



Istanbul Medipol University  
ELT Department  
School Practicum I Portfolio

**This file belongs to:** .....

**Name of Mentor:** .....

**Name of School:** .....

**Name of Supervisor:** .....

*Dear Prospective Teacher,*

*You are about to embark on your teaching practice, where you will meet the day-to-day reality of life in the classroom. Observation of other teachers is an excellent way of helping oneself to become more aware of options and possibilities. This file has been designed to aid you in your observation of your mentor and of yourself during your school experience.*

*The most significant theories and fundamental principles underlying teaching were presented to you during your campus course. Theory alone, however, will never produce competent teachers, just as experience alone is insufficient as a basis for development. Theory and practice will have to go hand in hand for you to be able to develop a critically reflective approach to teaching that can be used with any teaching method. Therefore, this material is intended to link the more theoretically based campus course and the hands-on experience of everyday teaching.*

*Before you start your observations, please read this guideline thoroughly so that you have an idea of the Observation Tasks you are supposed to do this term.*

*We very much hope that the tasks in this portfolio will help you to become more aware of how an English teacher works and to develop skills to reflect on teaching practice.*

*Thank you,*

*School Experience Committee*

## WHAT ARE THE ROLES AND RESPONSIBILITIES OF INDIVIDUALS IN SCHOOL EXPERIENCE?

STUDENT-TEACHER	SCHOOL MENTOR	UNIVERSITY SUPERVISOR
<p>Spend 6 hours a week in practice school.</p> <p>Be punctual and prepared for work.</p> <p>Attend all school activities as required by mentor.</p> <p>Dress, and act professionally.</p> <p>Check all rules and regulations of host school with the mentor and adhere to them.</p> <p>Check school calendar for the semester and follow it.</p> <p>Seek regular feedback from mentor.</p> <p>Request regular meeting time to discuss progress.</p> <p>Inform the mentor about the information in this file</p> <p>Maintain regular contact with supervisor.</p> <p>Share all necessary information related to your school experience with your supervisor at</p>	<p>Introduce the classroom routines, school calendar, policies, procedures, building facilities, teaching resources, and personnel to your student-teacher.</p> <p>Prepare the students in the classroom for the arrival and role of student teacher in classroom activities.</p> <p>Provide opportunities for guided observation and in the teaching process.</p> <p>Demonstrate and discuss with the student-teacher a range of effective teaching and classroom management techniques and methods.</p> <p>In form student teacher as to your requirements regarding written lesson plans and other relevant preparatory exercises and procedures before teaching the class; and procedure after lesson is delivered.</p> <p>Encourage student teacher to implement their own alternate instructional teaching and/or management techniques.</p> <p>Set up, in consultation with student teacher, (and university supervisor if necessary), a comprehensive and regular observation and teaching schedule.</p> <p>Organize for feedback, both written and through discussion, to the student teacher as soon as possible after the teaching event, and for other planned conferences as required.</p> <p>Close conferences with both a review of events recording strengths and also generate items requiring attention for the next lesson.</p> <p>Encourage self-evaluation by the intern as practice towards developing a reflective stance to teaching and learning, through clarifying, rephrasing and redirecting, and probing gently, as needed. Consider using a weekly evaluation tool in order to promote dialogue.</p> <p>Involve student teacher in yard/cafeteria duty, faculty meetings, parent-teacher conferences, professional development sessions, and other extracurricular activities as and when appropriate</p>	<p>Schedule an initial conference with the cooperating mentor teacher and student teacher to provide orientation to the process</p> <p>Schedule regular meetings with the cooperating teacher to assess the student teacher's progress.</p> <p>Observe the student teacher in teaching situations and keep informed of the student teacher's progress through observations and conferences in the student teacher and the cooperating teacher.</p> <p>Meet weekly during the term with the student teacher to share experience, ideas, concerns, questions and reflection.</p> <p>Initiate</p>

<p>beginning of semester.          Ask for help/advice promptly.</p>	<p>Participate in three-way meeting with university supervisor and intern as and when required - particularly at beginning of semester for planning purposes, and for evaluation conferences at end of rotation.</p> <p>Collaborate with the university supervisor in helping the student teacher meet the requirements of the student teaching program, and in preparing final evaluations.</p> <p>Maintain communications with the university supervisor on an ongoing basis.</p> <p>Identify and document any concerns about student progress as early as possible and contact university supervisor to discuss and implement improvement plans.</p>	<p>conferences with student teachers, mentor teachers and others concerned with the student teacher's progress</p>
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## General Guidelines for School Experience

1. This term, you will carry out 12 weeks (6 hours each week) of classroom observation and produce 5 observation reports in the following order.

