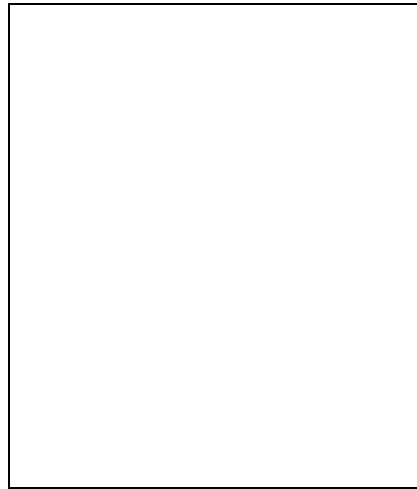


**EUROPEAN UNIVERSITY OF LEFKE  
FACULTY OF EDUCATION  
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION  
ELT PROGRAM  
ELTE409 TEACHING PRACTICE I COURSE  
2023-2024 FALL TERM  
TEACHER CANDIDATE INFORMATION**



**NAME-SURNAME:** \_\_\_\_\_

**STUDENT NUMBER:** \_\_\_\_\_

**PRACTICE SCHOOL:** \_\_\_\_\_

**CLASSROOM/s – GROUP/s:** \_\_\_\_\_

**CLASSROOM TEACHER/s:** \_\_\_\_\_

## **TEACHING PRACTICE OBSERVATION PHASE COURSE FILE CONTENT**

- 1. TEACHER CANDIDATE INFORMATION FORM**
- 2. DEPARTMENT GUIDELINES**
- 3. MENTOR TEACHER INFORMATION FORM**
- 4. OBSERVATION PROTOCOL FOR THE TEACHER CANDIDATE**
- 5. PRE-REQUISITE OBSERVATION FORM FOR THE TEACHER CANDIDATE**
- 6. IMPORTANT INFORMATION FOR THE TEACHER CANDIDATES**
- 7. IMPORTANT INSTRUCTIONS**
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## EUL FACULTY OF EDUCATION



### DEPARTMENT OF FOREIGN LANGUAGES EDUCATION

#### ENGLISH LANGUAGE TEACHING PROGRAMME

#### ELTE409 TEACHING PRACTICE 1 COURSE - DEPARTMENT GUIDELINES

Course Instructor: \_\_\_\_\_

#### AIM

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

#### REQUIREMENTS

##### 1. OBSERVATION PHASE

The students are required to observe a minimum of 72 hours of teaching in the classes they are assigned to.

##### 2. ASSESSED TEACHING

Each student is required to prepare and submit the lesson plan and materials (this is going to be done for minimum 2 lessons) of their teaching to the mentor teacher at least one week before their actual performance. The teaching performances will be observed and assessed by the course instructor and the mentor teacher.

##### 3. EVALUATION OF THE COURSE

Task	Percentage
Material Design (Lesson 1)	%5
Material Design (Lesson 2)	%5
Lesson Plans of the Evaluated Lessons	%10 (each 5 points)
Practice Teaching lesson (graded by the course instructor & mentor teacher)	40% (each 20 points)
Observation Forms and reflections	40% (each table and reflection 5 points)

4. It is your responsibility to read and understand each point in this pack and consult your course teacher for any questions

## MENTOR TEACHER INFORMATION FORM



**EUROPEAN UNIVERSITY OF LEFKE**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF FOREIGN LANGUAGES EDUCATION**  
**ELT PROGRAM**

Dear \_\_\_\_\_,

The below mentioned students will attend your lessons during the dates provided by the Turkish Republic of Northern Cyprus Ministry of Education for minimum of 72 hours. The teacher candidate is required to observe the methods, techniques, classroom management strategies and teaching strategies of the mentor teacher. Also, to be aware of the school requirements and participate in any kind of responsibility given by the mentor teacher such as, preparing lesson plans and materials, preparing exams, evaluating exam papers or participating in any kind of extracurricular activity. It is compulsory for the teacher candidate to fulfill all the responsibilities provided by the mentor and the course teacher. The teacher candidate will be evaluated by you during this process.

Thank you very much for your cooperation.

Regards,

No	Reg. Number	Student Name & Surname	Telephone Number
1			
2			

**Mentor Teacher**

**Signature**

## **OBSERVATION PROTOCOL FOR THE TEACHER CANDIDATE**

In the course, the observations will give you a chance to synthesize the readings and class discussions, and provide you with a practical perspective on important EFL issues. Keep in mind that several observations of the same teacher or class will give you a much more accurate perspective than a single session. The steps listed below will help you get the most out of your observations:

1. Obtain the main textbook used in class as soon as possible.
2. Dress appropriately and accordingly. Act in a professional manner.
3. Have confidence in yourself.
4. Be ready at the classroom before the mentor teacher. **Do not** leave the room until the lesson is over.
5. **Do not** talk unless you are asked to do so by the mentor teacher. **You are there to observe, not to participate.**
6. After the observation phase, complete your report(s) / tables as soon as possible when all the details are still fresh in your mind. Make sure that you write a reflection for each table where applicable.
7. Do not forget to ask your class-teacher to assign you the subjects that you are going to teach **prior to** the date of your teaching.
8. Please **remember** to have your class teacher sign your attendance sheet daily and have it signed by the Director of the School before submitting it with your portfolio.
9. Keep a daily diary throughout the period of your observation and do not forget to hand it in with your portfolio.
10. Please make sure you take full responsibility of the tasks and duties assigned by your mentor teacher.

## PRE-REQUISITE OBSERVATION FORM FOR THE TEACHER CANDIDATE

This pre-requisite observation form should be completed only for once by the teacher candidate after observing a full lesson in addition to the other observation forms given to you as a booklet. This form will not be graded, but it is PREREQUISITE to submit this form with your file.

**Name of the Teacher Candidate:**

**Date of the Observation:**

**Level of the Class:**

**Student Number of the Class:**

<b>Social Climate</b>		<b>Always</b>	<b>Sometimes</b>	<b>Not Enough/ Not applicable</b>
a	The teacher demonstrates interest in and concern for each student. (e.g. s/he knows and uses their names, is aware of the students who finish a task early and deals with them.)			
b	The students are comfortable and relaxed with the teacher and each other. (e.g. there is some humour and fun)			
c	The students know each other by name and enjoy exchanging information.			
d	The students volunteer and cooperate in the activities and the tasks assigned by the teacher.			
e	The teacher uses the physical environment to enhance language learning and social interaction			
<b>Variety in Learning Activities</b>				
a	Appropriate use of several language skills is required in this lesson (listening, speaking, reading, writing).			
b	Audio-visual aids or other supplementary materials are used to enhance the lesson.			
c	There is appropriate variation in student grouping, pairs, etc.			
d	There is appropriate variation in input (i.e. there are different written models, prose passages, types of activities, etc.)			
e	There is appropriate variation in pacing (i.e. easy activities / fast pace; harder activities / slower pace.)			
<b>Opportunity for student Participation</b>				
a	The teacher delegates tasks to students whenever possible (e.g. calls roll, answers questions of other students, passes out papers, etc.)			
b	The teacher distributes turns evenly among all students in class so that every student is involved at some point.			
c	The teacher appropriately utilizes techniques and drills that maximize student talk time and minimize teacher talk time.			
d	The teacher makes use of games/competitions/songs to enhance student participation.			

