

**TED UNIVERSITY**  
**FACULTY OF EDUCATION**

**EDUC 406 STUDENT TEACHING II**  
**(2-6-0) 5 Credits / 12 ECTS**  
**Spring 2024**

**Instructor:** Assist. Prof. Dr. Fatma Yalçın/ Assoc. Prof. Dr. Elif Buldu/ Assist. Prof. Dr. Çağla Öneren Şendil/ Lecturer Melike Kandemir

**Time and Place:** Student teaching and meetings at the school on Wednesday;

Meeting at the university on Wednesday between 16:00-18:00 at GB10

**Office Hours:** By appointment

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**Catalog Description:** Making observations concerning teaching methods and techniques peculiar to the subject area; microteaching teaching practices individually or with groups by using teaching methods and techniques peculiar to the subject area; developing activities and materials peculiar to the subject area; organizing learning environments; classroom management; testing; evaluation; and reflection.

(The language of instruction in this course is both Turkish and English)

**Extended Description:**

This course has been designed in order to offer students an opportunity to make reflective observations related to teaching methods and techniques peculiar to early childhood education. Within the scope of the course, along with real in-class observations, students will have an opportunity to put their theoretical knowledge into practice by making individual or group-based microteaching exercises in which special teaching methods and techniques are used. Throughout the course, students are expected to develop activities and materials peculiar to early childhood education. Within the scope of the course, it is not only intended to provide students with an opportunity to prepare learning environments in accordance with lesson plans but also develop such skills as classroom management. Furthermore, students are expected to use appropriate testing and evaluation techniques consistent with teaching outcomes.

**Course Objectives:** The course aims to equip preservice teachers with experience in teaching, instructional planning, designing appropriate activities, and learning environments. Through instructional planning, they gain deep knowledge in preparing activity plans including assessment, family involvement practices and adaptation practices. With the implementation, the course aims to give students experience in professional development.

### Course Learning Outcomes:

Upon successful completion of this course, a student will be able to;

1. make observations related to special teaching methods and techniques peculiar to early childhood education
2. practice microteaching by using special teaching methods and techniques peculiar to early childhood education
3. plan a course independently.
4. develop activity and material related to course
5. prepare teaching environments peculiar to early childhood education.
6. use effective classroom management techniques.
7. use appropriate testing and evaluation techniques in accordance with age group and learning outcomes.
8. make reflective observations and evaluations related to the classroom environment.

### Readings

- McKeown, R. (2011). *Into the classroom: A practical guide for starting student teaching*. Knoxville: Univ Tennessee Press
- Tyminski, C. (2014). *Your early childhood practicum and student teaching experience: Guidelines for success*. Upper Saddle River, NJ: Merrill
- Aktan-Acar, E. (2017). *The mosaic of early childhood education: Significant concepts/ key ideas, models, and approaches*. [Erken çocukluk eğitimi mozaïği. Büyük düşünceler/fikirler, modeller ve yaklaşımlar]. Ankara, Nobel.

### Recommended Readings

- Çelik, N., & Daşcan, Ö. (2017). *Son Değişikliklerle Okul Öncesi Eğitim Programı ve Etkinlik Kitabı*. Ankara, Anı Yayıncılık.
- Milli Eğitim Bakanlığı [MEB] (2024). *Okul Öncesi Eğitim Programı* (related link: <https://tegm.meb.gov.tr/dosya/okuloncesi/guncellenenokuloncesiegitimprogrami.pdf>)
- Milli Eğitim Bakanlığı [MEB] (2013). *Okul Öncesi Eğitim Programı* (related link: <https://tegm.meb.gov.tr/dosya/okuloncesi/okuloncesietkinlikkitabi.pdf>)

### Student Workload:

Lectures (28 hrs), Course readings (14 hrs), Observation (84 hrs), Report on a topic (18 hrs), Lesson plans (108 hrs).

### Planned Learning Activities and Teaching Methods:

Telling/Explaining, Discussion/Debate, Questioning, Scaffolding/Coaching, Demonstrating, Reading, Problem Solving, Peer Learning, Collaborating, Hands-on Activities, Web Searching, Micro Teaching, Field Trips.

## **COURSE POLICIES**

### **I. TED University Code of Academic Integrity**

TED University takes academic integrity seriously. **Please read through the entire code acquaint yourself with how violations are defined.** Entire code might be found at the following link: <http://www.tedu.edu.tr/Assets/Documents/Content/genel/TEDU-Academic-Catalog.pdf>  
[https://www.tedu.edu.tr/sites/default/files/content\\_files/docs/Yonergeler/akademik\\_durustluk\\_ilkeleri\\_ihlalinde\\_uygulanacak\\_usul\\_ve\\_esaslar.pdf](https://www.tedu.edu.tr/sites/default/files/content_files/docs/Yonergeler/akademik_durustluk_ilkeleri_ihlalinde_uygulanacak_usul_ve_esaslar.pdf)

### **II. Attendance**

This course requires your regular participation, attendance, and punctuality. You have to attend the school on each Student Teaching Day. It is expected that you attend the class on a regular basis and be on time. It is your responsibility to keep in touch with me about emergencies prior to class or student teaching practice. The TEDU policy concerning attendance will be followed strictly.