SCHOOL EXPERIENCE ACTIVITY SCHEDULE	
WEEKS	TASK TITLES
WEEK 1-2	THE LANGUAGE
WEEK 3-4	THE LESSON
WEEK 5-6	CLASSROOM MANAGEMENT
WEEK 7-8	CLASSROOM CONTEXT AND LANGUAGE TASKS
WEEK 9-10	THE USE OF INTERACTIVE SCREEN AND ERROR CORRECTION

2. Attendance is required, and you must inform your mentor and supervisor in case of absence beforehand.

3. Throughout the term, you will keep a portfolio which you will need to submit to your supervisor at the end of the term. In this portfolio, the following documents should be included:

a. 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)

b. Attendance sheet filled in by you and signed by your mentor each week.

c. Five observation reports with accompanying observation schedules and notes.

d. Your reports should be written in an orderly and organized way so that they can be easily read and assessed by the supervisor or the mentor.








### OBSERVATION REPORT EVALUATION RUBRIC

	20	15	10	5	SCORE
Style: Clarity & Accuracy	The language is clear and expressive. Explanation makes sense to an uninformed reader.	Minor, infrequent lapses in clarity and accuracy. Explanation mostly makes sense to a reader.	There are lapses in clarity and accuracy. Explanation creates many questions.	Language is unclear and confusing throughout. Concepts are neither discussed nor presented accurately.	
Connections to Content and Pedagogy	Response is thorough with meaningful connections to important ideas and concepts. Response integrates previous knowledge and connects to larger issues. Relevant details and accurate facts support the response	Response is adequate, with some meaningful connections to important ideas and concepts. Response integrates previous knowledge or connects to larger issues. General information supports the response	Response is incomplete, lacking in connections to important ideas or concepts. Response alludes to previous knowledge or larger issues. Weak or incomplete information is used to support the response	Response is random, without connections to important concepts of ideas. Response is not connected to previous knowledge or larger issues. No information supports the response.	
Analysis & Self-awareness	The reflection moves beyond simple description of the learning experience to an analysis of how the experience contributed to understanding of self, others, and procedure.	The reflection demonstrates attempts to analyze the learning experience but analysis lacks depth of how the learning experience contributed to understanding of self, others, and procedure.	The reflection attempts at applying the learning experience to understanding self, others, and procedure but does not demonstrate depth of analysis.	Reflection does not move beyond description of the learning experience.	
Details: Concrete Evidence	Relevant, telling, quality details and concrete evidence from the observation allow the reader to go beyond the obvious or predictable.	Supporting details and concrete evidence from the observation is relevant, but a few connections are unsupported.	Supporting details and concrete evidence from the observation is relevant, but several connections are unsupported.	Supporting details and concrete evidence from the observation show no connections or not related to observation.	
Grammar & Spelling: Conventions	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes a couple errors in grammar or spelling do not distract the reader from the content.	Writer makes a few errors in grammar or spelling that tend to distract the reader from the content.	Writer makes many errors in grammar or spelling that distract the reader from the content.	

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<b>TOTAL SCORE:</b>	
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## WEEK 1-2

### THE LANGUAGE

#### TASK 1

#### TASK OBJECTIVE

This task aims to have you collect some instances of teacher talk and student talk. You are expected to make observation notes regarding “who made the utterance?”, “in what language was the utterance made?”, and “the length of the utterance”.

#### PROCEDURE

1. Arrange with your mentor to observe a lesson.
2. Make yourself familiar with the data collection chart below.
3. Pay attention to the utterance of the teacher and the students.
4. Concentrate on “Who spoke?”, “In what language?” and “How long the utterance is?” and tick the relevant slots in your observation chart.
5. After the lesson ends, have a look at your findings with your partner and try to make inferences.
6. Discuss your inferences with your mentor and take notes.
7. Reflect on your findings and write a 250-word report.

Number of Utterance	Who spoke?		In what language?		How long was the utterance	
	Teacher	Student	Target Language	Mother Tongue	Less than 5 words	More than 5 words
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						

## **TASK 2**

### **TASK OBJECTIVE**

This task aims to have you concentrate on teacher-student interactions regarding the teacher's question and its type, the teacher's wait time, the student's response, the teacher's feedback, and the student's response.

