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COOPERATING TEACHERS' AWARENESS of THEIR ROLES and THEIR OPINIONS about the EFFECTIVENESS of INSET on THEIR SUPERVISORY SKILLS

THESIS on MASTERS of ARTS

Ayla TOHUMAT

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YABANCI DİLLER EĞİTİMİ ANABİLİM DALI

İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

DANIŞMAN ÖĞRETMENLERİN GÖREV FARKINDALIKLARI ile DANIŞMAN ÖĞRETMEN YETİŞTİRME HİZMET İÇİ EĞİTİM PROGRAMININ DANIŞMANLIK BECERİLERİNE KATKISI ÜZERİNE GÖRÜŞLERİ

YÜKSEK LİSANS TEZİ

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Danışman

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE,

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Abstract

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Thesis : Cooperating Teachers' Awareness of Their Roles, and Their Opinions about the Effectiveness of INSET on Their Supervisory Skills

Advisor: Assoc. Prof. Dr. Esim GÜRSOY

COOPERATING TEACHERS' AWARENESS of THEIR ROLES,

and THEIR OPINIONS about THE EFFECTIVENESS of INSET

on THEIR SUPERVISORY SKILLS

The quality of education depends on the quality of teachers educating the generations. Therefore, teacher training activities both for pre-service teachers (PRESET) and in-service teachers (INSET) are undeniably valuable for their professional development. Acting as a gate to profession, the course 'teaching practice' stands as a PRESET where student teachers (STs) collaborate with more competent and experienced in-service teachers, defined as cooperating teachers (CTs). As success of 'teaching practice' is directly attributed to the quality of CTs, their training gains extra importance. In this sense, the Turkish Ministry of National Education (MoNE) organizes INSET programs in cooperation with General Directorate of Teacher Training to prepare teachers for their CT roles. Introducing Clinical Supervision

Model (CSM), the INSETs aim to empower CTs with several supervisory techniques to support STs during this process more effectively. The present study aims to investigate both the effectiveness of the INSET in providing these skills to CTs and the usability of CSM in practice. Designed as a mixed method research, the data of the study was collected from 120 teachers of English for the questionnaires and 6 teachers of English for the personal interviews.

Both the quantitative and qualitative data indicate that Clinical Supervision Model is effective and usable in practice as it empowers CTs with several supervisory techniques especially to observe and give feedback and the INSET has been successful in providing these techniques. However, participants of the interviews criticize the INSET for lacking follow up support and activities as they feel the need for more practice of these techniques. Therefore, observation and reflective sessions within school-based study groups of CTs are suggested as a follow up activity after the program. Additionally, some adjustments are proposed for the timing of INSET and evaluation process on MEBBIS in order to improve the effectiveness of the program.

Keywords. Clinical Supervision Model, cooperating teacher, cooperating teacher's responsibilities, perceptions of cooperating teachers, scale development

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DANIŞMAN ÖĞRETMENLERİN GÖREV FARKINDALIKLARI ile DANIŞMAN ÖĞRETMEN YETİŞTİRME HİZMET-İÇİ EĞİTİM PROGRAMININ DANIŞMANLIK BECERİLERİNE KATKISI ÜZERİNE GÖRÜŞLERİ

Eğitimin kalitesi, nesilleri yetiştiren öğretmenlerin kalitesine bağlıdır. Bu nedenle, hem hizmet öncesi hem de hizmet içi eğitimler öğretmenlerin mesleki gelişimleri için oldukça önemlidir. Mesleğe atılan ilk adım olarak değerlendirilen 'öğretmenlik uygulaması', uygulama öğrencilerinin daha tecrübeli öğretmenlerle işbirliği içinde çalıştıkları bir hizmet öncesi eğitim süreci niteliğindedir. Bu sürecin başarısı danışman öğretmenin kalitesiyle doğrudan bağdaştırıldığı için, uygulama öğrencilerinin mesleki gelişimlerinde böylesine önemli bir role sahip olan danışman öğretmenlerin eğitimi ayrıca önem kazanmaktadır. Bu bağlamda, Türk Milli Eğitim Bakanlığı (MEB) Öğretmen Yetiştirme Genel Müdürlüğü ile işbirliği içinde öğretmenleri danışmanlık görevlerine hazırlamak amacıyla hizmet içi eğitimler

