

SDU

FACULTY OF EDUCATION

DEPARTMENT OF ENGLISH LANGUAGE TEACHING



**SCHOOL EXPERIENCE
COURSEPACK**

ISPARTA, 2025

1. SCOPE AND PURPOSE OF THE SCHOOL EXPERIENCE COURSE

The **School Experience** course (coded FLE-226) belongs to the **Department of English Language Teaching** at **Süleyman Demirel University Faculty of Education**. It is designed for **second-year students** and is offered in the **spring semester**. The course consists of **three hours per week**, with **one hour of theoretical instruction** and **two hours of practice**.

The theoretical component is conducted at the university by the **course instructor**, while the practical component takes place in **state schools affiliated with the Isparta Provincial Directorate of National Education**, where **mentor teachers supervise teacher candidates**. The distribution of schools and teacher candidates is determined in collaboration with the **Faculty of Education and the Isparta Directorate of National Education**, following the **National Education Ministry's guidelines** on teacher training.

The primary aim of this course is to help **teacher candidates observe the school environment** and develop **positive attitudes and perceptions** toward the teaching profession. The course involves **observing English teaching-specific methods and techniques** and preparing **reports based on these observations**.

Learning Outcomes:

1. Understands the teaching profession.
2. Gains insight into the roles of teachers, administrators, and students in the school environment.
3. Assists in the documentation of educational activities under the guidance of a mentor teacher.
4. Prepares a **portfolio** reflecting observations and practical experiences.

Throughout the **School Experience** process, teacher candidates will **familiarize themselves with state school settings**, observe **teaching methods tailored to the age and learning needs of students**, and develop **awareness of classroom diversity**. They will also analyze **both the administrative and instructional aspects** of schools. This hands-on experience will **enhance their professional competencies** and equip them with the necessary **skills for effective teaching**.

2. EVALUATION OF THE SCHOOL EXPERIENCE COURSE

During the practicum period in **state schools**, teacher candidates are expected to engage in **various activities**, which are detailed in the subsequent sections. These activities must be **documented in reports**, which will be compiled into a **portfolio** and submitted by the deadline set by the course instructor.

Grading Criteria:

- **Midterm Exam:** 40% (First 5 observation reflections)
- **Final Exam:** 60% (Last 8 observation reflections)

Attendance:

- **12 weeks of attendance for practicum school is a must to pass the course. For the theoretical course at the faculty, you are allowed to miss for 4 weeks.**

3. WEEKLY PLAN

- **Week 1:** Visit to the Practicum School, Introduction to the School Experience Course
- **Week 2:** Observation of the Teacher
- **Week 3:** Observation of the Classroom
- **Week 4:** Interview with the School Administration
- **Week 5:** School Activities
- **Week 6:** RAMADAN HOLIDAY / SEMESTER BREAK
- **Week 7:** Examination of the English Curriculum (Focus on Weekly Topics and Key Concepts)
- **Week 8:** MIDTERM
- **Week 9:** Observation of Teaching Methods and Techniques
- **Week 10:** Observation of Extracurricular Activities and Clubs
- **Week 11:** Evaluation of Teaching Materials
- **Week 12:** Observation of Classroom Management
- **Week 13:** Observation of In-Class Assessment
- **Week 14:** Observation of Alternative Assessment
- **Week 15:** SACRIFICE HOLIDAY
- **Week 16:** Observation of End-of-Term Evaluation Processes
- **Week 17:** Evaluation of the School Experience Process & Submitting Portfolio

WEEKLY PLAN & ACTIVITIES

Week 1: Visit to the Practicum School, Introduction, and Preparation of an Introductory Document

Objective: Teacher candidates will learn about their practicum schools in detail and meet the teachers and administrators.

Tasks:

1. Contact your **mentor teacher** and arrange a meeting.
2. Gather information about the **school's history, organizational structure, vision, and mission** and prepare a report.

Week 2: Observation of the Teacher

Objective: To gain awareness of the teaching profession by observing teachers' daily routines.

Tasks:

1. Observe your **mentor teacher** throughout the day and note their **lesson planning, time management, and duties** inside and outside the classroom.
2. Prepare a **list of responsibilities** and record them in the **Observation Reflection Form**.

Week 3: Observation of the Classroom

Objective: To understand **classroom communication** and interaction processes.

