

**School of Education / Special Education Teaching**  
**2022 - 2023 Academic Year**  
**EXPERIENCE in SPECIAL EDU. INSTITUTIONS and SCHOOLS**

**Syllabus**

Course Description					
Name	Code	Semester	T+A Hour	Credit	ECTS
EXPERIENCE in SPECIAL EDU. INSTITUTIONS and SCHOOLS	ÖE3212376	Spring Semester	1+4	3	5
<b>Prerequisites Courses</b>					
<b>Recommended Elective Courses</b>					
<b>Language of Instruction</b>	Turkish				
<b>Course Level</b>	First Cycle (Bachelor's Degree)				
<b>Course Type</b>	Required				
<b>Course Coordinator</b>	Assoc.Prof. Ülkü TOSUN				
<b>Name of Lecturer(s)</b>	Assist.Prof. Aslin ARSLANOĞLU ÖSER, Assist.Prof. Özge ÖZLÜ ÜNLÜ, Assist.Prof. Advıye Pınar KONYALIOĞLU				
<b>Assistant(s)</b>					
<b>Aim</b>	Within the scope of this course, the following topics will be covered: Gaining school experience in official institutions and classes where special education services are provided; participating in educational services; planning special education preparatory studies; collaborating with classroom teachers, counselors and others in educational settings; classroom management in educational settings; making instructional adaptations; conducting teaching; making in-class presentations of the implemented applications; suggestions and implementations regarding the problems encountered.				
<b>Course Content</b>	This course contains; Orientation: Introducing the course by the course coordinators at the university.,Obtaining information about the classroom environment in which they will practice within the scope of the course, the student profile, the number of students, learning characteristics, requirements, physical conditions of the classroom environment, and in-class adaptations, if any. (You need to prepare based on your own School and Institution Experience in Special Education and your own comments).,Collaboration with the classroom teacher in the educational environment: Examining and reporting the IEPs of all students with special needs studying in the classroom in cooperation with the classroom teacher. Examining and reporting the adaptations (instructional, physical, material adaptations) made for each student.,Collaboration with the school guidance service: Examining and reporting the work of the school guidance service with each student with special needs in the classroom in cooperation with the school counselor.,Classroom management in educational environments: Preparation and management of an Individualized Instruction Plan (IEP) for a lesson or subject that is available in the student's course flow (ie, among the student's needs) decided together with the coordinator teacher, and all the material and application process prepared for this study. documentation. *(Preparation of Enriched Education Program (ZÖP) for special talents),Making instructional adaptations and conducting individual teaching: Carrying out the teaching of two different course subjects, which are determined by taking into account the instructional needs of the student, to cover at least two lesson hours with the coordinator teacher in the classroom where they practice, by making necessary adaptations, and reporting the whole process in detail.,Developing suggestions for the problems encountered during the whole application: 7.1. Developing solution proposals for the problems encountered during the whole application and reporting all the information by taking the opinions of the coordinator teacher on this subject.,Filling the checklist by the coordinator teacher in order to evaluate the general process of the pre-service teacher and submitting this list to the advisory faculty member at the school by receiving this list in a sealed envelope signed by the pre-service teacher.,Classroom management in educational environments: Preparation and management of an Individualized Instruction Plan (IEP) for a lesson or subject that is available in the student's course flow (ie, among the student's needs) decided together with the coordinator teacher, and all the material and application process prepared for this study. documentation. *(Preparation of Enriched Education Program (ZÖP) for special talents),Making instructional adaptations and conducting individual teaching: Carrying out the teaching of two different course subjects, which are determined by taking into account the instructional needs of the student, to cover at least two lesson hours with the coordinator teacher in the classroom where they practice, by making necessary adaptations, and reporting the whole process in detail.,Developing solution proposals for the problems encountered during the whole application and reporting all information by taking the opinions of the coordinator teacher on this subject.,Filling the checklist by the coordinator teacher in order to evaluate the general process of the pre-service teacher and submitting this list to the advisory faculty member at the school by receiving this list in a sealed envelope signed by the pre-service teacher.,Filling the checklist by the coordinator teacher in order to evaluate the general process of the pre-service teacher and submitting this list to the advisory faculty member at the school by receiving this list in a sealed envelope signed by the pre-service teacher.,Filling the checklist by the coordinator teacher in order to evaluate the general process of the pre-service teacher and submitting this list to the advisory faculty member at the school by receiving this list in a sealed envelope signed by the pre-service teacher.				
<b>Course Learning Outcomes</b>			<b>Teaching Methods</b>	<b>Assessment Methods</b>	
At the end of this course, the student will be able to demonstrate the following knowledge and skills related to school and institution experience in special education: Participates in education services in public institutions and classrooms where special education services are provided;			2, 4	A	
Plans special education preparatory studies;			2, 4	A	
Collaborates with classroom teachers, counselors and others in educational settings; Manages the classroom in educational settings;			2, 4	A	
Makes instructional adaptations;			2, 4	A	
Performs in-class presentations of the implemented applications;			2, 4	A	
Makes suggestions regarding the problems encountered.			2, 4	A	
<b>Teaching Methods</b>	2: Question - Answer, 4: Exercise, Practice				
<b>Assessment Methods</b>	A: Written Exam				
<b>Lecture Schedule</b>					
<b>Sequence</b>	<b>Topics</b>	<b>Preliminary Preparation</b>			
1	Orientation: Introducing the course by the course coordinators at the university.				
2	Obtaining information about the classroom environment in which they will practice within the scope of the course, the student profile, the number of students, learning characteristics, requirements, physical conditions of the classroom environment, and in-class adaptations, if any. (You need to prepare based on your own School and Institution Experience in Special Education and your own comments).	examine web page of school			
3	Collaboration with the classroom teacher in the educational environment: Examining and reporting the IEPs of all students with special needs studying in the classroom in cooperation with the classroom teacher. Examining and reporting the adaptations (instructional, physical, material adaptations) made for each student.	examine IEP plans			