<b>Material /Classroom Set-up</b>		<b>Always</b>	<b>Sometimes</b>	<b>Not Enough/ Not applicable</b>
a	The material is relevant, appropriate and interesting with respect to the students' age and aims.			
b	The classroom set-up is effective and economical.			
<b>Teacher Input</b>				
a	When the teacher asks questions or gives tasks,			
	i. they are appropriate to the aims,			
	ii. there is a manageable number,			
	iii. the instructions are easy to understand.			
b	The activities/tasks lead naturally to the target structure/items.			
c	The teacher introduces any necessary vocabulary effectively beforehand.			
d	The teacher provides the students with brief illustrations or examples, and uses various eliciting techniques instead of extended explanations or lecturing			
<b>Feedback and Correction</b>				
a	The teacher helps the students to control their own output (e.g. their replies or written work) whenever the focus is on form or accuracy.			
b	The teacher effectively elicits self-correction of errors whenever possible (e.g. gestures, asking for repetition, etc.)			
c	The teacher elicits constructive peer-correction when self-correction has not been effective.			
d	The teacher pinpoints the source of error without actually correcting the error.			
e	The teacher strikes a happy balance between (i) correcting so much that students become inhibited and (ii) not correcting any of the errors that occur.			

# **IMPORTANT INFORMATION FOR THE TEACHER CANDIDATES**

## **CHARACTERISTICS of TEACHER COMPETENCIES**

Teacher competencies are an outcome-based method for assessing teacher performance. They define key characteristics of successful teachers without prescribing any specific curriculum or instructional practices. The competency characteristics are useful for teacher training, licensure and professional development. While there is no national list of teacher competencies in the U.S., there are several recurring characteristics in university and state criteria

### **CONTENT AREA KNOWLEDGE**

In addition to a mastery of basic skills, effective teachers are expected to demonstrate a thorough understanding of the content of their curricular areas. They should be able to communicate this content material to students using methodologies that are appropriate for the age and abilities of the learners. These teachers are competent planners, seek to incorporate other disciplines into their lessons and stay abreast of changes and advancements in their specialty areas.

### **PEDAGOGICAL CAPABILITIES**

Successful teachers are knowledgeable about multiple methods of instruction. They understand levels of human development, both typical and atypical, and should be able to diversify their lessons to meet the needs of learners of all ability levels. These teachers are capable classroom managers and skilled at motivating students, and they perennially assess both student and personal achievement.

### **COMMUNICATION SKILLS**

Not only should teachers exhibit the skills necessary for communicating ideas clearly to students, but they must also communicate with parents, other teachers, their administrators and their communities. They must be open, approachable and diplomatic in conveying information. In a technologically oriented world, these teachers will use contemporary modes of communication like email and interactive websites in addition to traditional means of communication.

### **PROFESSIONALISM**

Teacher excellence is reflected in a professional's efforts toward continual improvement in his or her field. Professional teachers are marked by their personal presentation, reflection, collaboration, the desire to advance and adaptability. These teachers believe students can learn, understand the value of diversity in the workplace and in their classrooms, and understand the ethical implications of working with students



# **THE SEVEN BASIC COMPETENCIES OF TEACHERS**

The best teachers are passionate educators who are experts in content and its delivery. They care about students as individuals and successful academics. They are committed to their profession and the mission of their school. They are also able communicators who understand that student success relies on interdependence among students, teachers, administrators and parents.

## **1. CONTENT KNOWLEDGE**

At the core, teachers must understand content if they are to successfully impart the knowledge they hope for students to attain. Although a psychology teacher might not be expert in all areas of the discipline, s/he needs a solid foundation and must also know where to look for the answers s/he doesn't know.

## **2. PREPARATION**

Solid preparation for the year, the lesson and the day's instruction ensures that students learn from a well-developed curriculum. Being well-organized and task-oriented helps both the teacher and the student achieve educational goals. A well-prepared teacher gets through her planned lesson, but is also able to bring additional educational instruction into the classroom when opportunities arise.

## **3. INSTRUCTIONAL DELIVERY**

Knowledge of course material represents only a fraction of what is necessary to teach effectively. The best educators understand that students have different styles and learn in different ways. Good teachers bring forth their materials visually, aurally, tactically and kinaesthetically. They alter between lectures and movies. They assign papers and projects. They allow students to work independently and collaboratively. They teach so students can learn – by whatever means that may require.

## **4. ASSESSMENT**

Just as teachers must vary their instruction, so too should they vary their methods of assessment. Whether from tests, assignments or classroom interaction, a student's progress must be assessed accurately and at regular intervals. And the student needs to be made aware of just how he is doing.

## **5. CLASSROOM MANAGEMENT**

Teachers must have control over their classrooms regardless of its varied year-to-year dynamics. Equal measures of fun and discipline help create an environment where students are eager to learn. Students need to feel that they are important members of the classroom community among their peers and with the person in charge.

## **6. COMMUNICATION**

Good teachers are good communicators. They set clear expectations for their students and communicate them effectively. Students need to know how they are doing academically but also how their overall behaviour is viewed. Teachers also need to communicate well with their teaching peers, administrators and parents. Students do best when they are well-supported and that is most easily accomplished when all connected parties are well-informed.

## **7. COMMITMENT**

Teachers should be committed to their profession and be strong advocates for it. Beyond the requirements of continuing education, they should also be aware of contemporary teaching trends and laws that might have an impact on their profession. Teachers also need to accept and promote the mission of their particular institution. But most importantly, they need to be committed to their students and the future of their educational progress.

## **EFFECTIVE LESSON PLANNING, DELIVERY TECHNIQUES AND CLASSROOM MANAGEMENT SUGGESTIONS**

Good lesson planning is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional experience. The development of interesting lessons takes a great deal of time and effort. As a new teacher you must be committed to spending the necessary time in this endeavour.

It is also important to realize that the best planned lesson is worthless if interesting delivery procedures, along with good classroom management techniques, are not in evidence. There is a large body of research available pertaining to lesson development and delivery and the significance of classroom management. They are skills that must be researched, structured to your individual style, implemented in a teacher/learning situation, and constantly evaluated and revamped when necessary. Consistency is of the utmost importance in the implementation of a classroom management plan.

All teachers should understand that they are not an island unto themselves. The educational philosophy of the district and the uniqueness of their schools should be the guiding force behind what takes place in the classroom. The school's code of discipline, which should be fair, responsible and meaningful, must be reflected in every teacher's classroom management efforts.

