



2009-2010

FLE 425 SCHOOL EXPERIENCE



Course Pack
Research Tasks
Observation Tasks
Teaching Tasks

Name:

Surname:

School: ODTÜ Koleji

Mentor:

Instructor: Dr. Hale Işık-Güler

Dear Colleague,

Thank you very much for your co-operation by agreeing to accept our students for school experience.

To make this co-operation as productive as possible, I'd like to bring the following points and requests to your attention:

1. Enclosed you will find the Lesson Evaluation Checklist forms and observation schedules for the students. Please fill these out after you evaluate each student (See Item 5 below) and return them to me after the students finish their work.
2. Please sign our students' **Attendance Sheets** and note the details of the teaching they have done.
3. Our students are required to do a minimum of 4 class hours per week at your school.
4. Our students are required to observe lessons, teach 10/15-minute lessons (please see School Experience Activity Schedule) and one 15/20-minute lesson which will be evaluated both by you and by me. The topic will be designated by you for this assessed teaching assignment. Please use the attached Lesson Evaluation Checklist form to assess the students. This will have an important proportion in the students' term grade. You are kindly asked to talk to our students about the strengths and weaknesses of their performance throughout the semester after each presentation that you will observe.
5. Another important point I would like to make is that the part of the unit/lesson you assign to our students for the lesson to be evaluated should be **new/untaught material**. If you have the impression that the student has done a poor job in certain aspects of the unit, you can, I hope, treat those aspects briefly in the subsequent class hour. I hope this will not cause you too much inconvenience.
6. Our students are also required to keep a **Student Portfolio** which includes all the lesson plans and class material (audio-visuals, assignments, worksheets, etc.) they prepare, all assigned task sheets, observation reports, reflection reports, that is, everything related to the School Experience course. Please check the Students Portfolio and grade the students' overall performance, taking the grading guidelines into consideration.
7. In case you observe any problems caused by our students, have complaints or questions, please do not hesitate to contact me personally or reach me by phone.

Thank you very much again for your assistance and co-operation.

Name: **Dr. Hale Işık-Güler**
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Signature:



Department of Foreign Language Education
Faculty of Education
Middle East Technical University

(Grading criteria to be filled by mentor teachers to evaluate student performance)

Dear Colleague,

The following criteria are grouped under five main headings, 20 points each. They describe the teaching competences of fourth year student-teachers. Each of these components are equally weighted and should be graded out of 100.

Thank you for your cooperation.

Mentor Teacher: _____

Student Teacher: _____

CRITERIA	DESCRIPTION	GRADE
Professional Commitment	This student teacher has shown consistent commitment and professionalism through attendance, thoughtful preparation, good record-keeping, and cooperation with partner, mentor, and colleagues. S/he has shown herself/himself to be a responsible member of staff / 20
Teaching Skills	S/he has acquired a classroom presence and demonstrated a range of classroom management skills. The student has shown confidence and competence in short- and medium-term planning (having an overview of the course, recycling the language, and focusing on the “end product”). S/he has shown confidence and competence in implementation and pupil evaluation (i.e. giving feedback and grades).	... / 20
Reflection and Awareness	S/he has shown the ability and willingness to reflect on the teaching/learning process. S/he has developed an awareness of her/his strengths and weaknesses, and are making a consistent effort to improve.	... / 20
Language	Her/his language is such that s/he provides an adequate model for the pupils. S/he is constantly working to improve her/his language skills.	... / 20
Concern for Pupils	S/he has striven to discover and take into account learner needs and differences. S/he is sensitive and responsive to the ups and downs of the pupils’ learning process. S/he has shown concern for the pupils’ social and personal development.	... / 20
FINAL GRADE		/100

MIDDLE EAST TECHNICAL UNIVERSITY
FACULTY OF EDUCATION
Department of Foreign Language Education
FLE 425 School Experience / 2009 - 2010 - Fall Term

ATTENDANCE SHEET

Student's Name

School Attended

WEEK	Date	Class Observed / Hour	Topic of the Lesson	Name of the Course Book/ Title of Handouts used	Mentor Teacher's Name	Teacher's Signature
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

AIM

To give the students an opportunity to observe authentic teaching and to provide them with the chance to gain school experience at primary/secondary schools under staff supervision.