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<b>Lecture Schedule</b>		
<b>Sequence</b>	<b>Topics</b>	<b>Preliminary Preparation</b>
4	Collaboration with the school guidance service: Examining and reporting the work of the school guidance service with each student with special needs in the classroom in cooperation with the school counselor.	investigate main responsibilities of school guidance service related to special education services
5	Classroom management in educational environments: Preparation and management of an Individualized Instruction Plan (IEP) for a lesson or subject that is available in the student's course flow (ie, among the student's needs) decided together with the coordinator teacher, and all the material and application process prepared for this study. documentation. *(Preparation of Enriched Education Program (ZÖP) for special talents)	examine ITP sample
6	Making instructional adaptations and conducting individual teaching: Carrying out the teaching of two different course subjects, which are determined by taking into account the instructional needs of the student, to cover at least two lesson hours with the coordinator teacher in the classroom where they practice, by making necessary adaptations, and reporting the whole process in detail.	searching for instructional accommodations
7	Developing suggestions for the problems encountered during the whole application: 7.1. Developing solution proposals for the problems encountered during the whole application and reporting all the information by taking the opinions of the coordinator teacher on this subject.	interview with teacher
8	Filling the checklist by the coordinator teacher in order to evaluate the general process of the pre-service teacher and submitting this list to the advisory faculty member at the school by receiving this list in a sealed envelope signed by the pre-service teacher.	
9	Classroom management in educational environments: Preparation and management of an Individualized Instruction Plan (IEP) for a lesson or subject that is available in the student's course flow (ie, among the student's needs) decided together with the coordinator teacher, and all the material and application process prepared for this study. documentation. *(Preparation of Enriched Education Program (ZÖP) for special talents)	examine ITP sample
10	Making instructional adaptations and conducting individual teaching: Carrying out the teaching of two different course subjects, which are determined by taking into account the instructional needs of the student, to cover at least two lesson hours with the coordinator teacher in the classroom where they practice, by making necessary adaptations, and reporting the whole process in detail.	examine teaching plan sample
11	Developing solution proposals for the problems encountered during the whole application and reporting all information by taking the opinions of the coordinator teacher on this subject.	taking notes regarding problems observed in school settings
12	Filling the checklist by the coordinator teacher in order to evaluate the general process of the pre-service teacher and submitting this list to the advisory faculty member at the school by receiving this list in a sealed envelope signed by the pre-service teacher.	
13	Filling the checklist by the coordinator teacher in order to evaluate the general process of the pre-service teacher and submitting this list to the advisory faculty member at the school by receiving this list in a sealed envelope signed by the pre-service teacher.	
14	Filling the checklist by the coordinator teacher in order to evaluate the general process of the pre-service teacher and submitting this list to the advisory faculty member at the school by receiving this list in a sealed envelope signed by the pre-service teacher.	
<b>Evaluation Methods</b>		<b>Weight(%)</b>
Midterm Exam		40
General Exam		60

<b>Resources</b>