### **SUGGESTED PRACTICES**

- Establish a positive classroom environment
  - Make the classroom a pleasant, friendly place
  - Accept individual differences
  - Learning activities should be cooperative and supportive
  - Create a non-threatening learning environment
  - Organize physical space; eliminate situations that may be dangerous or disruptive
  - Establish classroom rules and procedures and consistently reinforce them
  - Be careful with the percentage of teacher and student talking time
  
- Begin lessons by giving clear instructions
  - State desired quality of work
  - Ensure that everyone is paying attention
  - Ensure that all distractions have been removed
  - Describe expectations, activities and evaluation procedures

- Build lesson upon prior student knowledge
- Maintain student attention
  - Give every student a chance to speak
  - Provide sufficient waiting time after you ask a question
  - Show enthusiasm and interest in your lesson and students
  - Reinforce student efforts with praise
  - Vary instructional methods
  - Demonstrate and model the types of responses or tasks you want students to perform
  - Provide guided practice for students; monitor responses and deliver immediate corrective feedback
  - Move around and consider individual needs
- Use appropriate pacing
  - Be aware of your teaching pace
  - Watch for cues that show children are becoming confused, bored or restless; sometimes lessons have to be shortened
  - Make smooth transitions between lessons
- Provide suitable seatwork
  - Seatwork should be diagnostic and prescriptive
  - Develop procedures for seeking assistance; have a “help” signal
  - Develop procedures for what to do when finished
  - Move around to monitor seatwork
  - Vary methods of practice / teaching (use pair work – group work, etc.)
- Evaluate your lesson
  - Complete the lesson with a summary of the main points
  - Determine if the lesson was successful; did you meet your objectives?
- Develop positive teacher / student relationships
  - Be a positive role model
  - Create an exciting learning environment for all students
  - Reward good behaviour
  - Have consequences for disruptive behaviour
  - Use a warning system (verbal – non-verbal)
  - Take action towards disruptive behaviour proactively (eye contact, close space between you and student, use head/hand gestures)

## **IMPORTANT INSTRUCTIONS**

At the end of this course, students **MUST** submit:

1. Teaching Practice Course Attendance Record (School Director's Signature and Stamp, and Mentor Teacher's Signatures).
2. Mentor Teacher's Evaluation Forms of the Candidate Teacher (minimum 2 separate teaching evaluations).
3. Any missing document will result in **DIRECT FAILURE** from the course without file inspection.
4. Each teacher candidate must complete minimum of **72-hours** of school visit, including their minimum **2 obligatory teaching lessons** (to be evaluated).
5. Materials and lesson plans prepared for **2 obligatory teaching lessons**.
6. Daily diary records
7. Make sure you have the mentor teacher **read and sign** the "mentor teacher information form".



**DEPARTMENT OF FOREIGN LANGUAGES EDUCATION  
ENGLISH LANGUAGE TEACHING PROGRAMME  
ELTE409 TEACHING PRACTICE 1 COURSE  
ATTENDANCE RECORD  
2023-2024 FALL**

**Student's Name and Surname:**

**Registration number:**

**School:**

**Classroom:**

**Mentor Teacher's Name and Surname:**

<b>MONDAY</b>		<b>TUESDAY</b>		<b>WEDNESDAY</b>		<b>THURSDAY</b>		<b>FRIDAY</b>	
<b>Date:</b>		<b>Date:</b>		<b>Date:</b>		<b>Date:</b>		<b>Date:</b>	
Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature
Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature

<b>MONDAY</b>		<b>TUESDAY</b>		<b>WEDNESDAY</b>		<b>THURSDAY</b>		<b>FRIDAY</b>	
<b>Date:</b>		<b>Date:</b>		<b>Date:</b>		<b>Date:</b>		<b>Date:</b>	
Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature
Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Date:		Date:		Date:		Date:		Date:	
Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature
Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Date:		Date:		Date:		Date:		Date:	
Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature
Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Date:		Date:		Date:		Date:		Date:	
Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature
Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature

Total hours: \_\_\_\_\_ hours.

Signature  
Mentor Teacher Name and Surname

Signature, Seal  
School Director's Name and Surname

### Pre- Semester Task: Perceptions of the Teacher Candidates'

**Activities:** Teacher candidates' pre-semester perceptions of the activities

**Instruction:** Please fill in the form below at the beginning and at the end of the semester and share them with your classmates.

<b>According to you, what are the characteristics of a quality classroom?</b>	<b>What are the characteristics of an effective teacher?</b>	<b>What are the characteristics of an effective lesson?</b>
<b>What are the characteristics of an ineffective classroom?</b>	<b>What are the characteristics of an ineffective teacher?</b>	<b>What are the characteristics of an unproductive lesson?</b>

**Table 1. Candidate Teacher's Observation Task of the Mentor Teacher**

<b>Mentor Teacher's Name:</b> <b>Class / Group:</b> <b>Date:</b> <b>Time:</b>		
<b>Observed Activities</b>	<b>Yes</b>	<b>No (explain briefly)</b>
Does the teacher have a lesson or an activity plan?		
Have any plans been made with regard to the lesson organization?		
Is there sufficient equipment for the lesson?		
Has sufficient explanation been made about the subject?		
Have the important points been stressed?		
Have the students' active participation been encouraged?		
Has the teacher corrected the mistakes been made?		
Has sufficient time been given for skill teaching?		
Have the students been motivated for teaching/learning?		
Has the success been tested and evaluated?		
Has effective communication with the students been established throughout the lesson?		
Has the body language and tone of voice been used effectively?		

**Your reflection:**



**Table 2. The Teacher's Reaction towards misbehavior task.**

<b>Mentor Teacher's Name:</b> <b>Class / Group:</b> <b>Date:</b> <b>Time:</b>	
<b>Behavior</b>	<b>Rate of the behavior (frequency)</b>
Creating eye-contact	
Ignoring	
No comprehension	
Asking a question and expecting an answer	
Observing	
Other: _____	

**Your reflection:**

**Table 3. Student Behavior Task**

**Instruction:** This form shows a student’s positive and negative behaviors on a scale. After deciding **which** student to observe, please fill out this form by getting help from the classroom teacher. Put a tick (√) where applicable

<b>Positive Behavior Example</b>			<b>Negative Behavior Example</b>
Attends the school regularly			Does not attend school regularly.
Happy at school			Is not happy at school.
No physical complaints			Has pain complaints.
Self-confident			Is not confident.
Obeys the rules.			Does not obey rules.
Parents are concerned.			Parents are not interested in school.
Comes to school on time			Comes to school late.
Helps to his/her friends			Does not help to his/her friends.
Can work and play independently			Has difficulties in independent studying and playing.
Gives positive reaction when praised			Gives negative reaction to praise.
Does the given task.			Does not do the given task.
Can stay stable			Is uneasy and consistently moves.
Is relaxed when studying.			Is uneasy and gets angry quickly.
Respects his/her friends.			Is disrespectful towards his/her friends.
Respects his/her friends’ property.			Behaves badly to his/her friends property.
His/her concentration is good.			His/her concentration is deficit.
Can control himself/herself.			Has personal control deficiency.
Can transit between two duties.			Cannot transit between two duties.
Can take his/her place quickly.			It takes a long time to take his/her seat.
Can cope with the changes.			Cannot cope with the changes.
Generally seeks for help.			Waits for help.
Enjoys completing his/her tasks.			Does not care about completing his/her tasks.
Can follow teacher’s instructions.			Does not obey the teacher’s instructions.
Can cooperate with the teacher.			Does not want to collaborate with the teacher.
Can talk with the teacher in a positive manner			Speaks with a negative manner.
Is honest to his/her friends			Is not honest to his/her friends.
Can communicate with his/her age group.			Cannot communicate with his/her friends.
Is not aggressive against his/her friends.			Is aggressive with his/her friends.
Is accepted by his/her friends.			Is not accepted by his/her friends.
Is concerned about his/her friends.			Does not care about his/her friends
Has a lot of friends			Has only a few friends or none.
Joins his/her friends’ games			Plays alone.