### **PROCEDURE**

1. Arrange with your mentor to observe a lesson.
2. Make yourself familiar with the data collection chart below.
3. Pay attention to the questions the teacher asks during the lesson.
4. On your observation chart, make notes regarding what the teacher asked, what type of question it was, how long the teacher waited for the student's response, whether the teacher gave any feedback to the student and, if so how, and finally how the students reacted to the feedback.
5. After the lesson ends, look at your findings with your partner and try to make inferences.
6. Discuss your inferences with your mentor and take notes.
7. Reflect on your findings and write a 250-word report.

Student' s Response to Feedback											
Teacher' s Feedback											
Student' s Response											
Length of wait time											
Teacher' s Question											

## WEEK 3-4

### THE LESSON

#### TASK OBJECTIVE

The task aims to have you observe and develop an understanding of the routines that characterize a lesson flow and the purposes they serve. For this task, you will be observing two different lessons to collect data about what your mentor does in the presentation, practice, and production phases of a lesson.

#### PROCEDURE

1. Arrange with your mentor to observe at least two different lessons.
2. Make yourself familiar with the data collection chart below.
3. Note down specific actions your mentor takes during the presentation, practice, and production phases of a lesson.
4. Make inferences concerning the teacher's actions. For example: establishing a certain classroom atmosphere and ending the lesson and linking it to previous/future ones, etc.
5. As the lesson develops, there may be questions that you would like to ask your mentor about the various actions he/she took. Make a note of these questions as they emerge during the lesson.
6. Discuss your inferences with the teacher and take notes.
7. Reflect on your observation and findings and write a 250-word report.

Class Description:

	<b>OBSERVATION</b> (What did the teacher do?)	<b>INFERENCE</b> (Why did the teacher perform this particular action?)	<b>DISCUSSION QUESTIONS</b> (note down questions to ask your mentor after the lesson)
<b>PRESENTATION-PRE</b>			
<b>PRACTICE-WHILE</b>			
<b>PRODUCTION-POST</b>			



## **WEEK 5-6**

### **CLASSROOM MANAGEMENT**

#### **TASK 1**

##### **TASK OBJECTIVE**

This task aims to have you observe the instructions the teacher gives during the lesson from the perspective of specific sub-skills in order to discover the dynamics of effective instruction giving. For each sub-skill, decide how successfully it was achieved, and write your questions for post-lesson consultation in the right-hand column of the table.

##### **PROCEDURE**

1. Arrange with your mentor to observe a lesson.
2. Make yourself familiar with the data collection chart below.
3. Pay attention to the instructions the teacher gives during the lesson.
4. Concentrate on the sub-skills of instruction given mentioned in the observation chart and state whether they are clear, not very clear, or unclear.
5. Note down any points for further discussion with your partner or mentor in the final column.
6. After the lesson ends, have a look at your findings with your partner and try to make inferences.
7. Discuss your inferences with your mentor and take notes.
8. Reflect on your findings and write a 250-word report.

Instruction-giving skills	Clearly observed? Not clearly observed?	<b>DISCUSSION</b> <b>QUESTIONS</b> (note down questions to ask your mentor after the lesson)
Signaling start of activity (Creating a silence)		
Use of simple language		
Use of short sentences		
Logic and clarity		
Use of target language		
Voice quality		
Eye-contact		
Mime, gesture, body language		
Repeating instruction in a different way		
Use of visual aids		
Demonstration rather than explanation		
Checking understanding		
Signaling end of activity		

**Please refer to the following question during your discussions and while writing your reflection report.**

In your opinion, which three elements contributed more to the lesson? Which elements had a negative impact on the lesson?

What are the most important factors for you personally when giving instructions? What will you incorporate into your own teaching after doing this observation task?

## **TASK 2**

### **TASK OBJECTIVE**

This task aims to have you observe organizational skills involved in the management of pair and group work activities. You will be specifically observing how the teacher gets the students in, through, and out of an activity and try to record details

### **PROCEDURE**

1. Arrange with your mentor to observe a lesson that will include pair and group work activities.
2. Make yourself familiar with the data collection chart below.
3. Monitor the teacher and try to record details of how he/she moves in, monitors, and moves out of an activity.
4. Note down any comments for further discussion with your partner or mentor in the final column.
5. After the lesson ends, have a look at your findings with your partner and try to make inferences.
6. Discuss your inferences with your mentor and take notes.
7. Reflect on your findings and write a 250-word report.

	Sub-Skill	Observation	Comment
introactivity  Moving  a)	i) Organizing groups, seating, etc.  ii)Instructions  leaders iii)Appointing, briefing	<i>T selects group members.</i>	<i>T seems to be deliberately creating groups of mixed levels.</i>
Monitoring  b)	i) Monitoring  ii)Verbal Contact  iii)Teacher's voice, position, etc.		