başlatmıştır. Uygulama öğrencilerinin bu süreçte daha etkili desteklenmeleri için hazırlanan bu eğitimler, Klinik Danışmanlık Modeli (KDM) kapsamında danışman öğretmenlere çeşitli danışmanlık becerileri kazandırmayı hedeflemektedir. Bu çalışma, hem düzenlenen hizmet içi eğitimlerin hedeflenen becerileri kazandırmadaki etkililiğini hem de KDM'nin uygulanabilirliğini sahada incelemek amacıyla gerçekleştirilmiştir. Verilerin karma yöntem kullanılarak toplandığı çalışmaya 120 İngilizce öğretmeni anket yoluyla katılım sağlarken, 6 İngilizce öğretmeni ile birebir görüşmeler yapılmıştır.

Toplanan nitel ve nicel tüm veriler ışığında, danışman öğretmenleri gözlem ve dönüt verme teknikleri ile donatarak güçlendiren KDM uygulamada etkili ve kullanışlı bulunurken, öğretmenleri bu konuda yetiştiren hizmet içi eğitim programının da başarılı olduğu ortaya konmuştur. Ancak, birebir görüşme sonuçları göstermektedir ki 'Danışman Öğretmen Yetiştirme Hizmet içi Eğitim' programı eğitim sonrası uygulama esnasında destek ve takip noktasında eksik kalmıştır. Çalışmaya katılan danışman öğretmenler danışmanlık becerilerini geliştirmek için daha fazla uygulamaya ihtiyaç duyduklarını belirtmektedirler. Bu nedenle, danışman öğretmenler için okul-merkezli çalışma grupları oluşturularak eğitim sonrası gözlem ve yansıtma toplantıları yapılması önerilmiştir. Ayrıca, sürecin etkililiğini artırmak amacıyla hem eğitimin zamanlaması hem de MEBBİS üzerindeki değerlendirme sistemine dair bazı düzenlemeler önerilmiştir.

Anahtar sözcükler: Klinik Danışmanlık Modeli, ölçek geliştirme, uygulama öğretmeni, uygulama öğretmeninin görev algısı, uygulama öğretmeninin sorumlulukları

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List of Abbreviations

CSM: Clinical Supervision Model

CT: Cooperating Teacher

ELT: English Language Teaching

HEC: Higher Council of Education

INSET: In-service Training

MEBBIS: Milli Eğitim Bakanlığı Bilişim İşletim Sistemi [Data Processing System of MoNE]

MoNE: Ministry of National Education

PD: Professional Development

PDP: Professional Development Program

PRESET: Pre-service Training

ST: Student Teacher

US: University Supervisor

Chapter 1

Introduction

1.1. Background to the Study

Professional development of teachers has been one of the main concerns of the governments (Evans, 2002), as it has macro and micro level effects on the education system. On the macro level, it is stated in many research studies that the successful implementation of educational reforms depends on the effectiveness of professional development processes (Grossman, Onkol & Sands, 2007; Guskey, 2002; John & Gravani, 2005; Kırkgöz, 2009; Uysal, 2012; Villegas-Reimers, 2003) whereas the micro level effects are reported as assurance in teacher quality (TQ) which directly affects and in return improves students' learning outcomes (Bezzina, 2006; Chaves & Guapacha, 2016; Diaz-Maggioli, 2003). Besides, schools are claimed to be as much qualified as their teachers working within them (Guskey, 2002).