**Your reflection:**

**Table 4. Observation task of the student who has learning difficulties**

<b>Mentor Teacher’s Name:</b> <b>Class / Group:</b> <b>Date:</b> <b>Time:</b> <b>Student Gender:</b> <b>Student’s Age:</b>			
<b>Behaviour</b>	<b>Very Often</b>	<b>Often</b>	<b>Ordinary</b>
Rubs his/her eyes.			
Consistently winks his/her eyes.			
Keeps materials very close/far.			
Other _____			

**Your reflection:**

**Table 5. General observation task of the activities throughout a lesson**

<b>Instruction:</b> Read the statements below carefully and if any of these took place in the lesson you observed tick them as √		
<b>Activities teacher has done throughout the lesson</b>	<b>Tick</b>	<b>Reasons for the behavior</b>
Verbal Warnings		
Classroom Design (center-corner design and availability)		
Announcements about school administration		
Attendance keeping		
<b>Educational behaviors</b>		
Recalling previous learning tasks		
Letting know about the aims		
Attention gathering		
Motivation		
<b>Methods and Techniques Used</b>		
Musical activities		
Game activities		
Group/Pair work		
Drama		
Story-book reading		
<b>Praising</b>		
Clapping etc.		
Using positive words		
Giving small gifts		
Giving free time		
<b>Classroom Management</b>		
Warnings		
Approaches to establish organization		
Warnings for noise		

**Your reflection:**

**Table 6. Observation task of classroom management**

<b>Mentor Teacher's Name:</b> <b>Class / Group:</b> <b>Date:</b> <b>Time:</b> <b>Student Gender:</b> <b>Student's Age:</b>	
<b>Description about the behavior</b>	<b>Provide details</b>
How is student control established when the teacher enters the classroom?	
How do students take their seats in the classroom?	
What does the teacher do to gain students' attention on the topic?	
Does the teacher use students' names?	
Is teacher-student communication sufficient?	
Provide information about the teacher's position in the classroom.	
Provide information about the physical layout of the classroom.	

**Your reflection:**

**Table 7. Non-verbal Communication Task**

Observe the mentor teacher and write example(s) next to the statements below	
<b>NON-VERBAL EXAMPLES</b>	<b>NON-VERBAL MESSAGES</b>
Facial Expressions	
Eyes	
Favors	
Position	
Touching	
Atmosphere	
Posture	

**Your reflection:**

**Table 8. Evaluation Task about Profession Habits, Perceptions and Values**

<b>Provide details about the mentor teacher</b>	
Embracement of the teacher role.	
Being careful when interacting with students, administration and other parties.	
Establishing cooperation between the students.	
Acting in a motivational manner.	
Acting in a respectful way to the students and making them accept himself/herself.	
Controlling reactions when interacting with the students.	
Allowing time for guidance and counselling to the students.	
Coming and leaving the work on time and participating in extracurricular activities.	

**Your reflection:**

### Post-Semester Task: Perceptions of the Teacher Candidates'

**Activities:** Teacher candidates' post-semester perceptions of the activities

**Instruction:** Please fill in the form below at the beginning and at the end of the semester and share them with your classmates.

<b>According to you, what are the characteristics of a quality classroom?</b>	<b>What are the characteristics of an effective teacher?</b>	<b>What are the characteristics of an effective lesson?</b>
<b>What are the characteristics of an ineffective classroom?</b>	<b>What are the characteristics of an ineffective teacher?</b>	<b>What are the characteristics of an unproductive lesson?</b>



## COURSE TEACHER'S EVALUATION FORM OF THE TEACHER CANDIDATE



**EUROPEAN UNIVERSITY OF LEFKE**  
**Faculty of Education / ELT PROGRAMME**  
**2023-2024 FALL**

**Course Teacher:** \_\_\_\_\_

**Teacher Candidate's name:**

**Class :**

**Mentor Teacher's Name:**

	Tick	COMMENTS
<b>TEACHER (2.5 points)</b>		
1 Appearance (dress, posture)		
2 Personality (presence, attitude, general style)		
3 Ability to establish rapport		
4 Voice-audibility, intelligibility, ability to project		
5 Level of confidence		
<b>LANGUAGE (2.5 points)</b>		
1 Correctness of structure, vocabulary, register		
2 Fluency		
3 Sensitivity to pupils' level		
4 Pronunciation, stress and intonation		
5 Handling of his/her own mistakes, if any (aware of them? Ignore them? Self-correct?)		
<b>TEACHING (2.5 points)</b>		
1 Lesson Plan, Objectives (How aware of them?)		
2 Presentation (text, structure, vocabulary)		
3 Questioning: graded, directed, appropriate		
4 Checking of learning: feedback		
5 Achievement of objectives		
<b>CLASSROOM MANAGEMENT (2.5 points)</b>		
1 Control of Class		
2 Involvement and encouragement of pupils-ability to involve all		
3 Overall pace, maintenance of interest (flexibility, creativity, changes of activity)		
4 Use of board, computer, projector		
5 Use of aids (visuals in the text, on the blackboard, from outside)		
<b>Overall Assessment/TOTAL GRADE:%10</b>		
<b>Observer's Name:</b>		
<b>Signature:</b>		
<b>Date:</b>		

## MENTOR TEACHER'S EVALUATION FORM OF THE CANDIDATE TEACHER

**Teacher Candidate:** \_\_\_\_\_

**Observer:** \_\_\_\_\_

**Classroom:** \_\_\_\_\_

**Topic:** \_\_\_\_\_

**Number of students:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Information about the use of this form: 0.5 Points for each tick ( ✓ ) Total 10 points**

1	Knowing the foundational principles and concepts about the subject	
2	Use of verbal and visual language related to the topic (shape, schema, graphic, formula, etc.)	
3	Benefiting from teaching technologies	
4	Providing appropriate and adequate answers to students' questions	
5	Ability to prepare the lesson plan in a clear and understandable manner	
6	Ability to express the objectives and learning outcomes in an open manner	
7	Ability to prepare and design appropriate equipment and materials	
8	Ability to use various teaching methods and techniques in an appropriate manner	
9	Using time efficiently	
10	Ability to summarize and give appropriate feedback	
11	Associating the topic with real-life situations	
12	Making an appropriate introduction to the lesson	
13	Get the attention of the students	
14	Benefiting from praising	
15	Concluding the lesson in an appropriate manner	
16	Making understandable explanations and giving instructions	
17	Asking questions that promote thinking related to the topic	
18	Using the tone of voice effectively	
19	Using verbal and body language effectively	
20	Serving as a model to his/her environment with his/her individual and occupational behaviors	
	<b>TOTAL</b>	

**Please add any other information about the teacher candidate if necessary:**



**Signature**

**Mentor Teacher**

**Signature**

**Teaching Practice Course Teacher**

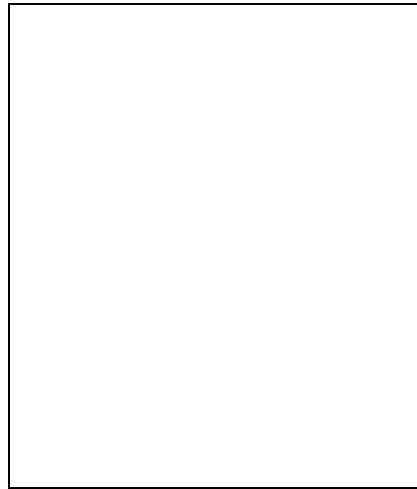








**EUROPEAN UNIVERSITY OF LEFKE  
FACULTY OF EDUCATION  
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION  
ELT PROGRAM  
ELTE410 TEACHING PRACTICE II COURSE  
2023-2024 SPRING TERM  
TEACHER CANDIDATE INFORMATION**