REQUIREMENTS

1. OBSERVATION PHASE

The students are required to spend 4 hours per week to perform their duties in the school they are assigned to. This phase starts in the middle of October and continues till the end of December, depending on each student's assigned schedule.

2. ASSESSED TEACHING

a. Each student will prepare a lesson plan for 15-20 minutes on an assignment to be designated by the school teacher one or two weeks in advance to execute later in class. This class will be observed and assessed by both the course instructor and the school teacher.

b. Apart from the assessed teaching, each student will also do four 10-15 minute mini lessons in the presence of the classroom teacher, and design/develop and mark a worksheet/homework. These activities will be scheduled and evaluated by the school teacher.

3. Students are required to keep a **Student File (Portfolio)** that includes all task sheets, lesson plans and various assignments.

4. The course instructor will be available for individual consultation on tasks throughout the course.

5. EVALUATION

a.	Student Portfolio (10 Observation Tasks)	40 %
b.	<i>Assessed Teaching</i>	20 %
c.	Mentor Teacher's Grading Report (4 Teaching Tasks)	20 %
d.	Assignments (4 research tasks + in-class activities)	20 %

* If the student-teacher does not complete 10-week of observations, s/he fails the course.

**If the student loses his/her portfolio, s/he gets no points for the observation and research tasks.

SCHOOL EXPERIENCE PORTFOLIO

Keeping a school practice portfolio is very important. It should be a in the file which lets the student-teacher add or remove papers. The following should be in the file at various stages of the work in school.

1. Identification information at the beginning of the file:

- Name of student-teacher
- Faculty ID number
- Department
- Year and semester
- Name of practice school
- Name of mentor teacher
- Name of faculty supervisor (course instructor)

2. A time-table of all activities to be done in school, during the semester, either for school experience or teaching practice. It should show the dates and classes the student-teacher will work with.

For School Experience, the school practice file should contain the list of the activities the student-teacher has been asked to complete.

For each activity completed, the student-teacher should write the answers to the questions asked in the activity. This may include notes, reports, evaluations, schedules, or other material. It should be written in an orderly and organised way so that it can be easily read and assessed by the student-teacher's supervisor or his mentor. The answers should be clearly crossed-referenced to each activity.

3. For Teaching (Tasks) Practice, all lesson plans and any other lesson notes made by the student-teacher should be in the file.

Lesson plans and notes for each class taught by the student-teacher should be kept separately using dividers in the file. For each class the following should be put into the file.

- Each lesson plan, plus any lesson notes for that lesson
- Student work sheet prepared or used by the student-teacher, plus any tests or quizzes given and their evaluation, and any other useful information
- At the end of each lesson taught by the student-teacher, he or she should give his own evaluation of the lesson

4. Observations of other lessons attended by the student-teacher. He should use the lesson observation forms, or any other agreed means of recording what is seen.

5. The school curriculum in the student-teacher's subject area, text books used, any examinations.

6. Documents about the extra-curricular activities attended, such as school trips, visits to institutions, club/activity classes, special educational programmes which the school arranges.

The mentor at school and the supervisor may want to examine the file from time to time during the semester. The student-teacher should have it at all times when in school, and it should be continuously updated. All activities related to lessons, evaluation and notes taken in the lesson should be in the file in completed form.

The faculty will specify, in the partnership documents, the principles relating to student-teacher evaluation on school experience and teaching practice. This will include the relative weight of the mentor and faculty supervisor evaluation, and how to incorporate evaluations by more than one school teacher. There will also be faculty policy on student-teacher absence from teaching practice, and whether make-up is possible.

The final assessment is based on mentor teacher's observations of the student-teacher's mini lessons, faculty supervisor's and mentor teacher's observations of the assessed teaching, student files, and attendance. The student-teacher's school practice file will be used in assessment, as specified by the faculty.

METU

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

FLE 425- SCHOOL EXPERIENCE

2009-2010 FALL SEMESTER

COURSE OUTLINE

In School Experience, you will spend time in the school environment to prepare for full teaching practice. This course aims to give you a structured introduction to teaching and help you acquire teaching competencies and develop your teaching skills. Therefore, each day in school, you will:

- Work with a class on the activities
- Observe lessons/pupils/teachers/processes
- Practice teaching skills (four times preferably)
- And later, teach a 15-20 minute lesson yourself

1. Make sure that you arrange to meet with the mentor, who will closely supervise your work in the school. During the meeting, explain to the mentor the activities your university supervisor has asked you to do during the semester. Ask for help in organising them effectively.