Placed in the very center of the education system, teachers are expected to have several skills, competences and knowledge (Brown, 2007; Chaves & Guapacha, 2016). Therefore, completing pre-service teacher training (PRESET) does not guarantee that they are professionally ready since there is a clear difference between "being prepared to teach and actually teaching" (Bezzina, 2006, p. 418). That is why many governments provide in-service teacher training programs (INSET) because "professional certification … is not a terminal point but a point of departure" (Wallace & Bau, 1991, p. 58) for an ongoing development in their whole career (Musset, 2010). In short, the term 'professional development' (PD) refers to not a single event, but a process in which teachers "travel all their professional life" to improve their performance (Wallace & Bau, 1991, p. 58). They start their journey with PRESET and go on with INSET in order to connect theory and practice in a better way (Avalos, 2011; Kırkgöz, 2009; Ünal & Ünal, 2012). Because the PRESET programs are

reported to be inadequate in preparing teachers effectively for the profession (Bayar, 2014; Çelik & Arıkan, 2012; Forrester and Draper, 2007); INSET programs gain importance for this journey of professional development (PD). Therefore, PD is considered to be a responsibility for teachers and an indispensable part of their work (Al-Weher & Abu-Jaber, 2007; Corcoran, 1995; Tekin & Yaman, 2008). Besides, the success of PD process depends on the individual efforts (Evans, 2002) as it requires willingness and motivation for the emotional and cognitive involvement of teachers (Avalos, 2011; Çelik, Bayraktar-Çepni & İlyas, 2013; Diaz-Maggioli, 2003; Kırkgöz, 2007). Unlike INSET programs, PRESET programs, especially the process of teaching practice, are offered compulsorily to student teachers (STs). However, there are some factors that influence the success of this process; such as the selection and training of the cooperating teachers (CTs) and their willingness to collaborate with STs during teaching practice (Ekiz, 2006; Gürsoy, Bulunuz, Baltacı-Göktalay, Bulunuz, Kesner & Salihoğlu, 2013; Koç, 2011).

1.2. Statement of the Problem

Pre-service teachers in Turkey spend their last year of education at cooperating schools for school experience and teaching practice courses. Studying content knowledge, subject knowledge and educational sciences at university, STs move into cooperating schools where they find the opportunity to observe and practice teaching in a real setting. Under the supervision of a CT, they observe, practice and reflect upon their teaching for two terms. STs have school experience for 4 hours a week in the first term whereas they spend 6 hours a week for teaching practice in the second term. During this process, along with classroom observations, STs are given chances to experience teaching as well. Because these field experiences are very valuable for STs, Higher Education Council (HEC) has started a new program that expands the time spent at cooperating schools. Thus, in the academic year of 2022-2023, the fourth year students of education faculties are expected to have teaching

practice for 6 hours a week in both terms (Milli Eğitim Bakanlığı [MEB], 2018). Simply put, the cooperation of university and school are equally important for the professional development of STs -the former training STs to become teachers and the latter giving them the opportunity to collaborate with experienced teachers.

During teaching practice, both university supervisor (US) and CT support, guide and encourage STs with their constructive feedback upon classroom observations. Together, these two agents coordinate the process. Since they are responsible for the mentoring activities (observing, planning, demonstrating, guiding, advising, giving feedback, conferencing etc), they have a more direct influence on the process. What is more, this process is reported to be beneficial for not only STs' but also CTs' professional development as it provides the STs with the help they need to survive in the profession and CTs the opportunity to refresh themselves to catch up with changes and technology (Koç, 2011; Pungur, 2007).

Observing STs' teaching performance and giving them feedback, CTs' support of STs' professional development is undeniable. On the other hand, studies show that PD depending on collaboration in the format of colleagueship rather than apprenticeship is more advantageous for the CTs as well because they find a chance to upgrade their own teaching skills with "innovative teaching methods and ICT skills from younger colleagues" (Geeraerts, Tynjala & Heikkinen, 2018, p. 479).

