



SCHOOL EXPERIENCE

Handbook



FACULTY OF EDUCATION ENGLISH
LANGUAGE TEACHING DEPARTMENT

2023-2024
THIRD EDITION

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INTRODUCTION TO THE SCHOOL EXPERIENCE HANDBOOK

This guidebook is designed to support teacher candidates, supervising practitioners, and program supervisors involved with the practicum component of the ELT (English Language Teaching) Department program.

The School Experience course is the vital experience of the educator preparation program. The purpose of the practicum is to provide candidates with a field-based experience in which they put into practice the skills and knowledge they have developed in their bachelor (BA) program in an approved school setting. The School Experience supervisor and the site-based supervising practitioner (mentor teacher) assists the candidate in meeting the professional standards of the BA program as a compulsory requirement for graduation.

EDU 402 SCHOOL EXPERIENCE: COURSE DESCRIPTION

This course aims to prepare student teachers for full teaching practice. It gives them a structured introduction to teaching, helps them acquire teaching competencies and develop teaching skills. Student teachers have observation and application tasks that they carry out in a primary or secondary school under the supervision of a cooperating teacher. Some observation tasks include: practicing questioning skills, explaining; effective use of textbooks; topic sequencing and lesson planning; classroom management; preparing and using worksheets; effective use of textbooks; effective questioning skills; explaining.

CONTACT INFORMATION

	Name	Email Address
Student-Teacher:		
TIU Supervisor:		
Mentor Teacher:		
School:		
School Address:		

STUDENT-TEACHER RESPONSIBILITIES

For School Experience Course, a student (teacher candidate) must:

- 1.** Get to know the school community which includes mentor teacher, school administrators, students, classroom and school routines.
- 2.** Follow the school rules: dress code, verbal and non-verbal etiquette, etc.
- 3.** Smoking is strictly forbidden within the school borders.
- 4.** Gradually begin taking over some daily classroom and school responsibilities (e.g., morning business, supervising students at recess, taking students to and from lunch and other classes, visiting parents, attending departmental/level meetings, teaching a part or a whole lesson, etc.).
- 5.** Inform the mentor teacher and/or the school administration if he/she has to leave.
- 6.** To consult with the mentor-teacher before application/implementation of the academic and social activities inside the school.
- 7.** Work with individuals and small groups, and whole class as assigned by mentor teacher.
- 8.** Develop a communication plan with mentor and field supervisor (e.g., calls, emails, logs, tasks, etc.).
- 9.** Communicate regularly with the university supervisor ensure each task is submitted: signing attendance, reports, etc. It is of benefit to the student-teacher when the whole team is in regular communication.
- 10.** Complete, sign and submit the tasks in the required format on time.

EXPECTATIONS FROM A MENTOR TEACHER

- 1.** Welcome the student-teacher to your school. Introduce him or her to your students, other faculty members, and support staff. Give the student a tour of the classroom and school. Explain school policies and procedures regarding such things as signing in and out of the building, the time they are expected to report to the school, the time their day ends, computer use, use of copy room services, etc.
- 2.** Discuss daily schedules, routines, and duties. Allow the student-teacher to assist you in academic and non-academic duties.
- 3.** Exchange personal phone numbers and/or e-mail addresses.
- 4.** Discuss appropriate dress code, attendance, and professional behavior in and out of school.
- 5.** Provide dates and times of other teaching responsibilities (Open House, faculty meetings, department/grade level meetings, parent/teacher, Family visit, conferences, etc.) These are expectations of the student teaching experience.
- 6.** Work with the student-teacher to determine a schedule for his/her responsibilities.
- 7.** Share course materials with the student-teacher (syllabus, textbooks, resources that relate to the content he/she will be teaching, etc.).
- 8.** Support your student-teacher in developing teaching related skills (planning, instruction, classroom management, gaining classroom confidence, etc.).
- 9.** Provide constructive feedback whenever applicable.
- 10.** Communicate regularly with the university supervisor ensure each student-teacher fulfills the course requirements: signing attendance, reports, etc. It is of benefit to the student-teacher when the whole team is in regular communication.

