

**School Experience I
Fall Semester 2019-2020**

COURSE OUTLINE

AIM:

By the end of the course, you will have

- Had a structured introduction to the teaching and organization of a school.
- Started to achieve professional skills in the teaching of English (ant at a level you intend to teach through a structured sequence of teaching experiences).
- Experienced the ways in which individual pupils learn and develop, and the differences between individuals.
- Worked 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.

MATERIALS:

Task sheets

SYLLABUS:

Week I:	Introduction to the course: plans for the semester
Week II:	English Department in School & School Resources and Materials
Week III:	Observing a Pupil in Class
Week IV:	The Teacher's Day
Week V & VI:	Teaching Activities
Week VII:	Observing Teacher's Questioning Skills
Week VIII:	Lesson Observation
Week IX:	The School Principal and Whole School Issues
Week X:	Extracurricular Activities

METHODOLOGY:

Active student participation is essential in all phases of the course. 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 a reflection report of approximately 200 words each week. This 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?

EVALUATION:

Student files, reports, and activities: 70%

Mentor teacher's assessment: 30%

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**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?	

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Task 1

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<p>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.</p>	
<p>10. What other equipment is available in the school (e.g., maps, charts, slides, slide projector, etc.)?</p>	
<p>11. Where are they kept? Who is allowed to use the equipment?</p>	
<p>12. How many English teachers are there in the school?</p>	
<p>13. How many hours a week do they teach?</p>	
<p>14. How many hours of English a week do pupils take?</p>	
<p>15. Is there a special room allocated for the English department in the school?</p>	
<p>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?</p>	
<p>17. Does the English department arrange any activities for students in the school? If yes, give examples.</p>	

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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 does 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.

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Task 2

Name: _____

LESSON: _____

TIME	TYPE OF ACTIVITY	STUDENT BEHAVIOR

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Task 3

Name _____

The Teacher's Day

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

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Task 4 & 5

Name _____

Teaching Activities

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.			

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Task 4 & 5

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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

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Task 4 & 5

Name _____

EXAMPLE SCHEDULE FOR TEACHING / LEARNING ACTIVITIES

Class: _____ No of pupils: _____ Topic: _____

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

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Task 4 & 5

Name _____

Class: _____

No of pupils: _____

Topic: _____

Time	Teacher Activity	Pupil Activity

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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

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Task 6

Name _____

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

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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.

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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 organises 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?	

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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?	

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- 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>

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- 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

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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?

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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 organises 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.

II. Reflection Report.

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Task 10

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Evaluation and Consolidation of School Experience I

Aim: To evaluate School Experience I and personal performance.

1. Considering the tasks included in the course-pack of School Experience 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 School Experience 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 School Experience 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)

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FACULTY OF EDUCATION

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

SCHOOL EXPERIENCE I

COURSE PACK

2019 – 2020 FALL

Kamu kurumlarında çalışan personelin kılık ve kıyafetlerini nasıl olması gerektiği; 25.10.1982 tarih 17849 Sayılı Resmi Gazete 'de yayınlanan "Kamu Kurum ve Kuruluşlarında Çalışan Personelin Kılık ve Kıyafetine Dair Yönetmelik" 'de, okullarımızda çalışan personel ve öğrencilerin kılık kıyafetleri ise 01.02.982 tarih ve 2105 Sayılı Tebliğler Dergisi ve 31.01.1983 tarih ve 2131 Sayılı Tebliğler Dergisinde yayımlanmış olan "Milli Eğitim Bakanlığı İle Diğer Bakanlıklara Bağlı Okullardaki Görevlilerle Öğrencilerin Kılık Kıyafetine İlişkin Yönetmelik "de belirlenmiştir.

Bu yönetmeliklerde belirlenen esaslara göre; öğretmen, personel ve öğrencilerin kılık ve kıyafetleri aşağıda açıklanan şekilde olması gerekmektedir.

Kadınlar; Elbiseler temiz, düzgün, ütülü, sade; ayakkabılar veya çizmeler sade ve normal topuklu, boyalı; görev mahallinde baş daima açık, saçlar düzgün taranmış veya toplanmış; tırnaklar normal kesilmiş olur. Ancak bazı hizmetler için özel iş kıyafeti varsa görev sırasında kurum amirinin izniyle bu kıyafet kullanılır.

Pantolon, kolsuz ve çok açık yakalı gömlek, bluz veya elbise giyilmez. Etek boyu dizden yukarı yırtmaçlı olmaz. Terlik tipi (sandalet) ayakkabı giyilmez.