Tasks:

1. Observe **student-teacher and student-student interactions** during lessons.
2. Analyze the **time spent on different instructional activities** and record observations.

Week 4: Interview with the School Administration

Objective: To gain insight into school management roles and regulations.

Tasks:

1. Schedule an **interview with the principal or vice-principal**.
2. Ask about **teachers' and students' responsibilities, school rules, and teacher evaluation criteria**.

Week 5: School Activities

Objective: To learn about **school events** and the use of **school facilities and technology**.

Tasks:

1. Gather information on **ceremonies, celebrations, and extracurricular activities**.
2. Analyze the **classroom and school facilities** in terms of **teaching technology and materials**.

Week 6: RAMADAN HOLIDAY / SEMESTER BREAK

Weeks 7: Examination of the English Curriculum

Objective: To develop an understanding of the **curriculum structure and key concepts**.

Tasks:

1. Study the **weekly topics and objectives** from the national English curriculum.
2. Compare curriculum guidelines with actual classroom implementation.

Week 8: MIDTERM

Week 9: Observation of Teaching Methods and Techniques

Objective: To identify **teaching strategies, methods, and techniques** used in English lessons.

Tasks:

1. Observe **lesson planning, instructional strategies, and student engagement**.
2. Discuss observations with mentor teachers.

Week 10: Observation of Extracurricular Activities and Clubs

Objective: To explore the role of extracurricular activities and clubs in students' academic, social, and personal development.

Tasks:

1. Identify the types of extracurricular activities and clubs available at the school (e.g., sports teams, language clubs, drama, music, debate, student council).
2. Analyze how these activities contribute to students' personal growth, teamwork, leadership skills, and confidence.

Week 11: Evaluation of Teaching Materials

Objective: To assess the **effectiveness of materials** used in English teaching.

Tasks:

1. Analyze **textbooks, worksheets, and digital resources**.
2. Observe how students interact with these materials.

Week 12: Observation of Classroom Management

Objective: To examine classroom management techniques.

Tasks:

1. Observe how teachers **organize the class, maintain discipline, and engage students**.

Week 13: Observation of In-Class Assessments

Objective: To examine how teachers assess student learning during class.

Tasks:

1. Observe different types of in-class assessments (e.g., quizzes, oral questioning, written exercises, group work).
2. Identify how teachers provide instructions and monitor students during assessment.

Week 14: Observation of Alternative Assessment

Objective: To explore the use of alternative assessment methods in the classroom.

Tasks:

1. Observe if teachers use non-traditional assessments such as portfolios, presentations, self-assessments, peer assessments, or projects.
2. Identify how these assessments differ from traditional tests in terms of format and purpose.

Week 15: SACRIFICE HOLIDAY

Week 16: Further observations, evaluation of exams, and final reflections

Week 17: Revision and Submitting Portfolio

WEEK 1: VISITING THE PRACTICE SCHOOL, GETTING ACQUAINTED AND PREPARING A DOCUMENT INTRODUCING THE SCHOOL

Objective: The aim is for teacher candidates to gain detailed information about their practicum schools and to meet the teachers and administrators working at these schools.

Tasks:

1. Contact your mentor teacher at the practicum school and schedule a meeting. Learn about your mentor teacher's class schedule and plan your visits accordingly.
2. Each week at the practicum school, you will need to prepare an activity. Inform your mentor teacher about the content of these activities. Seek their assistance and cooperation to create a suitable environment for carrying out these activities.
3. Prepare a document that includes the history, organizational structure, vision, and mission of the practicum school. You can gather the necessary information from the school administration, your mentor teacher, and the school's website.

WEEK 2: TEACHER OBSERVATION

Objective:

The aim is to help pre-service teachers gain awareness of the teaching profession through observations and interviews they will conduct. This way, when they start their teaching careers, they will have experienced the responsibilities they are expected to fulfill.

Tasks:

1. Observe your mentor teacher throughout a school day. During this process, try to find the answer to the question: *"How does a teacher plan their day at school, and how do they allocate their time to different tasks?"*
2. Prepare a list of tasks the teacher performs inside and outside the classroom, categorizing them into different types (e.g., educational, administrative, etc.). Place the list you create into the *Observation Reflection Form*.
3. Observe and record the amount of time your mentor teacher spends on these tasks. This information will help you gain insights into teachers' responsibilities and how they fulfill them.
4. Conduct an interview with your mentor teacher about their duties. You may share your observation notes from the school day and ask any questions you have about their work.
5. Ask your mentor teacher whether the day you observed represents a typical school day for them. This will help you identify any aspects of your observations that may be incomplete or exaggerated.
6. Inquire about any duties your mentor teacher performs outside of school hours.
7. Reflect on your observations and consider how well they align with your expectations about the teaching profession.

