson plans	5	15	25	35	
12-week attendance sheets are compulsory!					
TOTAL					

APPENDIX 2

LEGISLATIONS

Kamu Kurum ve Kuruluşlarında Çalışan Personelin Kılık ve Kıyafetine Dair Yönetmelik'te yer alan hükümleri <https://www.mevzuat.gov.tr/mevzuatmetin/3.5.85105.pdf> sayfasından inceleyebilirsiniz.

MEB ve uygulama eğitim kurumunun örgüt yapısını, yönetsel metinleri tanıma: Öğretmenleri ilgilendiren kanun ve yönetmelik gibi yönetim metinlerini [mevzuat.gov.tr](http://www.mevzuat.gov.tr) sayfasından inceleyebilirsiniz.

- 657 Sayılı Devlet Memurları Kanunu
- 1739 Sayılı Millî Eğitim Temel Kanunu
- 3071 Sayılı Dilekçe Hakkının Kullanılmasına Dair Kanun
- 5580 Sayılı Özel Öğretim Kurumları Kanunu
- 222 Sayılı İlköğretim Eğitim Kanunu
- 652 sayılı MEB Teşkilat ve Görevleri Hakkında Kanun Hükmünde Kararname
- 4483 Sayılı Memurlar ve Diğer Kamu Görevlilerinin Yargılanması Hakkında Kanun
- Bayrak Kanunu ve Tüzüğü
- Millî Eğitim Bakanlığı İlköğretim ve Ortaöğretim Kurumları Sosyal Etkinlikler Yönetmeliği
- MEB Okul ve Kurum Öğretmenlerinin Atama ve Yer Değiştirme Yönetmeliği
- Devlet Memurları Sicil ve Disiplin Yönetmeliği
- Millî Eğitim Bakanlığı Okul Öncesi Eğitim ve İlköğretim Kurumları Yönetmeliği
- Millî Eğitim Bakanlığı Orgün ve Yaygın Eğitimi Destekleme ve Yetiştirme Kursları Yönergesi
- Millî Eğitim Bakanlığı İzin Yönergesi
- Millî Eğitim Bakanlığı Rehberlik ve Psikolojik Danışma Hizmetleri Yönetmeliği
- Ulusal ve Resmî Bayramlar ile Mahallî Kurtuluş Günleri, Atatürk Günleri ve Tarihi Günlerde Yapılacak Tören ve Kutlamalar Yönetmeliği
- Millî Eğitim Bakanlığı Eğitim Kurumları Sosyal Etkinlikler Yönetmeliği
- MEB Sosyal Etkinlik İzinleri Yönergesi
- Resmî Yazışmalarda Uygulanacak Usul ve Esaslar Hakkında Yönetmelik
- Ders Dışı Eğitim Çalışmalarına Dair Esaslar
- Öğretmeni ilgilendiren öbür belgeler (Öğretmenler Kurulu, Şube Öğretmenler Kurulu ve Zümre Öğretmenler Kurulu toplantı gündem ve tutanak örnekleri; yıllık plan örneği, sosyal etkinlik veya Ders Dışı Egzersiz Çalışma Programı Örneği)

APPENDIX 3

LESSON PLAN TEMPLATE

Pre-service Teacher				
Mentor Teacher				
Class size				
Students' age / level				
Assumed Knowledge				
Duration of the lesson				
Date				
Materials				
Teaching aims				
Teaching objectives				
Anticipated Problems			Possible Solutions	
Procedure	Teacher (T)	Students (Ss)	Interaction	Comments/ Justifications
Warm-up ? Mins.	•			
Main Activity ? Mins.	•			
Follow up Activity ? Mins.	•			
APPENDICES				

APPENDIX 4

ASSESSMENT RUBRIC OF THE SUPERVISOR FOR PRACTICUM

SUB-SKILL	Out of 100	
1. Designing / Using Lesson Plans	10	
2. Warm-up	4	
3. Presentation	7	
4. Practice	7	
5. Production	7	
6. Wrap-up / Homework	4	
7. Integration / Balance of Skills	8	
8. Interaction with/among Learners	8	
9. Classroom Management	5	
10. Timing	5	
11. Use of Technology	10	
12. Preparation of appropriate materials	10	
13. Creativity / Originality	10	
14. Feedback	5	
TOTAL		