TIU SUPERVISOR RESPONSIBILITIES

- 1. The supervisor's primary goal is to help the student teacher achieve to the best of his or her ability.**
2. Organize and facilitate meetings with student teachers to allow both the supervisor and student teachers the opportunity to focus on general concerns of group members and to provide materials and/or instruction as needed. These seminars are mandatory for both the supervisor and the student teachers.
3. Promote a positive relationship with the mentor teacher by acting as a consultant in developing a quality student teaching experience.
4. Assist with problem-solving.
5. Maintain communication with the mentor teacher and student teacher to discuss concerns and successes about the student teaching experience.
6. Serve as a resource to discuss concerns about the student's teaching experience, as well as offering guidance in the areas of planning, instruction, management, and professional behavior
7. Make at least three visits to the school site during the semester, or more frequently as needed. It is a courtesy visit and does not require formal observation or evaluation.
8. Act in accordance with criteria established throughout this handbook to remediate and/or remove a student from the student teaching program when difficulties such as the following arise:
 - Unprofessional behavior
 - Lack of preparation for teacher duties
 - Frequent tardiness or absenteeism
 - Incompetence
9. Determine the final grade of his/her student teachers, with the aid of the tasks described in this handbook.
10. Maintain all paperwork related to the student teacher's file, submitting it at the end of the semester to the Head of the ELT Department.
11. Submit all minor grades to the University Information System (PIS/SIS) on time.

SCHEDULE

WEEKS 1-2-3(QUIZ)

1. January 28 – February 01, 2024
2. February 04 – February 08, 2024
3. February 11 – February 15, 2024

	Item	Required Files	Responsible Person	Date
Task 1	1	Lesson Plan-1	Supervisor	Deadline: February 15, 2024
	2	Teaching a lesson-Quiz at School		
	3	Prepare Exam Paper-1		

WEEKS 4-5-6(MIDTERM)

4. February 18 – February 22, 2024
5. February 25 – February 29, 2024
6. March 03 – March 07, 2024

	Item	Required Files	Responsible Person	Date
Task 2	1	Lesson Plan-2	Mentor Teacher	Deadline: March 07, 2024
	2	Teaching a Lesson-2 at School		
	3	Prepare Exam Paper-2		

NEWROZ HOLIDAY

March 10,2024-----March 23,2024

WEEKS 7-8-9-10-11-12 (FINAL)

7. March 24 – March 28, 2024
8. March 31 – April 04, 2024
9. April 07 – April 11, 2024 (Feast of Ramadan/Eid al-Fitr*)
10. April 14 – April 18, 2024 (University Midterm Period, Not Attending School)
11. April 21 – April 25, 2024
12. April 28 – May 02, 2024

	Item	Required Files	Responsible Person	Date
Task 3	1	Lesson Plan-3	Supervisor	Deadline:
	2	Teaching a lesson-Final at School		May 02, 2024
	3	Prepare Exam Paper-3		

LESSON PLAN

Type of Lesson:

Date:

Click or tap to enter a date.

Title of Lesson:

Grade:

Teacher's name:

Duration:

Meet and Greet (.....minutes)	
Students profile	
Skills to be emphasized	
Language	
Objectives	
Materials	
Warm-up(.....minutes)	
Capture their attention	
Create interest in topic	
Review known structures	
Pre-teach key expressions	

Presentation(.....minutes)	
Presentation of new language in context	
Prepare for group work	
Comprehension check	
Demonstration correct use of language	
Practice(.....minutes)	
Controlled practice	
Independent practice	
Application(.....minutes)	
Cross-cultural application	
Assessment(.....minutes)	
Monitoring small group work	
Group assessment	
Follow-up(.....minutes)	
Homework	

LESSON PLAN EVALUATION RUBRIC

Student Teacher's Name: _____

- 1 Unsatisfactory or not found
 2 Poor
 3 Satisfactory
 4 Good
 5 Excellent

1 Lesson Details	
A. Type of lesson	
B. Title of lesson	1 2 3 4 5
C. Teacher's name	
D. Date, grade, duration	
E. Minutes for each section	
2 Meet and Greet	
A. Greeting	
B. Students profile	1 2 3 4 5
C. Skills to be emphasized	
D. Language	
E. Objectives	
F. Materials	
3 Warm-up	
A. Capture their attention	
B. Create interest in topic	1 2 3 4 5
C. Review known structures	
D. Pre-teach key expressions	
4 Presentation	
A. Presentation of new language in context	
B. Prepare for group work	1 2 3 4 5
C. Comprehension check	
D. Demonstration correct use of language	
5 Practice	
A. Controlled practice	1 2 3 4 5
B. Independent practice	
6 Application	
A. Cross-cultural application	1 2 3 4 5
7 Assessment	
A. Monitoring small group work	1 2 3 4 5
B. Group assessment	
8 Follow-up	
A. Homework	1 2 3 4 5
Total: _____ out of 40 / _____ out of 100	



TISHK INTERNATIONAL UNIVERSITY

Faculty of Education

ELT Department

Course: School Experience ELT 402
Spring Semester 2023/2024

Date :// 2024

Duration :60 minutes

Type of Exam: Midterm/Final

Name :.....