Having such a critical role in the professional development of STs, the selection and training of CTs gain importance because success of teaching practice is directly attributed to the quality of CTs (Ekiz, 2006; Kiraz & Yıldırım, 2007). For the selection of CTs, there are some accepted criteria in the literature; a CT is required to hold a master's degree and have at least 3 years of experience of teaching in the same area of specialization with STs (Richardson, 1997 as cited in Kiraz & Yıldırım, 2007). However, universities in Turkey disregard them "due to the massive number of student teachers" and consider that any teacher

can supervise STs (Kiraz & Yıldırım, 2007, p. 253). Unfortunately, this fact leaves a question in minds about the effectiveness of CTs and the process for the professional development of STs.

1.3. Research Questions

Driving from those problems stated in the previous section, the following questions were formed to guide the present study:

a- What are the cooperating teachers' (CT) perceptions related to the characteristics of a good CT?
b- What are cooperating teachers' awareness of their roles?
c- To what extend does MoNE's INSET reflect the characteristics of an effective professional development program?
d- What are teachers' perceptions related to the characteristics of a good CT after the in-service training program of MoNE?
e- What are the CTs' opinions about the effectiveness and usability of the program?
f- To what extend does the program support the supervisory skills of the CTs?

1.4. Purpose of the Study

The quality of education depends on the quality of teachers educating the generations. Therefore, teacher training activities both INSET and PRESET are valuable for teachers' professional development. With the attempt to train in-service teachers to fulfill their supervisory roles effectively, Turkish Ministry of Education (MoNE) has started INSETs that are planned and prepared to introduce clinical supervision model (CSM) and empower the in-service teachers with several supervisory techniques. The success of the teaching practice process depends on the quality of CTs, which can be achieved through training. Therefore, the primary aim of the present study is to investigate the effectiveness and the usability of CSM

by CTs with the techniques given at the INSET. As the INSET plays a crucial role in developing CTs' supervisory skills, it is also examined through the perspective of participants in comparison to the characteristics of effective PDPs emphasized in the literature. The study aims to present strengths and weaknesses of the INSET and CSM, which is expected to cause a long-term change that is beneficial for the professional development of STs and CTs mutually.

1.5. Significance of the Study

Professional development is a term used to define a long lasting and never ending process for all professions. Among other professions, it is the teachers' professional development that gets the attention of stakeholders and researchers more because they educate generations who need to develop certain characteristics according to the age they live in. To do so, teachers need to be professionally competent throughout their career. During this journey, not only novice but also experienced teachers might need support, advice, encouragement and modeling of their colleagues for effective teaching because of the complex and demanding characteristics of their profession.

The course 'teaching practice' brings these two parties together in the same context, where they collaborate to make lesson plans, observe each other, discuss and give feedback upon their teaching performances. It is repeated in the literature that the interaction and the collaboration of the novice and the experienced teachers offer a reciprocal benefit for their professional growth as this type of interaction is considered to be "a positive learning experience" (Jane, 2007, p. 190)

Since the course 'teaching practice' acts as a gate to profession, it has a vital role in STs' professional life; therefore, to prepare STs more effectively for the profession, MoNe and HEC take some measurements in the last two decades. The educational reform in 1998 has improved the curricula and course design at education faculties and extended the time for

teaching practice of STs at cooperating schools to improve the teacher quality (Grossman et al., 2007; Yiğit, 2012). In other words, PRESETs in Turkey have meant to be "more school- and practice-based" (Yiğit, 2012). However, the research studies indicate that teaching practice process is not as qualified as expected because CTs do not exactly know *how* to carry out their roles to develop, prepare and evaluate the teaching process. In a descriptive study on the history of teacher training in Turkey, it is stated that the educational reform in 1998 fails in training qualified teachers as the collaboration of faculty and school has started without any training of CTs (Abazaoğlu, Yıldırım & Yıldızhan, 2016).