Source: Adapted from European Portfolio for Student Teachers of Languages (EPOSTL)

Notes:

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APPENDIX 5

ASSESSMENT RUBRIC OF THE MENTOR TEACHER FOR PRACTICUM

Ölçüt	Soru	Soru Metin	Eksiği Var (1)	Kabul Edilir (2)	İyi Yetişmiş (3)	Puan
Öğretim Süreci	1	2.2.1 Çeşitli öğretim yöntem ve tekniklerini uygun biçimde kullanabilme				
	2	2.2.2 Zamanı verimli kullanabilme				
	3	2.2.3 Öğrencilerin etkin katılımı için etkinlikler düzenleyebilme				
	4	2.2.4 Öğretimi bireysel farklılıklara göre sürdürebilme				
	5	2.2.5 Öğretim araç - gereç ve materyalini sınıf düzeyine uygun biçimde kullanabilme				
	6	2.2.6 Özetleme ve uygun dönütler verebilme				
	7	2.2.7 Konuyu yaşamla ilişkilendirebilme				
	8	2.2.8 Hedef davranışlara ulaşma düzeyini değerlendirebilme				
Sınıf Yönetimi Dersin Başında	9	2.3.1 Özel öğretim yaklaşım, yöntem ve tekniklerini bilme				
	10	2.3.2 Öğretim teknolojilerinden yararlanabilme				
Sınıf Yönetimi Ders Süresinde	11	2.3.3 Demokratik bir öğrenme ortamı sağlayabilme				
	12	2.3.4 Derse ilgi ve güdünün sürekliliğini sağlayabilme				
	13	2.3.5 Kesinti ve engellemelere karşı uygun önlemler alabilme				
	14	2.3.6 Övgü ve yaptırımlardan yararlanabilme				
Sınıf Yönetimi Ders Sonunda	15	2.3.7 Dersi toparlayabilme				
	16	2.3.8 Gelecek dersle ilgili bilgiler ve ödevler verebilme				
	17	2.3.9 Öğrencileri sınıftan çıkarmaya hazırlayabilirler				
İletişim	18	2.4.1 Öğrencilerle etkili iletişim kurabilme				
	19	2.4.2 Anlaşılır açıklamalar ve yönergeler verebilme				
	20	2.4.3 Konuyu uygun düşündürücü sorular sorabilme				
	21	2.4.4 Ses tonunu etkili biçimde kullanabilme				
	22	2.4.5 Öğrencileri ilgiyle dinleyebilme				
	23	2.4.6 Sözel dili ve beden dilini etkili biçimde kullanabilme				
Değerlendirme ve Kayıt Tutma	24	3.1 Uygun değerlendirme materyali hazırlayabilirler				
	25	3.2 Öğrencilerin anlama düzeylerine göre dönütler verebilme				
	26	3.3 Öğrencilerin ürünlerini kısa sürede değerlendirme ve ilgililere bildirebilme				
	27	3.4 Değerlendirme sonuçlarının kayıtlarını tutma				
Diğer Mesleki Yeterlilikler	28	4.1 Mesleği ile ilgili yasa ve yönetmeliklerin farkında olma				
	29	4.2 Mesleki öneri ve eleştirilere açık olma				
	30	4.3 Okul etkinliklerine katılma				
	31	4.4 Kişisel ve mesleki davranışları çevresine iyi örnek olma				
Toplam						

Uygulama Öğretmeni:

İmza:

SDÜ EĞİTİM FAKÜLTESİ
Öğretmenlik Uygulaması I Dersi
Öğretmen Adayı Devam Çizelgesi

Alanı :.....

Aday Öğretmenin Adı-Soyadı :.....

Öğrenci Numarası :.....

Uygulama Okulu :.....

GÖZLEMLER/UYGULAMALAR						
Tarih	Günü	Gözlenen Sınıf / Saat	Dersin Adı	İşlenen Konu / Kullanılan Araç ve Gereçler	Öğretmenin Adı Soyadı	Öğretmenin İmzası

Uygulama Devam Çizelgesi her hafta öğretmenlik uygulaması ders saatinde fakülte öğretim elemanına teslim edilecektir.

Uygulama Öğretim Elemanı (imza)