Lesson Evaluation Rubric

Rating Key	1=unsatisfactory	2=fair	3=satisfactory	4=very good	5=excellent
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Attributes and Performance		Rating (circle)				
1	Introduction given (of both, self and topic)	1	2	3	4	5
2	Dress, neatness and appearance	1	2	3	4	5
3	Writing on the board, pictures (visual aids)	1	2	3	4	5
4	Usage of classroom language	1	2	3	4	5
5	Eye contact with students	1	2	3	4	5
6	Gesture and posture	1	2	3	4	5
7	Spoke loudly and clearly	1	2	3	4	5
8	Communication (language, choice of words, grammar and fluency)	1	2	3	4	5
9	Encouraged students to ask questions and participate	1	2	3	4	5
10	Used words and expressions within the student level of understanding	1	2	3	4	5
11	There were elements of creativity (by way of certain examples)	1	2	3	4	5
12	Subject matter knowledge / command on subject / topic	1	2	3	4	5
13	Presented subject matter clearly and systematically	1	2	3	4	5
14	Methodology, taught for student understanding	1	2	3	4	5
15	Answered the questions	1	2	3	4	5
16	Classroom management	1	2	3	4	5
17	Time management	1	2	3	4	5
18	Conclusion / summarization made; or lesson abruptly ended	1	2	3	4	5
19	Confidence level exhibited	1	2	3	4	5
20	Showed dynamism and enthusiasm	1	2	3	4	5
TOTAL	/out of 100				

ADDITIONAL COMMENTS:

Evaluator's signature _____

QUIZ/EXAM PAPER EVALUATION RUBRIC

Student Teacher's Name: _____

Rating Key	1=unsatisfactory	2=fair	3=satisfactory	4=very good	5=excellent
Layout					
1. The school official Header and footer is used. If not applicable, Name of the institution, name of the course and lesson must be provided.	1	2	3	4	5
2. The name of the teacher, grade, date of the exam, duration, type of exam, etc. are stated appropriately.	1	2	3	4	5
3. The space for student's name is provided.	1	2	3	4	5
4. Pages are numbered	1	2	3	4	5
5. Questions/tasks are numbered	1	2	3	4	5
6. Margins are printing-friendly	1	2	3	4	5
7. The font and size is appropriate and readable.	1	2	3	4	5
8. The design is eye- and print-friendly.	1	2	3	4	5
Questions/Tasks					
9. The tasks are clearly stated.	1	2	3	4	5
10. The value/points for each item is indicated.	1	2	3	4	5
11. The questions/tasks test all the objectives of the lesson.	1	2	3	4	5
12. There are minimum 3 types of questions/tasks.	1	2	3	4	5
13. There is a reasonable amount of options (distractors and correct answer) in MCQ.	1	2	3	4	5
14. There is a reasonable quality of options (distractors and correct answer) in MCQ.	1	2	3	4	5
15. The exam starts from easy questions and finishes with comparatively difficult ones.	1	2	3	4	5
16. The exam paper has a good balance between <i>Basic Recall, Comprehension, Application, Analysis, Synthesis, And Evaluation.</i>	1	2	3	4	5
17. The points/value of the questions/tasks are distributed according to the level of difficulty of the questions (easy questions – lower value, more difficult questions – higher value).	1	2	3	4	5
18. Every question/task measures different objective/s.	1	2	3	4	5
19. The time given for the exam is appropriate.	1	2	3	4	5
20. The evaluation policy is indicated (MCQ – accuracy, open ended questions/essay– rubric, etc.)	1	2	3	4	5
Total: _____ out of 20 / _____ Out of 100					

ASSESSMENT PLAN:

Task 1 Score Calculation	8% - Lesson Plan 7% - Exam Paper 15% - Lesson Evaluation
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Task 2-3 Score Calculation	25% - Lesson Plan 25% - Exam Paper 50% - Lesson Evaluation
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TOTAL GRADE CALCULATION

SCHOOL EXPERIENCE

- **Attendance- 10%**
- **Tasks 1 -Quiz** - Teaching a lesson-Quiz at School (Supervisor) + Lesson plan + Exam Paper **30%**
- **Tasks 2 -Midterm** - Teaching a Lesson-2 at School (Mentor) +Lesson plan+ Exam paper **20%**
- **Tasks 3 -Final** - Teaching a lesson-Final at School (Supervisor) +Lesson plan + Exam Paper **40%**

Week 11	.../...2024									
	.../...2024									
Week 12	.../...2024									
	.../...2024									
Mentor teacher:							School principal's signature & school stamp			
University supervisor:										