

SDU

FACULTY OF EDUCATION

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION



PRACTICUM I

COURSE PACK

ISPARTA, 2026

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SÜLEYMAN DEMİREL UNIVERSITY

FACULTY OF EDUCATION

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

Introduction to Practicum I

Dear Student-Teacher,

You will spend some time in school before you do your full teaching practice. This earlier period of work in schools 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 schools. 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 for each of these days. 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 are able to do.

OBSERVATION at Cooperating Schools

You are required to spend 6 hours per week (12-14 weeks) to perform their observation duties in the cooperating school. This phase starts in the first week of September and continues till the mid of January, 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 Fall 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 for four times. The mentor teachers will assess your teaching performance via 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 structured observations and tasks 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 experienced teachers and listening to their comments on your own 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 own organization to do that. Keep in mind that you must be professional. Do some careful planning in advance before you start the Practicum by considering all the activities and seeing 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 of time, or for a lesson, again you must make arrangements 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 which will be given to you. Always review the textbook before the lesson and prepare 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 observer and evaluators and team-teach together. Enjoy collaboration and cooperation!

DISCUSSION and REFLECTION

You are required to spend 2 hours per week (14 weeks) to engage in theoretical discussions at the faculty. Each week your supervisor at the faculty will review the previous week's work in school with the group of student-teachers, as well as briefing them for the next week's work. Attend the discussion sessions with your supervisor at the university each week.

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

Checklist for Portfolio

- Cover page
- Table of Contents
- CV with a Photo
- 12-week Attendance Sheets
- 12 Observations Tasks and Critical Reflections
- 4 Lesson Plans (including materials) and Self-reflections.

Wish you a fruitful teaching experience!

COURSE OUTLINE for PRACTICUM I		
Date	Week at Faculty (Weekly Reflections)	Week at School (Observation Tasks & Teaching Activities)
Week 1	Introduction to the course	Student-Teacher Relationships & First visits to the school
Week 2	Discussion 1: Chapter 7 (Richards & Farrell, 2011) Classroom Observation in Teaching Practice	Task 1 English Department in School & School Resources and Materials
Week 3	Discussion 2: Chapter 11 (Richards & Farrell, 2011) Exploring Your Own Teaching	Task 2 Observing a Pupil in Class
Week 4	Discussion 3: Article 1 Understanding and Teaching Generation Y (Reilly, 2012)	Task 3 Shadowing the Teacher
Week 5	Discussion 4: Article 2 Good Instruction Giving in the Second Language Classroom (Sowell, 2017)	Task 4 Teaching Techniques
Week 6	Discussion 5: Article 3 Using L1 in the English Classroom (Tang, 2002)	Task 5 Teaching Techniques
Week 7	Discussion 6: Article 4 English Homework: What makes sense (Büchel, 2016)	Task 6 Observing Teacher's Questioning Skills
Week 8	MIDTERM	
Week 9	Discussion 7: Article 5 Group Dynamics- Building a sense of belonging (Quy, 2017)	Task 7 Lesson Observation
Week 10	Discussion 8: Article 6 Raising Cultural Awareness in the English Language Classroom (Frank, 2013)	No Class: MEB Fall Break

Week 11	Discussion 9: Article 7 Conditions for Teacher Research (Borg, 2006)	Task 8 The School Principal and Whole School Issues
Week 12	Discussion 10: Article 8 From Passive Learners to Critical Thinkers(Shaila & Trudell, 2010)	Task 9 Extracurricular Activities
Week 13	Reflective Practice and Teacher Development	Task 10 Extracurricular Activities
Week 14	Evaluation and Consolidation of Practicum I	Task 11 Evaluation and Consolidation of Practicum I
Week 15	Revision and Submitting Portfolio	Task 12 Submitting your Portfolio

SYLLABUS for PRACTICUM I

AIM:

By the end of the course, you will

- have a structured introduction to the teaching and organization of a school.
- start to achieve professional skills in the teaching of English (at a level you intend to teach through a structured sequence of teaching experiences).
- experience the ways in which individual pupils learn and develop, and the differences between individuals.
- work cooperatively with a number of 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.