**NAME-SURNAME:** \_\_\_\_\_

**STUDENT NUMBER:** \_\_\_\_\_

**PRACTICE SCHOOL:** \_\_\_\_\_

**CLASSROOM/s – GROUP/s:** \_\_\_\_\_

**CLASSROOM TEACHER/s:** \_\_\_\_\_



## **TEACHING PRACTICE OBSERVATION PHASE COURSE FILE CONTENT**

- 1. TEACHER CANDIDATE INFORMATION FORM**
- 2. DEPARTMENT GUIDELINES**
- 3. MENTOR TEACHER INFORMATION FORM**
- 4. OBSERVATION PROTOCOL FOR THE TEACHER CANDIDATE**
- 5. PRE-REQUISITE OBSERVATION FORM FOR THE TEACHER CANDIDATE**
- 6. IMPORTANT INFORMATION FOR THE TEACHER CANDIDATES**
- 7. IMPORTANT INSTRUCTIONS**
- 8. ATTENDANCE RECORD**
- 9. PRE- SEMESTER TASK: PERCEPTIONS OF THE TEACHER CANDIDATES'**
- 10. TABLE 1. CANDIDATE TEACHER'S OBSERVATION TASK OF THE MENTOR TEACHER**
- 11. TABLE 2. THE TEACHER'S REACTION TOWARDS MISBEHAVIOR TASK.**
- 12. TABLE 3. STUDENT BEHAVIOR TASK**
- 13. TABLE 4. OBSERVATION TASK OF THE STUDENT WHO HAS LEARNING DIFFICULTIES**
- 14. TABLE 5. GENERAL OBSERVATION TASK OF THE ACTIVITIES THROUGHOUT A LESSON**
- 15. TABLE 6. OBSERVATION TASK OF CLASSROOM MANAGEMENT**
- 16. TABLE 7. NON-VERBAL COMMUNICATION TASK**
- 17. TABLE 8. EVALUATION TASK ABOUT PROFESSION HABITS, PERCEPTIONS AND VALUES**
- 18. POST-SEMESTER TASK: PERCEPTIONS OF THE TEACHER CANDIDATES'**
- 19. COURSE TEACHER'S EVALUATION FORM OF THE TEACHER CANDIDATE**
- 20. MENTOR TEACHER'S EVALUATION FORM OF THE CANDIDATE TEACHER**
- 21. PEER EVALUATION FORM ( TEACHING 1)**
- 22. SELF EVALUATION FORM (TEACHING 1)**
- 23. PEER EVALUATION FORM ( TEACHING 2)**
- 24. SELF EVALUATION FORM (TEACHING 2)**

# EUL FACULTY OF EDUCATION



## DEPARTMENT OF FOREIGN LANGUAGES EDUCATION

### ENGLISH LANGUAGE TEACHING PROGRAMME

#### ELTE410 TEACHING PRACTICE 2 COURSE - DEPARTMENT GUIDELINES

Course Instructor: \_\_\_\_\_

#### AIM

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

#### REQUIREMENTS

##### 1. OBSERVATION PHASE

The students are required to observe a minimum of 72 hours of teaching in the classes they are assigned to.

##### 2. ASSESSED TEACHING

Each student is required to prepare and submit the lesson plan and materials (this is going to be done for minimum 2 lessons) of their teaching to the mentor teacher at least one week before their actual performance. The teaching performances will be observed and assessed by the course instructor and the mentor teacher.

##### 3. EVALUATION OF THE COURSE

Task	Percentage
Material Design (Lesson 1)	%5
Material Design (Lesson 2)	%5
Lesson Plans of the Evaluated Lessons	%10 (each 5 points)
Practice Teaching lesson (graded by the course instructor & mentor teacher)	40% (each 20 points)
Observation Forms and reflections	40% (each table and reflection 5 points)

4. It is your responsibility to read and understand each point in this pack and consult your course teacher for any questions

## MENTOR TEACHER INFORMATION FORM



**EUROPEAN UNIVERSITY OF LEFKE**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF FOREIGN LANGUAGES EDUCATION**  
**ELT PROGRAM**

Dear \_\_\_\_\_,

The below mentioned students will attend your lessons during the dates provided by the Turkish Republic of Northern Cyprus Ministry of Education for minimum of 72 hours. The teacher candidate is required to observe the methods, techniques, classroom management strategies and teaching strategies of the mentor teacher. Also, to be aware of the school requirements and participate in any kind of responsibility given by the mentor teacher such as, preparing lesson plans and materials, preparing exams, evaluating exam papers or participating in any kind of extracurricular activity. It is compulsory for the teacher candidate to fulfill all the responsibilities provided by the mentor and the course teacher. The teacher candidate will be evaluated by you during this process.

Thank you very much for your cooperation.

Regards,

No	Reg. Number	Student Name & Surname	Telephone Number
1			
2			

**Mentor Teacher**

**Signature**

## **OBSERVATION PROTOCOL FOR THE TEACHER CANDIDATE**

In the course, the observations will give you a chance to synthesize the readings and class discussions, and provide you with a practical perspective on important EFL issues. Keep in mind that several observations of the same teacher or class will give you a much more accurate perspective than a single session. The steps listed below will help you get the most out of your observations:

1. Obtain the main textbook used in class as soon as possible.
2. Dress appropriately and accordingly. Act in a professional manner.
3. Have confidence in yourself.
4. Be ready at the classroom before the mentor teacher. **Do not** leave the room until the lesson is over.
5. **Do not** talk unless you are asked to do so by the mentor teacher. **You are there to observe, not to participate.**
6. After the observation phase, complete your report(s) / tables as soon as possible when all the details are still fresh in your mind. Make sure that you write a reflection for each table where applicable.
7. Do not forget to ask your class-teacher to assign you the subjects that you are going to teach **prior to** the date of your teaching.
8. Please **remember** to have your class teacher sign your attendance sheet daily and have it signed by the Director of the School before submitting it with your portfolio.
9. Keep a daily diary throughout the period of your observation and do not forget to hand it in with your portfolio.
10. Please make sure you take full responsibility of the tasks and duties assigned by your mentor teacher.

## PRE-REQUISITE OBSERVATION FORM FOR THE TEACHER CANDIDATE

This pre-requisite observation form should be completed only for once by the teacher candidate after observing a full lesson in addition to the other observation forms given to you as a booklet. This form will not be graded, but it is PREREQUISITE to submit this form with your file.