2. At the end of your first day in school this semester, you should have agreed with your mentor a plan of action for the remaining weeks. You should have a written plan to discuss with your university supervisor.

3. You may teach something each week. That is, you have to coordinate with the teacher of that class so that you can both agree on what and how you will teach. The teacher may wish you to team-teach with him or her for some of the lessons. However, even if you are not teaching, you must try to be involved in the lesson preparation. Make sure you know how to contact the teachers you are working with in between your days at school.

Roles and responsibilities of the student-teacher towards the *school*

The student-teacher:

- Is cooperative and communicative with the school management and mentor(s)
- Fulfils work in a planned way and without disrupting the mentor's lesson plan and program
- Obeys the rules of the school
- Uses teaching aids effectively and takes good care of them
- Participates in school activities under the responsibility of the mentor

Roles and responsibilities of the student-teacher towards *pupils*

The student-teacher:

- Ensures the safety of the pupils under his/her responsibility
- Gives pupils clear and understandable guidelines
- Is objective in assessment
- Makes sure the lesson(s) are understood
- Is decisive and tolerant in class management
- Guides pupils in working together

- Helps pupils to develop productive working habits
- Is able to lead pupils

Roles and responsibilities of the student-teacher towards *her/himself*

The student-teacher:

- Has a positive attitude towards his profession, and complies with the competencies the teaching profession requires
- Sets a good example in his or her personal and professional life
- Gets the support of the school administration and teachers
- Follows the developments in his field closely and continues to develop his knowledge and skills
- Uses time effectively
- Is well-balanced in relationships with pupils
- Keeps an effective file of work for discussions and evaluation

WEEKS/ OBS TASKS	TASK TITLES
WEEK 1	Introduction: Learning about the school and the teaching environment
WEEK 2 (TASK 1)	• Explaining: Attending to the learner
WEEK 3 (TASK 2)	• Teacher’s language teaching methodology
WEEK 4 (TASK 3)	• Questioning Skills
WEEK 5 (TASK 4)	• Explaining: Student Motivation & Interaction (Working in Groups)
WEEK 6 (TASK 5)	• Error management and feedback
WEEK 7 (TASK 6)	• Classroom language: transitions (opening & closures; breakdowns)
WEEK 8 (TASK 7)	• Lesson Observation: Effective Use of Textbooks
WEEK 9 (TASK 8)	• Effective Use of Supplementary Material
WEEK 10 (TASK 9)	• Preparing and using worksheets: Marking Pupils’ Work
WEEK 11-12 (TASK 10)	• Assessed teaching
WEEK 13	Course evaluation

SCHOOL EXPERIENCE ACTIVITY SCHEDULE				
Date	Week at school	Research task	Observation task	Teaching task
October 5-9	Introductory Research Task Internet search about the school			
October 12 -16	Week 1	Research Task 1 Learn about your mentor teacher and the school	Observation Task 1 Attending to the learner	
October 19-23	Week 2	Research Task 2 Learn about your mentor teacher's teaching philosophy	Observation Task 2 Teaching Methods: Teacher's teaching methodology	
October 26-30	Week 3		Observation Task 3 Teacher's Questioning Skills Observation Task 4 Teacher's wait time	
November 2-6	Week 4		Observation Task 5 Student Motivation Observation Task 6 Interaction	Teaching Task 1 Attending to the learner or Questioning & Wait time
November 9-13	Week 5		Observation Task 7 Error management & feedback	
November 16-20	Week 6		Observation Task 8 Classroom Language Transitions: opening & closure Observation Task 9 Transitions: breakdowns	Teaching Task 2 Motivation & Interaction or Error management & feedback
Nov. 23- Dec.4	Week 7	Research Task 3 Evaluate the course book (student perspective)	Observation Task 10-A Lesson Observation: Using the Course book	
December 7-11	Week 8		Observation Task 10-B Lesson Observation: Adapting the course book: supplementary material	Teaching Task 3 Classroom language: Transitions
December 14-18	Week 9			Teaching Task 4 Preparing a worksheet and Marking students' work
December 21-25	Week 10			Teaching Task 5 Assessed teaching
December 28- 30	Make-up week for assessed teaching			
January 4-8	Evaluation of 425 School Experience			