Examples of Teacher Responsibilities:

- Conducting teaching and learning activities
- Holding individual or small group meetings with students
- Communicating with parents
- Attending teacher meetings
- Supervising educational club activities
- Designing, finding, and checking necessary teaching materials
- Performing administrative duties assigned by the school administration
- Assessing student work

WEEK 3: CLASSROOM OBSERVATION

Objective:

The aim is to help pre-service teachers gain insights into the classroom climate through observations. This will allow them to fully understand the process of communication and interaction within the classroom.

Tasks:

1. Observe your assigned classroom at the practice school, focusing on **student-student communication, teacher-student interaction, the teacher's instructional process, and the students' learning process**.
2. Record your observation notes in the *Observation Reflection Form*.
3. Pay attention to the **teaching activities** carried out in the lessons. Take note of the time spent on each activity.
4. Share the experiences and insights gained from your observations with your peers who have observed different classrooms.

WEEK 4: INTERVIEW WITH SCHOOL ADMINISTRATION

Objective:

The aim is to help pre-service teachers gain insights into the duties of school administration and the existing rules within the school through interviews.

Tasks:

1. Request an appointment with the **principal** or **vice-principals** to conduct your interview.
2. Determine the **scope of the questions** you will ask during the interview.
3. Below are sample questions you may use for the interview:
 - How would you describe the **structure and responsibilities** of school administration?
 - What are the **main responsibilities** of teachers and students?
 - What **criteria** are used to evaluate a teacher's success?
 - How important is **communication** between school administration, teachers, and students?
 - What steps do you take to help **newly appointed teachers** adapt to the school culture and their duties?
 - What are the **written and unwritten rules** in schools, and what is the role of teachers in establishing and enforcing these rules?
 - What challenges do you face throughout an **academic year**, and how do you solve these issues?
4. Take **detailed notes** of the answers you receive.
5. Review your notes and reflect on what to expect when you become a teacher. Record your findings in the *Observation Reflection Form*.

WEEK 5: SCHOOL EVENTS, FACILITIES, AND TECHNOLOGY

School Events

Objective:

The aim is to help pre-service teachers understand the planning of **celebration and commemoration ceremonies** and raise awareness about the **facilities and technology** available in schools.

Tasks:

1. Contact the **school guidance department** to gather information about the topic.
2. Ask the guidance department about:
 - How and when school events are planned.
 - The responsibilities of school administration, teachers, and students in organizing these events.
3. Find out if there are any **unique school-specific events** and document your findings.

School Facilities and Technology

Tasks:

1. Examine the **physical structure** of the **schoolyard, hallways, and classrooms**.
2. Reflect on the question: *"How should learning environments be designed to promote meaningful learning?"*
 - Observe the **classroom and non-classroom** environments in your practice school.
 - Identify **key criteria** for an effective learning environment and note whether these criteria are met.
3. Gather information about the **teaching tools and resources** used in the school. Consider the following questions while collecting data:
 - Is there a **library**? If so, how do teachers and students benefit from it?
 - What **English books** are used for teaching? Record their titles and your thoughts on them.
 - Are **computers, projectors, smart boards, interactive boards, bulletin boards, charts, and models** available in the learning environment?
 - Are students able to **design materials** for English language education?
 - Are there sufficient **tools and resources** for students to learn the target language? How do students access these materials?
4. **Note:** Pay attention to whether the **schoolyard** has areas suitable for language education, examine the **content of bulletin boards** in the hallways, and observe the **teaching technologies and materials** present in classrooms.

WEEK 7: REVIEW OF THE CURRICULUM

(Focusing on the Topics and Concepts of the Relevant Week)

Objective:

The aim is to help pre-service teachers develop an understanding of the structure of units, topics, and concepts included in the curriculum. This will provide them with a basic idea of the unit being taught and the scope of the concepts covered during their observation week.

Tasks:

Week 6 is divided into **pre-observation** and **post-observation** activities.