**Name of the Teacher Candidate:**

**Date of the Observation:**

**Level of the Class:**

**Student Number of the Class:**

<b>Social Climate</b>		<b>Always</b>	<b>Sometimes</b>	<b>Not Enough/ Not applicable</b>
a	The teacher demonstrates interest in and concern for each student. (e.g. s/he knows and uses their names, is aware of the students who finish a task early and deals with them.)			
b	The students are comfortable and relaxed with the teacher and each other. (e.g. there is some humour and fun)			
c	The students know each other by name and enjoy exchanging information.			
d	The students volunteer and cooperate in the activities and the tasks assigned by the teacher.			
e	The teacher uses the physical environment to enhance language learning and social interaction			
<b>Variety in Learning Activities</b>				
a	Appropriate use of several language skills is required in this lesson (listening, speaking, reading, writing).			
b	Audio-visual aids or other supplementary materials are used to enhance the lesson.			
c	There is appropriate variation in student grouping, pairs, etc.			
d	There is appropriate variation in input (i.e. there are different written models, prose passages, types of activities, etc.)			
e	There is appropriate variation in pacing (i.e. easy activities / fast pace; harder activities / slower pace.)			
<b>Opportunity for student Participation</b>				
a	The teacher delegates tasks to students whenever possible (e.g. calls roll, answers questions of other students, passes out papers, etc.)			
b	The teacher distributes turns evenly among all students in class so that every student is involved at some point.			
c	The teacher appropriately utilizes techniques and drills that maximize student talk time and minimize teacher talk time.			
d	The teacher makes use of games/competitions/songs to enhance student participation.			

<b>Material /Classroom Set-up</b>		<b>Always</b>	<b>Sometimes</b>	<b>Not Enough/ Not applicable</b>
a	The material is relevant, appropriate and interesting with respect to the students' age and aims.			
b	The classroom set-up is effective and economical.			
<b>Teacher Input</b>				
a	When the teacher asks questions or gives tasks,			
	i. they are appropriate to the aims,			
	ii. there is a manageable number,			
	iii. the instructions are easy to understand.			
b	The activities/tasks lead naturally to the target structure/items.			
c	The teacher introduces any necessary vocabulary effectively beforehand.			
d	The teacher provides the students with brief illustrations or examples, and uses various eliciting techniques instead of extended explanations or lecturing			
<b>Feedback and Correction</b>				
a	The teacher helps the students to control their own output (e.g. their replies or written work) whenever the focus is on form or accuracy.			
b	The teacher effectively elicits self-correction of errors whenever possible (e.g. gestures, asking for repetition, etc.)			
c	The teacher elicits constructive peer-correction when self-correction has not been effective.			
d	The teacher pinpoints the source of error without actually correcting the error.			
e	The teacher strikes a happy balance between (i) correcting so much that students become inhibited and (ii) not correcting any of the errors that occur.			

# **IMPORTANT INFORMATION FOR THE TEACHER CANDIDATES**

## **CHARACTERISTICS of TEACHER COMPETENCIES**

Teacher competencies are an outcome-based method for assessing teacher performance. They define key characteristics of successful teachers without prescribing any specific curriculum or instructional practices. The competency characteristics are useful for teacher training, licensure and professional development. While there is no national list of teacher competencies in the U.S., there are several recurring characteristics in university and state criteria

### **CONTENT AREA KNOWLEDGE**

In addition to a mastery of basic skills, effective teachers are expected to demonstrate a thorough understanding of the content of their curricular areas. They should be able to communicate this content material to students using methodologies that are appropriate for the age and abilities of the learners. These teachers are competent planners, seek to incorporate other disciplines into their lessons and stay abreast of changes and advancements in their specialty areas.

### **PEDAGOGICAL CAPABILITIES**

Successful teachers are knowledgeable about multiple methods of instruction. They understand levels of human development, both typical and atypical, and should be able to diversify their lessons to meet the needs of learners of all ability levels. These teachers are capable classroom managers and skilled at motivating students, and they perennially assess both student and personal achievement.

### **COMMUNICATION SKILLS**

Not only should teachers exhibit the skills necessary for communicating ideas clearly to students, but they must also communicate with parents, other teachers, their administrators and their communities. They must be open, approachable and diplomatic in conveying information. In a technologically oriented world, these teachers will use contemporary modes of communication like email and interactive websites in addition to traditional means of communication.

### **PROFESSIONALISM**

Teacher excellence is reflected in a professional's efforts toward continual improvement in his or her field. Professional teachers are marked by their personal presentation, reflection, collaboration, the desire to advance and adaptability. These teachers believe students can learn, understand the value of diversity in the workplace and in their classrooms, and understand the ethical implications of working with students

# **THE SEVEN BASIC COMPETENCIES OF TEACHERS**

The best teachers are passionate educators who are experts in content and its delivery. They care about students as individuals and successful academics. They are committed to their profession and the mission of their school. They are also able communicators who understand that student success relies on interdependence among students, teachers, administrators and parents.

## **1. CONTENT KNOWLEDGE**

At the core, teachers must understand content if they are to successfully impart the knowledge they hope for students to attain. Although a psychology teacher might not be expert in all areas of the discipline, s/he needs a solid foundation and must also know where to look for the answers s/he doesn't know.

## **2. PREPARATION**

Solid preparation for the year, the lesson and the day's instruction ensures that students learn from a well-developed curriculum. Being well-organized and task-oriented helps both the teacher and the student achieve educational goals. A well-prepared teacher gets through her planned lesson, but is also able to bring additional educational instruction into the classroom when opportunities arise.

## **3. INSTRUCTIONAL DELIVERY**

Knowledge of course material represents only a fraction of what is necessary to teach effectively. The best educators understand that students have different styles and learn in different ways. Good teachers bring forth their materials visually, aurally, tactically and kinaesthetically. They alter between lectures and movies. They assign papers and projects. They allow students to work independently and collaboratively. They teach so students can learn – by whatever means that may require.

## **4. ASSESSMENT**

Just as teachers must vary their instruction, so too should they vary their methods of assessment. Whether from tests, assignments or classroom interaction, a student's progress must be assessed accurately and at regular intervals. And the student needs to be made aware of just how he is doing.

## **5. CLASSROOM MANAGEMENT**

Teachers must have control over their classrooms regardless of its varied year-to-year dynamics. Equal measures of fun and discipline help create an environment where students are eager to learn. Students need to feel that they are important members of the classroom community among their peers and with the person in charge.

## **6. COMMUNICATION**

Good teachers are good communicators. They set clear expectations for their students and communicate them effectively. Students need to know how they are doing academically but also how their overall behaviour is viewed. Teachers also need to communicate well with their teaching peers, administrators and parents. Students do best when they are well-supported and that is most easily accomplished when all connected parties are well-informed.



## **7. COMMITMENT**

Teachers should be committed to their profession and be strong advocates for it. Beyond the requirements of continuing education, they should also be aware of contemporary teaching trends and laws that might have an impact on their profession. Teachers also need to accept and promote the mission of their particular institution. But most importantly, they need to be committed to their students and the future of their educational progress.

## **EFFECTIVE LESSON PLANNING, DELIVERY TECHNIQUES AND CLASSROOM MANAGEMENT SUGGESTIONS**

Good lesson planning is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional experience. The development of interesting lessons takes a great deal of time and effort. As a new teacher you must be committed to spending the necessary time in this endeavour.

It is also important to realize that the best planned lesson is worthless if interesting delivery procedures, along with good classroom management techniques, are not in evidence. There is a large body of research available pertaining to lesson development and delivery and the significance of classroom management. They are skills that must be researched, structured to your individual style, implemented in a teacher/learning situation, and constantly evaluated and revamped when necessary. Consistency is of the utmost importance in the implementation of a classroom management plan.

All teachers should understand that they are not an island unto themselves. The educational philosophy of the district and the uniqueness of their schools should be the guiding force behind what takes place in the classroom. The school's code of discipline, which should be fair, responsible and meaningful, must be reflected in every teacher's classroom management efforts.