### **III. Late Work**

You are supposed to turn in each assignment on time. I will only accept late assignments in unusual circumstances (e.g. documented illness). In all other cases, I will deduct 10% of the total points per day for late work, and the assignment will not be accepted after three days.

### **IV. Assignment Rules**

All assignments must be typed and prepared in APA 7 style. It is expected that you turn in assignments on time. (i.e., 12 pts, 1.5 spaced, leaning in both sides). You are required to upload each written work as a Turnitin assignment to TEDU LMS until the due date of the assignment.

### **V. Academic Honesty Policy**

This course adheres to the academic honesty policy. I expect that all work submitted and presented by you will be your own original work and that the contributions of others will be openly acknowledged. Failure to adhere to this policy will result in disciplinary action. For more information:

a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism.

b. All parties to plagiarism are considered equally guilty. If you share your coursework with another student and she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. Under no circumstances should a student make his/her coursework available to another student unless the instructor gives explicit permission for this to happen. Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This

generally happens when a student fails to acknowledge the source of an idea or phrasing. Avoid plagiarism by citing sources properly!

## **VI. Announcements**

All announcements will be sent to your e-mail address. It is your responsibility to keep your e-mail address operational at all times. Check your e-mails regularly in order to stay informed.

## **VII. Code of Conduct and Professional Ethics**

As a student-teacher, you are embarking on a journey that combines both learning and leadership. It is required to uphold the highest standards of professionalism, integrity, and ethical behavior in your interactions with children, colleagues, and the community. The principles for the code of conduct and professional ethics will be given to you as a form. By adhering to these principles of conduct and professional ethics, you will not only uphold the values of the teaching profession but also contribute to the positive development and success of all children. Remember that as a student-teacher, you are not only a learner but also a role model and guide for the next generation of learners. After reading and understanding all the principles outlined in the form, you need to **sign this document in the first week and submit it to your instructor.**

## **COURSE ASSIGNMENTS**

### **1. Self-Evaluation paper: (2x4= 8%)**

**Self-Evaluation Papers 1 and 2:** You are expected to evaluate yourself during **the first and last weeks** of the semester (as indicated in the tentative schedule). The evaluation form will be provided to you at the beginning of the semester. Thanks to this evaluation, it is aimed at helping you see your own change and development more clearly. Each self-evaluation will be **4 points**. You are supposed to turn in your paper on Sunday until 12 p.m.

### **2. Teacher Observation Pieces (2x3= %6)**

**Observation Papers 1 and 2.:** This assignment requires you to observe your mentor teacher during an activity using the supplied observation form. Your observation form consists of three parts: descriptive information, observation guidelines, and a reflection section. You are supposed to observe your mentor teacher **two times throughout the second and third weeks** using this observation form. The objective of this assignment is to enable you to examine the teaching process analytically and draw inferences using the mentor teacher's strengths as a model. Each observation will be **3 points**. You are supposed to turn in your paper on Sunday until 12 p.m.

### **3. Discussion Leader (10%)**

You are required to create and actively involve some specific discussions throughout the semester. For this purpose, you need to form study groups involving 5 or 6 students. The groups will choose a discussion topic listed below then the group is expected to create a discussion environment where the group members take the role of discussion leader who will provide information on the chosen topic and ask open-ended questions to facilitate an active discussion environment. In the framework of the chosen topic, you are required to compare former (MONE, 2013) and current

MONE (MONE, 2024) programs. This assignment will be **10 points** and it will be graded through a presentation rubric. The topics of this assignment;

- Topic 1: Basic Principles and General Features
- Topic 2: Developmental Gains and Indicators
- Topic 3: Learning Environments and Centers
- Topic 4: Activity Types and Explanations
- Topic 5: Monthly and Daily Plan (within appendices)
- Topic 6: Assessment in Early Childhood Education

#### **4. Lesson Plans/Portfolio (%52)**

Throughout the semester, you will prepare **four lesson plans** (each worth 4 points, or 16% in total) and implement them with small and large groups in the classroom. You will also prepare a **whole-day plan** that includes two activity plans (8 points, or 8% in total) and implement it with large groups in the classroom. The whole-day plan requires the design a /interest corner/learning center. Details of this task will be discussed in class. The weekly subjects for your lesson plans are listed below in the course schedule. You will get feedback on your plans in a weekly manner. In the portfolio, your revisions will also be graded.