Outcome of an activity	i) Winding down  ii) Signaling  iii) Re-orienting  iv) Reporting back		
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**WEEK 7-8**

**CLASSROOM CONTEXT AND LANGUAGE  
TASKS**

**TASK 1**

**TASK OBJECTIVE**

This task aims to have you consider the following questions: “What is there about the classroom, the activities, the teacher, and the students that helps create conditions for effective learning?” and “What aspects of the lesson might hinder learning?”

**PROCEDURE**

1. Arrange with your mentor to observe a lesson.
2. Make yourself familiar with the data collection chart below.
3. Pay attention to conditions/situations related to the classroom, the activities, the teacher, and the students, which may enhance or hinder effective learning in the language classroom.
4. Note down your observation on the chart.
5. After the lesson ends, have a look at your findings with your partner and try to make inferences.
6. Discuss your inferences with your mentor and take notes.
7. Reflect on your findings and write a 250-word report.

Positive Factors	Negative Factors
The classroom	The classroom
The activities	The activities
The teacher	The teacher
The students	The students

Note down what you would like to learn from your mentor to incorporate into your own teaching. This could include personal qualities, teaching skills and techniques, activities, the way the teacher creates a good classroom atmosphere, etc.

## **CLASSROOM CONTEXT AND LANGUAGE TASKS**

### **TASK 2**

#### **TASK OBJECTIVE**

This task aims to have you observe whether the activities in a specific lesson are oriented toward fluency or accuracy.

#### **PROCEDURE**

1. Arrange with your mentor to observe a lesson.
2. Make yourself familiar with the data collection chart below.
3. Pay attention to the activities the teacher makes use of in the class and decide on the type of the activity (spoken or written) and whether the activity is accuracy or fluency oriented and note down your observation on the chart.
4. Note down any points for further discussion with your partner or mentor in the final column.
5. After the lesson ends, have a look at your findings with your partner and try to make inferences.
6. Discuss your inferences with your mentor and take notes.
7. Reflect on your findings and write a 250-word report.



Activity	Fluency-oriented		Accuracy-oriented		DISCUSSION QUESTIONS (note down questions to ask your mentor after the lesson)
	Spoken	Written	Spoken	Written	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

**Please refer to the following question during your discussions and while writing your reflection report.**

- ✓ What do you think about the balance of the activities? Are there any parts that you would change?
- Did the accuracy practice activities motivate the learners to want to be accurate?
- Did they have enough thinking time available to pay attention to form?
- ✓ Did the fluency activities attempt to simulate real-life language use and did the learners pay attention to meaning?

## **WEEK 9-10**

### **THE USE OF INTERACTIVE SCREEN AND ERROR CORRECTION**

#### **TASK 1**

#### **TASK OBJECTIVE**

This task aims to have you reflect on the use of blackboard in a language classroom.

#### **PROCEDURE**

1. Arrange with your mentor to observe a lesson.
2. Make yourself familiar with the data collection chart below.
3. Observe the lesson from the perspective of the criteria listed in the observation chart.
4. After the lesson ends, have a look at your findings with your partner and try to make inferences.
5. Discuss your inferences with your mentor and take notes.
6. Reflect on your findings and write a 250-word report.

### Blackboard work

The blackboard is the teacher's most traditional resource. Organised blackboard work is a basic skill which helps students learn and organise their own work.

Task: *At two points during the lesson, copy the board's contents in the tables below:*

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## **TASK 2**

### **TASK OBJECTIVE**

This task aims to have you focus on oral correction techniques a teacher uses in the language classroom.

### **PROCEDURE**

1. Arrange with your mentor to observe a lesson.
2. Make yourself familiar with the data collection chart below.
3. Observe the lesson from the perspective of the criteria listed in the observation chart and take related notes.
4. After the lesson ends, have a look at your findings with your partner and try to make inferences.
5. Discuss your inferences with your mentor and take notes.
6. Reflect on your findings and write a 250-word report.

## Oral correction techniques

**Task:** Use the chart to help you record data about how the teacher corrects. As you hear a mistake being made, put the sentence in the appropriate column.

Teacher did not correct this mistake	Teacher corrected this mistake automatically	Teacher signaled for self-correction for this mistake	Teacher invited peer-correction here

**Reflect on the following questions while writing your report:**

*It is just as important to praise students when they are doing really well as it is to point out their mistakes. Teachers can show their appreciation or disapproval through the use of facial expressions and body language. Which of these does your mentor use?*

*Discuss with your mentor why he or she chose to correct in the way she did and write down what you learned from this observation.*