PORTFOLIO:

- Task 1: English Department in School & School Resources and Materials
- Task 2: Observing a Pupil in Class
- Task 3: Shadowing the Teacher
- Tasks 4 & 5: Teaching Techniques
- Task 6: Observing Teacher's Questioning Skills
- Task 7: Lesson Observation
- Task 8: The School Principal and Whole School Issues
- Task 9: Extracurricular Activities
- Task 10: Assessment and Evaluation of Students' Performance
- Task 11: Evaluation and Consolidation of Practicum I
- Task 12: Submitting your Portfolio

METHODOLOGY:

- Active student attendance is essential in the course at the faculty (70%). Each week one student is assigned as a discussion leader and leads the discussion by initiating topics and questions. All the students are required to write a 200-word reflective report on the article of the week.
- Active student participation is essential in all phases of the course at the school. 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 at the school, 50% of the total possible grade will be deducted.
- You will write an observation task and a reflection report of approximately 200 words each week. This critical reflective report should focus on your perceptions, opinions, and expectations regarding your visit to the school that week. Specifically, this reflection report should answer the following questions: What did you find significant about your visit to the school that week? What are your reactions to that perception or opinion? (Please write your observations by critically analyzing, not only in a narrative form)
- You will teach four lessons in your practice classes, and you will first prepare a lesson plan for each lesson and then write a self-reflection report by the end of each teaching practice.

EVALUATION:

Mid-term (Task Files 1-6: observation tasks, reflections and teaching activities):	40%
Final (Practicum Portfolio - observation tasks, reflections and teaching activities):	60%

Practicum I
Fall Semester 2026-2027
Task 1

Name _____

English Department in School & School Resources and Materials

Find about the English department and what resources are available in the school and in English classes. Consult your cooperating teacher for answers to the following questions.

1. List the titles of textbooks used in the English class.	
2. In addition to these, are there any other books used by students?	
3. Is there a school library available to students? List what kind of books are available.	
4. List the titles of some of the reference books available for teachers.	
5. What reproduction facilities are available? (e.g., xerox machine, computer, etc.)	
6. Who is allowed to use these facilities?	
7. What visual aids are available? (e.g., overhead projector, video projector, video films, etc.)	
8. Who is allowed to use these teaching aids?	

Practicum I
Fall Semester 2026-2027
Task 1

Name _____

9. Are there computers and software available for students' use in and out of the class? If yes, give the details about the procedure students follow in using these.	
10. What other equipment is available in the school (e.g., maps, charts, slides, slide projector, etc.)?	
11. Where are they kept? Who is allowed to use the equipment?	
12. How many English teachers are there in the school?	
13. How many hours a week do they teach?	
14. How many hours of English a week do pupils take?	
15. Is there a special room allocated for the English department in the school?	
16. What kind of activities does the English department do (e.g., preparing quizzes, test, supplementary materials, worksheets or any other)? Do the teachers engage in similar activities? If yes, what specifically do they do?	
17. Does the English department arrange any activities for students in the school? If yes, give examples.	

Practicum I
Fall Semester 2026-2027
Task 2

Name _____

Observing a Pupil in Class

Consult your cooperating teacher to choose a pupil to be observed for three lessons. Observe that pupil, paying attention to the points below and take notes.

1. What lessons does the pupil attend?

2. What activities does the pupil engage in? For each lesson, summarize what s/he does together with the approximate amount of time spent on each activity.

A) While observing the pupil, focus on the following “on task” activities:

- Oral activities: listening, speaking, asking questions and answering
- Working with written materials: reading, writing
- Working with visual materials: teaching-learning aids, works of art, computers, internet
- Social interaction: working as the whole class, working in groups, working individually
- Games

B) What “off task” activities do the pupil engage in? Please underline these activities.

Use one attached sheet per lesson to guide your notes.