You are supposed to turn in your lesson plans one week before the teaching, in other words, on **Sunday until 12 p.m.**, so that we can give you feedback on **Wednesday (both written & oral)**, and then, you can revise your plan if necessary and be ready to implement it on Wednesday. We will visit your classroom to observe and supervise your teaching (at least twice). After teaching your activity plan, you are supposed to add one paragraph of self-evaluation to your lesson plan and put it into the portfolio that you will submit at the end of the course. A folder including the final versions of your lesson plans (including self-evaluation and assessment sections) is due on the final date.

**Assessment:** You will select assessment tools and follow up children accordingly to this assessment tool to observe the influences of your teaching. As you engage in assessment, you will re-visit your lesson plans and add reports of the assessment to your lesson plan.

**Monthly Plan (2x1, 1 points each 2%):** At the beginning of each month (April, and May) a monthly plan should be requested from your cooperating teacher and check it depending on Appendix 3 (Monthly Plan Format) of 2024 National Early Childhood Education Curriculum.

**Child Development and Learning Monitoring Form:** (4x2, 4 points each 8 %) This form is given in the Appendix 1 of 2024 National ECE Curriculum. One child from the class will be chosen and s/he will be observed during the semester. This form should include critical indicators of child's development. At the end of the specified two months (April & May) "Development and Learning Monitoring Form" will be filled and submitted to the instructor. Totally, **2 Development and Learning Monitoring Form** will be submitted for April and May.

**Other Requirements:** (6 points) Throughout the semester, you are required to develop at least **one assessment tool** (3 points) **and and one material for at least one of the lesson plans** (3 points) that you will prepared. Please inform the instructor about the specific assessment tool or material you have created and its corresponding activity.

### 5. Teacher & Instructor Observation on Lesson Plan Implementation (24%)

Throughout the semester, your instructors will have scheduled visits to your student-teaching school (at least 4 times). One purpose of these visits is to observe and support you in your practice teachings. The other purpose is to hold a common meeting with you and your cooperating teacher. During these meetings, we will be discussing about your experiences as a student-teacher and also about your teacher's supervision experience. Your **classroom teacher (12%)** and your **instructor (12%)** will fill in a form following your implementation by using a form (3 points each).

#### Course Assessments & Learning Outcomes Matrix:

Assessment Methods	Learning Outcomes
Self-Evaluation paper	#1, #5, #6
Teacher Observation Piece	#1, #5, #6,
Lesson Plans-Portfolio	#2, #3, #4, #5, #6, #7
Discussion Leader	#1, #2, #3, #4, #5, #6, #7
Teacher & Instructor Observation on Lesson Plan Implementation	#1, #2, #3, #4, #5, #6, #7

#### Grading Rubrics:

Grading rubrics for practice reflections and portfolio will be presented and clarified in class in a timely manner before they are due.

#### Overall Evaluation Criteria:

Course requirement	Due date	% of final grade
Self-Evaluation Paper	Specified weeks	8
Teacher Observation Paper	Specified weeks	6
Discussion Leader	Specified weeks	10

<p>Lesson Plans/ Portfolio (4x4=16 % implementations) Whole Day Plan 8% Monthly Plans 2%- Child Development and Learning Monitoring Form 8% Portfolio (revisions 12%) Other Requirements (6%)</p>	Final date	52
Teacher & Instructor Observation on Lesson Plan Implementation	Specified implementation weeks	24

\*The above & below schedules and procedures in this course are subject to change in the event of extenuating circumstances. You will be notified of any changes in class.

\*The final grade is determined by the judgment of the instructor, completion of requirements for each objective and preparedness and participation in the classroom.

**Tentative Course Schedule:**

Date	Topics	Assignments
Week 1 (21st Feb.)	First Meeting, Overview of the course-Expectations-	Course Syllabus Discussions
Week 2 (28th Feb.)	School Visit & Meeting the School Administration/Teachers  Basic Principles and General Features of MONE programs	Preschool Curriculum Discussions (Group 1)
Week 3 (6 March)	Developmental Gains and Indicators of MONE programs	Preschool Curriculum Discussions (Group 2)

Week 4 (13 March)	Learning Environments and Centers in MONE programs	Preschool Curriculum Discussions (Group 3)
Week 5 (20 March)	Activity 1: Art Activity/Music Activity  Activity Types and Explanations in MONE programs	Preschool Curriculum Discussions (Group 4)
Week 6 (27 March)	Activity 1: Art Activity/Music Activity  Monthly and Daily Plan (within appendixes) in MONE programs	Preschool Curriculum Discussions (Group 5)
Week 7 (3 April)	Activity 2: Emergent Literacy Activity/Math Activity  Assessment in Early Childhood Education in MONE programs	Preschool Curriculum Discussions (Group 6)
Week 8 (10 April)	National Holiday	
Week 9 (17 April)	Activity 2: Emergent Literacy Activity/Math Activity Lesson Plan Review and Evaluations	
Week 10 (24 April)	Activity 3: Movement /Drama Activity  Lesson Plan Review and Evaluations	