Pre-observation tasks:

1. Before the observation, obtain information from your mentor teacher about the topic that will be covered during the observation week.
2. Examine the learning objectives and concepts related to the topic through the **curriculum**.
3. Review the sequence of the topic in the **textbook**.
4. Prepare a **report** based on these three review processes.

Post-observation tasks:

1. Note the **order of topics and concepts** covered by the mentor teacher during the lesson.
2. Compare your observation notes with your **pre-observation report** and record your reflections in the *Observation Reflection Form*.

WEEK 9: OBSERVATION OF TEACHING METHODS AND TECHNIQUES

Objective:

The aim is to help pre-service teachers observe the **strategies, methods, and techniques** used by their mentor teacher during foreign language instruction.

Tasks:

1. Observe a lesson taught by your **mentor teacher** and identify the **strategies, methods, and techniques** they use. Take notes on the **steps of implementation**, as well as the **roles of the teacher and students** during the process.
2. Calculate the **time allocated** to activities using these strategies, methods, and techniques. Note how many different strategies are employed.
3. Analyze whether the teaching-learning activities follow a specific **sequence**, how students respond to the activities, and the relationship between the **methods, techniques, and content**.
4. Interpret all your findings and discuss them with your mentor teacher.
5. Share your observation notes with other **pre-service teachers** at the school. Identify similarities and differences in observations. Additionally, discuss students' responses to activities, how to ensure active participation, the time required for each activity, and the variety of strategies, methods, and techniques used.

WEEK 10: OBSERVATION OF EXTRACURRICULAR ACTIVITIES AND CLUBS

Objective:

The aim is to help pre-service teachers observe and analyze how extracurricular activities and clubs contribute to students' academic, social, and personal development.

Tasks:

1. **Identify Available Activities:**
 - Observe the different types of extracurricular activities and clubs offered at the school (e.g., sports teams, language clubs, drama, music, debate, student council).
 - Note the frequency and schedule of these activities.
2. **Observe Student Participation and Engagement:**
 - Analyze the level of student involvement and enthusiasm in these activities.
 - Identify the skills students develop through their participation (e.g., leadership, teamwork, creativity, and problem-solving).
3. **Examine the Role of Teachers and Mentors:**
 - Observe how teachers or mentors organize and supervise the activities.
 - Identify their role in guiding, motivating, and supporting students.
4. **Analyze the Impact on Student Development:**
 - Assess how extracurricular activities contribute to students' personal growth, academic performance, and social interactions.
 - Consider whether these activities help students build confidence, discipline, and a sense of responsibility.
5. **Discuss with Teachers and Students:**
 - If possible, interview students to understand their perspectives on the benefits and challenges of participating in extracurricular activities.
 - Speak with teachers or club advisors to learn about the goals and expected outcomes of these programs.
6. **Share and Reflect on Observations:**
 - Compare observations with fellow pre-service teachers.
 - Discuss common themes, differences in how activities are conducted, and any challenges observed.
 - Reflect on how extracurricular activities could be improved or integrated more effectively into students' learning experiences.

WEEK 11: EVALUATION OF TEACHING MATERIALS

Objective:

Pre-service teachers will determine the **teaching materials** used by their mentor teacher in foreign language instruction and evaluate their effectiveness.

Tasks:

1. Identify the **materials** used by your mentor teacher and their **purpose** in the lesson.
2. Observe **students' reactions** to the use of these materials.
3. Pay attention to:
 - At what **stage** of the lesson the materials were used.
 - The teacher's **knowledge** about the materials and their use.
 - Whether students work **individually or in groups** during the activity.
 - The **effect** of the materials on learning.
 - Whether the materials are **appropriate** for the lesson objectives and the students' level.
4. Record your evaluations in the *Observation Reflection Form*.

WEEK 12: OBSERVATION OF CLASSROOM MANAGEMENT

Objective:

The aim is to help pre-service teachers gain insights into **classroom management** through observations and discussions with their mentor teacher.

Tasks:

1. Observe the **steps taken by your mentor teacher** to manage the classroom and students during a lesson.
2. Before conducting your observation, have a discussion with your **mentor teacher** about effective classroom management strategies.
3. Use the *Observation Reflection Form* to document your observations. You may include information gathered from your mentor teacher.
4. In your **Observation Reflection Form**, include:
 - **Beginning of the lesson:** How students enter and settle in the classroom, teacher's response to latecomers, and strategies used to engage students.
 - **During the lesson:** How the teacher addresses students, gives clear instructions, manages students who do not follow directions, and maintains a full view of the classroom.
 - **End of the lesson:** Teacher's role in concluding the lesson, ensuring students leave in an orderly manner, and preparing them for the next class.