3. At the end of the day, ask the pupil her/his impressions about the day and write them down. Compare your notes with those of your classmate who observed another pupil. What are the similarities and differences in your observations?

4. How can you, as a teacher, utilize the knowledge you acquired from this experience when planning lessons?

5. Reflection Report

Practicum I
Fall Semester 2026-2027
Task 2

Name: _____

LESSON: _____

TIME	TYPE OF ACTIVITY	STUDENT BEHAVIOR

Practicum I
Fall Semester 2026-2027
Task 3

Name _____

Shadowing the Teacher

1. Use the following table to make a list of activities, both in the classroom and out of it, in which the teacher is engaged. Estimate the amount of time for each. This activity will show the variety and extent of the teacher's work. It will also give you an idea of the proportion of time spent on teaching, lesson preparations and other activities.

TEACHER ACTIVITIES	TIME
1. Teaching	
2. Meeting with individual or small groups of pupils	
3. Meeting parents	
4. Teachers' meetings	
5. Extra-curricular activities	
6. Preparing audio-visual aids	
7. Lesson preparation	
8. School duties	
9. Marking	
10. Counselling	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

2. Ask the teacher if the day has been typical and if she would like to add other activities to the list. Ask also what other work s/he will do at home in the evening, or at the weekend.

3. Reflection report

Practicum I
Fall Semester 2026-2027
Task 4 & 5

Name _____

Teaching Techniques

Purpose:

In this activity you are expected to identify as many types of teaching / learning activities as possible during your observations to be aware of different phases and components of a lesson and how these change across different subject areas. Take the following points into consideration while doing this task:

1. Observe 3 lessons during the day: one in your own subject area and two in different subjects.
2. List and mark the teaching / learning activities used in each lesson in the schedule below. Give the amount of time each activity occupies in the lessons. Explain what the teacher and pupils are doing.

Examples of teaching and learning activities:

TEACHING / LEARNING ACTIVITIES	TIME		
	Lesson 1	Lesson 2	Lesson 3
1. Explaining			
2. Questioning			
3. Using textbooks			
4. Using visual aids (say which)			
5. Demonstrating			
6. Reading			
7. Completing worksheets			
8. Writing			
9. Drawing			
10. Listening			
11. Speaking			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

Practicum I
Fall Semester 2026-2027
Task 4 & 5

Name _____

3. After each lesson, discuss your findings with each teacher and add to your notes any comments the teacher makes about why s/he chose the activities.
4. Calculate the percentage of time given to each type of activity in each lesson and record this in the chart.
5. Comment on the similarities and differences in the activities across lessons.
6. Discuss your findings with other students who have done the same task. Together, make brief notes on these points:
 - To maintain the interest and the involvement of pupils, what do you think is an ideal length for each activity?
 - Are the activities generally used in any particular order?
 - Do different subject teachers use different teaching techniques for teaching? If so, explain how they are different?
7. Write down some conclusions from your observations, reflections and discussions about the effectiveness of different teaching techniques
8. Reflection Report

Practicum I
Fall Semester 2026-2027
Task 4 & 5

Name _____

EXAMPLE SCHEDULE FOR TEACHING / LEARNING ACTIVITIES

Class: _____ **No of pupils:** _____ **Topic:** _____

Time	Teacher Activity	Pupil Activity
9.30 ↓ 9.35 9.55	Questions class Explains the difference between Present Perfect Tense and Past Tense Gives exercises to make students practice both tenses	Answer questions Listen Work in pairs to answer questions

Practicum I
Fall Semester 2026-2027
Task 4 & 5

Name _____

Class: _____

No of pupils: _____

Topic: _____

Time	Teacher Activity	Pupil Activity

Practicum I
Fall Semester 2026-2027
Task 6

Name _____

Observing Teacher's Questioning Skills

Section I

List all **the questions asked by the teacher** in the attached chart and then state the target of each question.

Questions asked by the teacher	Who is expected to respond? (Whole class or individual students?)
1.	