Week 11 (1 May)	Official Holiday	
Week 12 (8 May)	Activity 3: Movement /Drama Activity  Lesson Plan Review and Evaluations	
Week 13 (15 May)	Activity 4: Outdoor Activity/Science Activity  Lesson Plan Review and Evaluations	
Week 14 (22 May)	Activity 4: Outdoor Activity/Science Activity  Lesson Plan Review and Evaluations	
Week 15 (29 May)	Whole Day Plan  Lesson Plan Review and Evaluations	

TASKS	DUE DATES
Self-evaluation/reflection paper 1	3 March 2024
Teacher Observation Paper 1	10 March 2024
Teacher Observation Paper 2	17 March 2024
Monthly Plan	10 March 2010
Activity Plan 1	10 March 2024

Activity Plan 2	24 March 2024
Monthly plan 2	15 April 2024
Activity Plan 3	15 April 2024
Activity Plan 4	5 May 2024
Child Development and Learning Monitoring Form 1	12 May 2024
Whole Day Plan	19 May 2024
Self-evaluation/reflection paper 2	31 May 2024
Child Development and Learning Monitoring Form-2	31 May 2024
Teaching Portfolio	Final Dates (will be announced later)

**TED UNIVERSITY**  
**EDUCATION FACULTY**  
**DEPARTMENT OF ELEMENTARY EDUCATION**  
**EARLY CHILDHOOD EDUCATION PROGRAM**

## **CODE OF CONDUCT AND PROFESSIONAL ETHICS OF STUDENT-TEACHERS**

As a student-teacher, you are embarking on a journey that combines both learning and leadership. It is required to uphold the highest standards of professionalism, integrity, and ethical behavior in your interactions with children, colleagues, and the community. The following code of conduct outlines the principles that should guide your conduct as a student-teacher:

### **1. Commitment to Children's Welfare and Providing Quality Education:**

- Prioritize the well-being, safety, and academic growth of all children under your supervision.
- Respect the diversity of children's backgrounds, abilities, and learning styles, and strive to create an inclusive and supportive learning environment for all.
- Advocate for equitable access to quality education for all children (regardless of their socio-economic background or other factors) and advocate for policies regarding it.

### **2. Professionalism:**

- Adhere to punctuality, dress code, and other professional norms established by your educational institution.
- Keep private information about children confidential and avoid talking about sensitive topics except for professionals (e.g., friends, colleagues at work)

### **3. Integrity and Honesty:**

- Conduct yourself with honesty and integrity in all academic and professional endeavors.
- Avoid plagiarism or any form of academic dishonesty in activity plans and assignments.

### **4. Respect for Colleagues and Mentors:**

- Treat fellow teachers, mentors, and staff with respect, courtesy, and professionalism.
- Seek guidance and feedback from experienced educators and demonstrate openness to constructive criticism.

### **5. Professional Boundaries:**

- Maintain appropriate boundaries with children and teachers, refraining from engaging in personal/ intimate or inappropriate relationships.
- Avoid social media interactions with teachers and children, and maintain a separate, professional online presence.

### **6. Continuous Learning and Growth:**

- Embrace opportunities for professional development and lifelong learning to enhance your teaching skills and pedagogical knowledge.
- Reflect on your teaching practice regularly and actively seek feedback to improve your effectiveness as an educator.

- Prioritize self-care and well-being to maintain your physical, emotional, and mental health throughout your teaching practice with an awareness of responsibility.

**7. Ethical Use of Resources:**

- Respect copyright laws and intellectual property rights when using educational materials and resources (e.g., confidentiality of the educational program in school).
- Use technology responsibly and ethically in the classroom, ensuring that it enhances learning with the teacher’s permission.
- Avoid taking children's photos and videos and avoid sharing any information related to them on social media platforms such as WhatsApp, Instagram, Facebook, and others.

**8. Professional Conduct in the Community:**

- Represent yourself and your educational institution with professionalism and integrity in all community interactions.
- Foster positive relationships with parents, guardians, and community members, recognizing their important role in children’s education.

By adhering to these principles of conduct and professional ethics, you will not only uphold the values of the teaching profession but also contribute to the positive development and success of all children. Remember that as a student-teacher, you are not only a learner but also a role model and guide for the next generation of learners. After reading and understanding all the principles outlined above, I hereby acknowledge and sign this document.

**Name Surname:**

**Date:**

**Signature:**