### **SUGGESTED PRACTICES**

- Establish a positive classroom environment
  - Make the classroom a pleasant, friendly place
  - Accept individual differences
  - Learning activities should be cooperative and supportive
  - Create a non-threatening learning environment
  - Organize physical space; eliminate situations that may be dangerous or disruptive
  - Establish classroom rules and procedures and consistently reinforce them
  - Be careful with the percentage of teacher and student talking time
  
- Begin lessons by giving clear instructions
  - State desired quality of work
  - Ensure that everyone is paying attention
  - Ensure that all distractions have been removed
  - Describe expectations, activities and evaluation procedures

- Build lesson upon prior student knowledge
- Maintain student attention
  - Give every student a chance to speak
  - Provide sufficient waiting time after you ask a question
  - Show enthusiasm and interest in your lesson and students
  - Reinforce student efforts with praise
  - Vary instructional methods
  - Demonstrate and model the types of responses or tasks you want students to perform
  - Provide guided practice for students; monitor responses and deliver immediate corrective feedback
  - Move around and consider individual needs
- Use appropriate pacing
  - Be aware of your teaching pace
  - Watch for cues that show children are becoming confused, bored or restless; sometimes lessons have to be shortened
  - Make smooth transitions between lessons
- Provide suitable seatwork
  - Seatwork should be diagnostic and prescriptive
  - Develop procedures for seeking assistance; have a “help” signal
  - Develop procedures for what to do when finished
  - Move around to monitor seatwork
  - Vary methods of practice / teaching (use pair work – group work, etc.)
- Evaluate your lesson
  - Complete the lesson with a summary of the main points
  - Determine if the lesson was successful; did you meet your objectives?
- Develop positive teacher / student relationships
  - Be a positive role model
  - Create an exciting learning environment for all students
  - Reward good behaviour
  - Have consequences for disruptive behaviour
  - Use a warning system (verbal – non-verbal)
  - Take action towards disruptive behaviour proactively (eye contact, close space between you and student, use head/hand gestures)

## **IMPORTANT INSTRUCTIONS**

At the end of this course, students **MUST** submit:

1. Teaching Practice Course Attendance Record (School Director's Signature and Stamp, and Mentor Teacher's Signatures).
2. Mentor Teacher's Evaluation Forms of the Candidate Teacher (minimum 2 separate teaching evaluations).
3. Any missing document will result in **DIRECT FAILURE** from the course without file inspection.
4. Each teacher candidate must complete minimum of **72-hours** of school visit, including their minimum **2 obligatory teaching lessons** (to be evaluated).
5. Materials and lesson plans prepared for **2 obligatory teaching lessons**.
6. Daily diary records
7. Make sure you have the mentor teacher **read and sign** the "mentor teacher information form".



**DEPARTMENT OF FOREIGN LANGUAGES EDUCATION  
ENGLISH LANGUAGE TEACHING PROGRAMME  
ELTE410 TEACHING PRACTICE 2 COURSE  
ATTENDANCE RECORD  
2023-2024 Spring**

**Student's Name and Surname:**

**Registration number:**

**School:**

**Classroom:**

**Mentor Teacher's Name and Surname:**

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Date:		Date:		Date:		Date:		Date:	
Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature
Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Date:		Date:		Date:		Date:		Date:	
Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature
Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Date:		Date:		Date:		Date:		Date:	
Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature
Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Date:		Date:		Date:		Date:		Date:	
Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature
Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
Date:		Date:		Date:		Date:		Date:	
Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature	Arrive time:	Name & Signature
Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature	Leave time:	Name & Signature

Total hours: \_\_\_\_\_ hours.

Signature  
Mentor Teacher Name and Surname

Signature, Seal  
School Director's Name and Surname

### Pre- Semester Task: Perceptions of the Teacher Candidates'

**Activities:** Teacher candidates' pre-semester perceptions of the activities

**Instruction:** Please fill in the form below at the beginning and at the end of the semester and share them with your classmates.

<b>According to you, what are the characteristics of a quality classroom?</b>	<b>What are the characteristics of an effective teacher?</b>	<b>What are the characteristics of an effective lesson?</b>
<b>What are the characteristics of an ineffective classroom?</b>	<b>What are the characteristics of an ineffective teacher?</b>	<b>What are the characteristics of an unproductive lesson?</b>

**Table 1. Candidate Teacher's Observation Task of the Mentor Teacher**

<b>Mentor Teacher's Name:</b> <b>Class / Group:</b> <b>Date:</b> <b>Time:</b>		
<b>Observed Activities</b>	<b>Yes</b>	<b>No (explain briefly)</b>
Does the teacher have a lesson or an activity plan?		
Have any plans been made with regard to the lesson organization?		
Is there sufficient equipment for the lesson?		
Has sufficient explanation been made about the subject?		
Have the important points been stressed?		
Have the students' active participation been encouraged?		
Has the teacher corrected the mistakes been made?		
Has sufficient time been given for skill teaching?		
Have the students been motivated for teaching/learning?		
Has the success been tested and evaluated?		
Has effective communication with the students been established throughout the lesson?		
Has the body language and tone of voice been used effectively?		

**Your reflection:**

**Table 2. The Teacher's Reaction towards misbehavior task.**

<b>Mentor Teacher's Name:</b> <b>Class / Group:</b> <b>Date:</b> <b>Time:</b>	
<b>Behavior</b>	<b>Rate of the behavior (frequency)</b>
Creating eye-contact	
Ignoring	
No comprehension	
Asking a question and expecting an answer	
Observing	
Other: _____	

**Your reflection:**



**Table 3. Student Behavior Task**

<b>Instruction:</b> This form shows a student’s positive and negative behaviors on a scale. After deciding <b>which</b> student to observe, please fill out this form by getting help from the classroom teacher. Put a tick (√) where applicable				
<b>Positive Behavior Example</b>			<b>Negative Behavior Example</b>	
Attends the school regularly			Does not attend school regularly.	
Happy at school			Is not happy at school.	
No physical complaints			Has pain complaints.	
Self-confident			Is not confident.	
Obeys the rules.			Does not obey rules.	
Parents are concerned.			Parents are not interested in school.	
Comes to school on time			Comes to school late.	
Helps to his/her friends			Does not help to his/her friends.	
Can work and play independently			Has difficulties in independent studying and playing.	
Gives positive reaction when praised			Gives negative reaction to praise.	
Does the given task.			Does not do the given task.	
Can stay stable			Is uneasy and consistently moves.	
Is relaxed when studying.			Is uneasy and gets angry quickly.	
Respects his/her friends.			Is disrespectful towards his/her friends.	
Respects his/her friends’ property.			Behaves badly to his/her friends property.	
His/her concentration is good.			His/her concentration is deficit.	
Can control himself/herself.			Has personal control deficiency.	
Can transit between two duties.			Cannot transit between two duties.	
Can take his/her place quickly.			It takes a long time to take his/her seat.	
Can cope with the changes.			Cannot cope with the changes.	
Generally seeks for help.			Waits for help.	
Enjoys completing his/her tasks.			Does not care about completing his/her tasks.	
Can follow teacher’s instructions.			Does not obey the teacher’s instructions.	
Can cooperate with the teacher.			Does not want to collaborate with the teacher.	
Can talk with the teacher in a positive manner			Speaks with a negative manner.	
Is honest to his/her friends			Is not honest to his/her friends.	
Can communicate with his/her age group.			Cannot communicate with his/her friends.	
Is not aggressive against his/her friends.			Is aggressive with his/her friends.	
Is accepted by his/her friends.			Is not accepted by his/her friends.	
Is concerned about his/her friends.			Does not care about his/her friends	
Has a lot of friends			Has only a few friends or none.	
Joins his/her friends’ games			Plays alone.	