Section II

Answer the following questions based on your observations in the class.

1. Did the boys and girls answer equally?
2. Does the teacher do anything to encourage all class members to answer his/her questions? If yes, what kind of praising and encouragement strategies does the teacher use?
3. How does the teacher signal who is expected to respond his/her questions? (Using their first names, pointing at them, etc.)
4. How does the teacher react to wrong answers? (e.g., rephrases questions or gives clues, asks someone else)
5. Does the teacher allow time for students to think about an answer to the questions?
6. Reflection Report

Practicum I
Fall Semester 2026-2027
Task 6

Name _____

Questions asked by the teacher	Who is expected to respond? (whole class or individual students?)
1.	

Practicum I
Fall Semester 2026-2027
Task 7

Name _____

Lesson Observation

Purpose: To learn how to use an observation schedule in observing lessons.

Procedures:

1. Examine the observation schedule given to you. Study its components
2. Before the observation, ask the class teacher about the class (e.g. any particular characteristics of the class), and the aims of the lesson; what s/he planned (e.g. any particular teaching techniques and materials).
3. Observe an English lesson using the observation schedule attached.
4. After the lesson discuss your observation with the class teacher and let him/her read what you have written on the schedule.
5. Evaluate the observation schedule and write down any difficulties you found in using it.
6. Reflection Report

Practicum I
Fall Semester 2026-2027
Task 7

Name _____

LESSON OBSERVATION SCHEDULE

Observer: Teacher:

Date: Class:

Lesson Length: Number of Pupils:

The purpose of this schedule is to help objective observation and give a focus for discussion.

Focus: Observe how the teacher organizes the lesson and the way the lesson develops.

Make your observations according to the following points:

<i>Points to follow</i>	<i>Questions</i>	<i>Observations/ Comments</i>
Aim of the lesson	What is the teacher trying to teach?	
Beginning	How does the lesson begin?	
Teaching Activities	What types of activities are pupils involved in?	
Communication	How does the teacher use his/her voice? How does the teacher correct the mistakes? Can the students follow the teacher's instructions? Why/ Why not?	
Transitions between activities	How does the teacher move from one activity to another?	
Managing pupils	Describe the use of individual or group work, and the use of praise or sanctions, how the teacher handles interruptions, disruptions and potential disturbances. Consider the use of tone of voice and of non-verbal means of communicating (looking, moving around the room, body language).	

Ending the lesson	How does the lesson end? Is there a summing up, review or looking forward? How long is given for clearing up and dismissal?	
Evaluating pupil work	Does the teacher assess or evaluate pupil work? If yes, how?	

Practicum I
Fall Semester 2026-2027
Task 8

Name _____

The School Principal and Whole School Issues

- With the other student teachers in the school, discuss with the school principal issues which relate to the whole school. First ask the school principal or deputy principal to meet with all the student teachers in the school for a discussion. Questions that you could discuss with the principal include those given in the following table. Make a note of the answers to the questions in the space provided.

QUESTIONS	NOTES
1. What are the principal's goals for his/her school?	
2. What are the expectations that the principal has for the teaching staff?	
3. What role does the principal take in helping new teachers fit into the school during their first year?	
4. What is the principal's opinion regarding the characteristics which good teachers possess?	
5. What makes the principal proud about the pupils and staff of the school?	
6. What is the structure of the school management like?	

Practicum I
Fall Semester 2026-2027
Task 8

Name _____

- You can add some more questions. Use this page to write your own questions. When you have agreed what issues, you wish to discuss with the principal, give him a copy of the questions. Make notes as the principal talks to you.

<i>Question Number 1:</i>
<i>Notes:</i>
<i>Question Number 2:</i>
<i>Notes:</i>
<i>Question Number 3:</i>
<i>Notes:</i>
<i>Question Number 4:</i>
<i>Notes:</i>
<i>Question Number 5:</i>
<i>Notes</i>

Practicum I
Fall Semester 2026-2027
Task 8

Name _____

- Go through your notes to find all the points which could be relevant to you as a new teacher in a new job. Then answer the following questions in the space provided.