Erkekler; Elbiseler temiz, düzgün, ütülü ve sade; ayakkabılar kabalı, temiz ve boyalı giyilir. Sandalet veya atkılı ayakkabı giyilmez. Bina içinde ve görev mahallinde baş daima açık bulundurulur. Kulak ortasından aşağıda favori bırakılmaz. Saçlar kulağı kapatmayacak biçimde ve normal duruşta enseden gömlek yakasını aşmayacak şekilde uzatılabilir, temiz, bakımlı ve taranmış olur. Her gün sakal taraşı olunur ve sakal bırakılmaz. Bıyık tabii olarak bırakılır, uzunluğu üst dudak boyunu geçmez, üstten alınmaz, yandan üst dudak hizasında olur. alt uçları dudak hizasında kesilir. Kravat takılır, kravatı örtecek şekilde balıkçı yaka veya benzeri süveterler giyilmez. Hizmet gereğine uygun olarak verilmişse tek tip elbise giyilir. Bina içinde ceketsiz, gömleksiz, kravatsız ve çorapsız dolaşılmaz.

Kız Öğrenciler ; Okulca seçilen bir renkte vücut hatlarını belli etmeyecek bir şekilde, yırtmaçsız, kolsuz ve diz kapağını örtecek boyda forma giyerler. Bu formanın altında mevsimin özelliklerine göre forma ile uyum sağlayacak şekilde, kapalı yakalı, uzun veya yarım kollu bluz veya kazak giyerler. Okul içinde baş açık, saçlar temiz ve düzgün taranmış olup, uzun olması halinde örülür veya arkaya toplanarak bağlanır. Makyaj yapılmaz, kaşlar alınmaz, tırnak uzatılmaz ve cilalanmaz, yüzük, küpe, kolye, iğne ve bilezik gibi süs ve ziynet eşyası takılmaz.

Kıyafeti tamamlayıcı türdeki giyeceklerin (ayakkabı, çorap vb.) tipi, modeli ve rengi okul yönetimi ve okul aile birliğinin görüşleri alınarak tespit edilir.

Erkek Öğrenciler; Ceket, gömlek ve pantolon giyerler, kravat takarlar. Okul yönetimince uygun görülmesi halinde, sıcak mevsimde sadece gömlek ve soğuk mevsimde ceket altına kazak giyebilirler.

Okul içinde baş açık, saçlar kısa, ve temiz olur, ense düz ve açık olup, favori, sakal ve bıyık bırakılmaz. Zincir, kolye, yüzük vb. ziynet eşyası takılmaz.

Kız ve Erkek Öğrenciler ;

1. Atölye, işlik, laboratuvar ve işyerlerinde önlük veya tulum giyerler.
2. Beden Eğitimi derslerinde, spor faaliyetlerinde okul yönetiminin uygun göreceği kıyafeti giyerler.
3. İmam - Hatip Liselerinde kız öğrenciler yalnız Kuran-ı Kerim ders saatlerinde başlarını örtebilirler.

Kamu Kuruluşlarında görevli memur, sözleşmeli personel, geçici personel ile hizmetliler ve işçilerin giyiminde; sadelik, temizlik ve hizmete uygunluk esastır.

Sağlık birimi , şantiye, arazi, Atölye, maden ve benzeri yerlerde çalışanların işin ve yerin özelliğine göre giyim eşyasının tipi, modeli ve rengi ilgili kurumca tespit edilir.

Sağlık özürlü bulunan ve bunun doktor raporuyla belgelendiren personelin giyimleri, özürleri ve mevsim şartlarına uygun olarak belirlenir.

Okullarda görevli; yönetici, öğretmen, memur, sözleşmeli personel, geçici personel, hizmetli ve işçiler, görev yaptıkları yerin veya mezun oldukları okulların rozetleri ile Hükümetçe özel günler için çıkarılan rozetler (Atatürk'ün Doğumunun 100.yılı gibi), dışında, rozet, işaret, nişan ve benzeri şeyler takamaz. Öğrenciler öğrenim gördükleri okulların rozetleri dışında; rozet, işaret, nişan ve benzeri şeyler takamaz.

15 Mayıs - 15 Eylül tarihleri arasında Mülki İdare Amirleri tarafından belirlenen yaz kıyafeti uygulanır. Resmi kutlama törenlerine koyu renk takım elbise ile katılır.

Her türlü resmi belgelere yapıştırılacak fotoğraflar, kılık-kıyafet yönetmeliğine uygun olmalıdır.

Yönetmeliğe aykırı hareket eden personele, Devlet Memurları Kanunu'nun 125'inci maddeleri hükümleri uygulanır. Öğrencilere ise, Milli Eğitim Bakanlığı Ortaöğretim Kurumları Ödül ve Disiplin Yönetmeliği esasları uygulanır.