WEEK 13: OBSERVATION OF CLASSROOM ASSESSMENT PRACTICES

Objective:

The aim is to provide pre-service teachers with experience in **classroom assessments**.

Tasks:

1. Observe and note which **classroom assessment techniques** your mentor teacher primarily uses.
2. Conduct research on classroom assessment techniques and compare them with your **observation notes** in the *Observation Reflection Form*.

WEEK 14: OBSERVATION OF ALTERNATIVE ASSESSMENT

Objective:

The aim is to help pre-service teachers explore the use of alternative assessment methods and understand how they complement traditional assessment techniques in evaluating student learning.

Tasks:

1. **Observe and Identify Alternative Assessment Methods:**
 - Take note of non-traditional assessment techniques used by your mentor teacher, such as portfolios, self-assessments, peer assessments, presentations, projects, journals, or performance-based tasks.
 - Observe how these assessments are structured and implemented in the classroom.
2. **Analyze the Role of Alternative Assessment in Student Learning:**
 - Examine how these assessments measure student progress beyond standardized tests.
 - Identify the skills being assessed (e.g., critical thinking, creativity, collaboration, problem-solving).
3. **Compare with Traditional Assessment Methods:**
 - Identify the differences between alternative and traditional assessment methods.
 - Analyze how alternative assessment impacts student engagement, motivation, and learning outcomes.
4. **Research and Reflect on Alternative Assessment Strategies:**
 - Conduct research on various alternative assessment techniques and compare them with your classroom observations.
 - Identify any challenges or advantages of implementing alternative assessments in an EFL classroom.
5. **Discuss Observations with Your Mentor Teacher and Peers:**
 - Share and reflect on your findings with your mentor teacher. Ask about their perspective on alternative assessment and how they decide when to use it.
 - Compare observations with other pre-service teachers and discuss different approaches to alternative assessment.

WEEK 16: OBSERVATION OF END-OF-TERM ASSESSMENTS

Objective:

Pre-service teachers will analyze **end-of-term exam questions** and gain knowledge about entering exam scores into the **e-School system**. This will help them understand the **evaluation phase** of the teaching process.

Tasks:

1. Request **sample midterm and final exam papers** (low, medium, and high scores) from your mentor teacher.
2. Analyze the **exam questions** and evaluate the level of knowledge and skills they aim to assess. Record your observations.
3. Compare the **answer sheets** of students with different performance levels and document your comments.
4. Assist in preparing a **final exam plan** covering the last units of the course.
5. Develop a **specification table** to determine how many and what type of questions should be asked for each learning objective.
6. Decide on the number of **different question types** needed and create a **grading rubric**.
7. Seek feedback from your **mentor teacher** on your draft exam and make necessary revisions.
8. Learn about **grade entry and e-School system procedures** with the help of your mentor teacher. Document your findings.
9. Compile all your **observations and notes** into the *Observation Reflection Form*.

WEEK 17: EVALUATION OF THE SCHOOL EXPERIENCE PROCESS

Objective:

The aim is for pre-service teachers to reflect on their **school experience** through discussions with their mentor teacher and university supervisor. This will enhance their **professional knowledge and awareness**.

Tasks:

1. Organize **meetings** with your **mentor teacher** and **university supervisor** to evaluate the **12-week observation process**.
2. Before the meeting, write down your **positive and negative reflections** on the experience and prepare **questions** if you have any.
3. Prepare a **self-evaluation form** based on your school experience observations and share it with your mentor teacher and university supervisor.
4. During the meeting, discuss your **questions and feedback** with your mentor teacher and university supervisor.
5. After the meeting, record the **insights and suggestions** you received in the *Observation Reflection Form*.
6. Carefully review your **School Experience Portfolio** and ensure that your notes for each activity are **complete, well-organized, and properly documented**.

Observation Reflection

Week:

Sophomore Student's Name and Surname:

Mentor Teacher's Name and Surname:

Observation Topic:

Observation Notes:

SDÜ EĞİTİM FAKÜLTESİ

Okul Deneyimi 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 okul deneyimi ders saatinde fakülte öğretme elemanına teslim edilecektir.

Uygulama Öğretim Elemanı (imza)