1. What might a principal expect of you?

2. How can you contribute to the school?

3. Do you possess the characteristics, which a principal would be proud of?

4. What are your strengths and weaknesses?

- Reflection Report

Practicum I
Fall Semester 2026-2027
Task 9

Name _____

Extracurricular Activities

Purpose: The information you gather to complete this activity will help you form a broad framework of learning and teaching. Specifically, it aims to identify the extracurricular activities that constitute a significant component of education.

I. Answer the following questions. To obtain the needed information, you can do one or more of the following:

- Interview your cooperating teacher or administrator (director or assistant director) your teacher refers you to.
- Talk to students enrolled in different grades or classes.
- Refer to your previous observations and notes.

1. Which clubs (e.g. debate club, chess club, etc.) actively function in the school? How can students become members? Who leads the clubs? When do they meet?

2. Are there any clubs that aim to improve students' English language skills? If yes, list their specific activities and explain how these activities contribute to language development.

3. Are there any sports teams in the school? If yes, what are they? How are students chosen to teams? When do teams practice? Who coaches the teams? If there are not any teams, try to find out why they do not exist.

4. Are the parents involved in the functioning of the school on a regular basis? How? What are the existing forums of communication for teachers and parents? Is there a 'Parents and Teachers Association'? If yes, how can parents become members? How does the association contribute to the functioning of the school?

Practicum I
Fall Semester 2026-2027
Task 9

Name _____

5. Does the school organize any field trips? Choose one grade and find out how many trips are organized in an academic year and where they go.

6. Are visiting speakers invited to the school to talk to the students? If yes, how often? Who organizes such activities? If guest speakers are not invited, find out the reasons.

II. Referring to the information you have obtained, write two paragraphs explaining how such extracurricular activities contribute to the development and education of the students.

III. Reflection Report

Practicum I
Fall Semester 2026-2027
Task 10

Name _____

Assessment and Evaluation of Students' Performance

Summary Observing and interviewing teachers about homework, quiz, midterm and assessing other performances of students.

Assessment is an important part of the teacher's work. It occurs before the lesson when you make your plan, during the lesson, and after the lesson. Assessing students' progress and their achievement, as well as finding out the difficulties they have, is part of a teacher's daily life. As a teacher, your assessment of the progress and achievement of your students is part of your work every day. You ask and answer questions, observe and help students. You discuss with them, encourage and challenge them. You set written work and check it, sometimes give it a grade. You set quizzes and examinations, and their grades may form part of the student's records. Every day therefore you find out what your students can do. This knowledge helps you to plan future work. Teacher assessment of students includes all these tasks. This activity asks you to think about one important part of teacher assessment: setting and marking written work.

There is always a lot of marking and grading to do. Talk to experienced teachers to find out how much time they spend each week marking. Find out if all written work is marked and given a grade. What strategies are there for keeping it within reasonable limits? Is some work marked more critically than others? What marking scale is used in the school? What are the criteria for a top, middle and low mark? Look at students' books or files and see how they have been marked. When you have discovered all, you can at this stage, proceed with the activity.

Ask for some samples of quizzes and exam sheets. If possible, analyze a class set so that you can get some idea about the following issues:

- ☐ Is there variation in the grades given? Why?
- ☐ Does the teacher provide feedback on the sheet?
- ☐ Is there an agreed mark scheme, or other criteria with descriptions for levels? Discuss with the class teacher and report it.

Some activities, where there are agreed criteria and evidence of learning, are easy to assess; others are more difficult. Assessment here means all the activities done by teachers which give information: information which can be used to affect, modify and change the teaching and learning activities that teachers and students are busy with in schoolwork. This is called formative assessment when it is used to change the schoolwork to meet the needs of the students. Well- thought-out formative assessment can raise the level of students' learning.