**Your reflection:**

**Table 4. Observation task of the student who has learning difficulties**

<b>Mentor Teacher’s Name:</b> <b>Class / Group:</b> <b>Date:</b> <b>Time:</b> <b>Student Gender:</b> <b>Student’s Age:</b>			
<b>Behaviour</b>	<b>Very Often</b>	<b>Often</b>	<b>Ordinary</b>
Rubs his/her eyes.			
Consistently winks his/her eyes.			
Keeps materials very close/far.			
Other _____			

**Your reflection:**

**Table 5. General observation task of the activities throughout a lesson**

**Instruction:** Read the statements below carefully and if any of these took place in the lesson you observed tick them as √

Activities teacher has done throughout the lesson	Tick	Reasons for the behavior
Verbal Warnings		
Classroom Design (center-corner design and availability)		
Announcements about school administration		
Attendance keeping		
<b>Educational behaviors</b>		
Recalling previous learning tasks		
Letting know about the aims		
Attention gathering		
Motivation		
<b>Methods and Techniques Used</b>		
Musical activities		
Game activities		
Group/Pair work		
Drama		
Story-book reading		
<b>Praising</b>		
Clapping etc.		
Using positive words		
Giving small gifts		
Giving free time		
<b>Classroom Management</b>		
Warnings		
Approaches to establish organization		
Warnings for noise		

**Your reflection:**

**Table 6. Observation task of classroom management**

<b>Mentor Teacher's Name:</b> <b>Class / Group:</b> <b>Date:</b> <b>Time:</b> <b>Student Gender:</b> <b>Student's Age:</b>	
<b>Description about the behavior</b>	<b>Provide details</b>
How is student control established when the teacher enters the classroom?	
How do students take their seats in the classroom?	
What does the teacher do to gain students' attention on the topic?	
Does the teacher use students' names?	
Is teacher-student communication sufficient?	
Provide information about the teacher's position in the classroom.	
Provide information about the physical layout of the classroom.	

**Your reflection:**

**Table 7. Non-verbal Communication Task**

Observe the mentor teacher and write example(s) next to the statements below	
<b>NON-VERBAL EXAMPLES</b>	<b>NON-VERBAL MESSAGES</b>
Facial Expressions	
Eyes	
Favors	
Position	
Touching	
Atmosphere	
Posture	

**Your reflection:**

**Table 8. Evaluation Task about Profession Habits, Perceptions and Values**

<b>Provide details about the mentor teacher</b>	
Embracement of the teacher role.	
Being careful when interacting with students, administration and other parties.	
Establishing cooperation between the students.	
Acting in a motivational manner.	
Acting in a respectful way to the students and making them accept himself/herself.	
Controlling reactions when interacting with the students.	
Allowing time for guidance and counselling to the students.	
Coming and leaving the work on time and participating in extracurricular activities.	

**Your reflection:**

### Post-Semester Task: Perceptions of the Teacher Candidates'

**Activities:** Teacher candidates' post-semester perceptions of the activities

**Instruction:** Please fill in the form below at the beginning and at the end of the semester and share them with your classmates.

<b>According to you, what are the characteristics of a quality classroom?</b>	<b>What are the characteristics of an effective teacher?</b>	<b>What are the characteristics of an effective lesson?</b>
<b>What are the characteristics of an ineffective classroom?</b>	<b>What are the characteristics of an ineffective teacher?</b>	<b>What are the characteristics of an unproductive lesson?</b>

## COURSE TEACHER'S EVALUATION FORM OF THE TEACHER CANDIDATE



**EUROPEAN UNIVERSITY OF LEFKE**  
**Faculty of Education / ELT PROGRAMME**  
 2023-2024 Spring

Course Teacher: \_\_\_\_\_

Teacher Candidate's name:

Class :

Mentor Teacher's Name:

	Tick	COMMENTS
<b>TEACHER (2.5 points)</b>		
1 Appearance (dress, posture)		
2 Personality (presence, attitude, general style)		
3 Ability to establish rapport		
4 Voice-audibility, intelligibility, ability to project		
5 Level of confidence		
<b>LANGUAGE (2.5 points)</b>		
1 Correctness of structure, vocabulary, register		
2 Fluency		
3 Sensitivity to pupils' level		
4 Pronunciation, stress and intonation		
5 Handling of his/her own mistakes, if any (aware of them? Ignore them? Self-correct?)		
<b>TEACHING (2.5 points)</b>		
1 Lesson Plan, Objectives (How aware of them?)		
2 Presentation (text, structure, vocabulary)		
3 Questioning: graded, directed, appropriate		
4 Checking of learning: feedback		
5 Achievement of objectives		
<b>CLASSROOM MANAGEMENT (2.5 points)</b>		
1 Control of Class		
2 Involvement and encouragement of pupils-ability to involve all		
3 Overall pace, maintenance of interest (flexibility, creativity, changes of activity)		
4 Use of board, computer, projector		
5 Use of aids (visuals in the text, on the blackboard, from outside)		
<b>Overall Assessment/TOTAL GRADE:%10</b>		
<b>Observer's Name:</b>		
<b>Signature:</b>		
<b>Date:</b>		



## MENTOR TEACHER'S EVALUATION FORM OF THE CANDIDATE TEACHER

**Teacher Candidate:** \_\_\_\_\_

**Observer:** \_\_\_\_\_

**Classroom:** \_\_\_\_\_

**Topic:** \_\_\_\_\_

**Number of students:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Information about the use of this form: 0.5 Points for each tick ( ✓ ) Total 10 points**

1	Knowing the foundational principles and concepts about the subject	
2	Use of verbal and visual language related to the topic (shape, schema, graphic, formula, etc.)	
3	Benefiting from teaching technologies	
4	Providing appropriate and adequate answers to students' questions	
5	Ability to prepare the lesson plan in a clear and understandable manner	
6	Ability to express the objectives and learning outcomes in an open manner	
7	Ability to prepare and design appropriate equipment and materials	
8	Ability to use various teaching methods and techniques in an appropriate manner	
9	Using time efficiently	
10	Ability to summarize and give appropriate feedback	
11	Associating the topic with real-life situations	
12	Making an appropriate introduction to the lesson	
13	Get the attention of the students	
14	Benefiting from praising	
15	Concluding the lesson in an appropriate manner	
16	Making understandable explanations and giving instructions	
17	Asking questions that promote thinking related to the topic	
18	Using the tone of voice effectively	
19	Using verbal and body language effectively	
20	Serving as a model to his/her environment with his/her individual and occupational behaviors	
	<b>TOTAL</b>	

**Please add any other information about the teacher candidate if necessary:**



**Signature**

**Mentor Teacher**

**Signature**

**Teaching Practice Course Teacher**









## Uygulama Okulları Teşekkür Belgeleri