Formative assessment strategies within a lesson

- ☐ Question and answer to summarize, recall, test knowledge and understanding. It must however be skillful questioning – use a range of questions to probe students understanding, directed at individuals, ensuring that responses come from as many students as possible.
- ☐ Questioning and discussion with students as you circulate during lesson.
- ☐ Listening actively and with a purpose to group talk.
- ☐ Monitoring (and assessing) scientific skills during practical work against agreed criteria – use a checklist.
- ☐ Monitoring (and assessing) personal skills and social skills, knowledge and understanding during group tasks – use a checklist.
- ☐ Checking written work as you circulate round the class.
- ☐ Marking completed worksheets.
- ☐ Marking homework – include a range of tasks to test understanding.
- ☐ Ask students to devise a test for teacher and/or other students.
- ☐ Ask students to present the work in a different format.
- ☐ Give short tests at the end of a lesson/set of lessons.
- ☐ Use a quiz, crossword, word search, game, puzzle to assess understanding. Ask students to make up games and puzzles for others.
- ☐ At the end of lesson, ask students to tell you/each other what they think they have learned.

Some aims of assessment are:

- ☐ Correct student's mistakes
- ☐ Eliminate students' misunderstandings
- ☐ Motivate students to learn
- ☐ Find out the amount of effort given by students to the work
- ☐ Find out the effectiveness of the teaching
- ☐ Find out students' level of prior knowledge for the subject to be taught
- ☐ Gather feedback for changes to planning and teaching activities
- ☐ Inform students, parents and the school about students' achievements
- ☐ Give qualifications for the outside world

Write down any other assessment aims you can think of.

Students' work can be assessed by:

- ☐ Observation of students at work, and talking to them
- ☐ Questioning
- ☐ Written work, in class or homework
- ☐ Tests and quizzes
- ☐ Checklists

Write down any other ways in which work can be assessed.

The assessment method used depends on the type of activity, the information required, and whether the assessment is formative or summative. Different methods may be used for finding out common misunderstandings and measuring achievement. Full details on this subject are given in the course on assessment and measurement.

Practicum I

Fall Semester 2026-2027

Task 11

Name _____

Evaluation and Consolidation of Practicum I & Submitting your Portfolio

Aim: To evaluate Practicum I and personal performance.

1. Considering the tasks included in the course-pack of Practicum I, briefly evaluate each unit in terms of its strengths and weaknesses. In your evaluation, provide specific explanations to justify your conclusions and come up with solutions for the problems created as a result of the weaknesses. (400 words)

2. Considering the requirements of Practicum I, do you think you realized the expectations of the course? How do you feel about your performance in this course? What were your strengths and weaknesses as a student? What strategies will you employ to compensate for your weaknesses? Was this course a real learning experience for you; in other words, did you benefit from Practicum I? How? Briefly justify your answers. (200 words)

3. Considering all the information you gathered through the tasks (i.e. students with differing styles of learning, teachers' workload, different teaching/learning activities, expectations of the school principal from a teacher), discuss what you should do to become an effective teacher. (200 words)

Submitting your Portfolio

- ✓ Look back carefully through your teaching portfolio. Make sure 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, make sure that your lesson notes and evaluations are in your portfolio. With your university supervisor and the school teachers with whom you have been working, discuss your work and progress over the semester.
- ✓ Summarize your and their evaluations in written 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	
8 Critical reflections on research articles	10	15	20	25	
4 Lesson plans and self-reflections	10	20	30	40	
11 Observations tasks and critical reflections	5	15	25	35	
12-week attendance sheets are compulsory!					
TOTAL					

APPENDIX

LEGISLATIONS

Kamu Kurum ve Kuruluşlarında Çalışan Personelin Kılık ve Kıyafetine Dair Yönetmelik'te yer alan hükümleri sayfasından inceleyebilirsiniz.

MEB ve uygulama eğitim kurumunun örgüt yapısını, yönetsel metinleri tanıma: Öğretmenleri ilgilendiren kanun ve yönetmelik gibi yönetim metinlerini 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

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 gıcının 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 dışındırıcı 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)