In order to both support STs' professional development and clarify the roles and responsibilities of CTs during teaching practice, the latest initiative of MoNE is to implement 'Clinical Supervision Model' (CSM), which fosters collaboration and reflective teaching with a systematic structure. The studies on CSM indicate that promoting reflective practice during teaching practice helps to create reflective teachers with autonomy. In other words, with the use of this model, STs are expected to develop awareness and take responsibility of their own teaching. In this respect, MoNE organizes INSET programs for the first time to prepare teachers for their CT roles. Different to the previous INSET programs regarding the roles of CTs in 2016, teachers are equipped with techniques to use during observation and feedback processes (Gökulu, 2017; MEB, 2018). Since it is the first time that MoNE organizes trainings for CTs to develop supervisory skills, it needs comprehensive analysis in order to see how well it works in practice, if teachers can adopt the model, what the strengths and weaknesses of the program are from CTs' perspective. To ensure the ongoing and continuous structure of PD, both "the attainment level and the sustainability of PD programs" should be explored prior to, while and after the activities (Çınarbaş & Hoş, 2018).

The primary aim of the study is to check the effectiveness and the usability of CSM introduced at the INSET. Therefore, firstly CTs' perceptions related to their roles and

responsibilities are examined prior to the INSET. Then, both the effectiveness of the INSET and CSM are investigated with the practitioners (the CTs) via interviews. Unfortunately, these kinds of INSET programs that support teachers with practical tools are very rare in Turkey and so are the research studies conducted upon them. Doing so, the effectiveness of both the INSET and CSM are expected to be approved by the real operators of it –the CTs. The results of the study are expected to present valuable data for MoNE and the faculty of education, who cooperate for a more effective professional development process for STs. Simply put, with these results, MoNE might consider revising or improving the INSET accordingly, and teacher educators at the education faculties might become sure that STs receive regular and systematic feedback about their teaching performances. MoNE as the employer of CTs and possibly of STs will make sure that teachers support each other for their professional and personal development. Additionally, this collaboration and positive interaction of CTs and STs within CSM will create reflective teachers with critical thinking skills, just as the new millennium requires.

1.6. Limitations of the Study

Clinical supervision model requires three agents (US, CT and ST) actively involved in the process. However, the present study analyzes the process from CTs' perspective only. What the other two agents (US and ST) feel, think and experience about the process should also be investigated to complete the whole picture. Secondly, the sample of the study is another limitation as the data is collected from CTs in one city only (Bursa); which means that generalization is limited to the mentioned city. For a better generalization, wider research is required to see if similar results are valid for the other contexts as well.

Chapter 2

Literature Review

2.1. Professional Development of Teachers

The historical stages of PD for teachers are outlined in four, all of which reflect the characteristics of the periods they exist in. The first phase 'pre-professional age' was under the influence of behaviorist approach, where learning took place just by watching and imitating others. In this age, teachers learned to teach by watching their teachers with little training. On the other hand, individualism was the main characteristic of teaching in 'the autonomous professional age'. However, this professional autonomy caused 'unenthusiastic colleagues' not sharing their experiences with each other. What is more, PD was restricted to the idea that only novice teachers or incompetents are in need of help. After the 1980s, collegial professionalism gained importance with the new trend that working with colleagues means learning from and teaching them. This, in a way, has lit up a fire for effective teaching (Hargreaves, 2000).

The challenges of the new millennium, however, require a 'wider and deeper' understanding of professional development. In the new age, individuals are required to develop skills of collaboration, critical thinking and problem solving for powerful communication (Schleicher, 2012). For sure, it is the responsibility of the teachers to educate both the individuals and the society to meet the challenges of the 21st century (Akdemir, 2013; Davis & Moely, 2007; MEB, 2017). Therefore, teachers need to be professionally competent in order to shape the society (Bayar, 2014; Brown, 2007; Guskey, 1994; Kırkgöz, 2009). Not only novice but also experienced teachers might need support, advice, encouragement and modeling of their colleagues for effective teaching because all professions are complex and demanding in the new age (Hargreaves & Fullan, 2000; Musset, 2010; Ünal & Ünal, 2012). That is why, most researchers insist on a more teacher-driven PD process that "includes

regular opportunities and experiences planned systematically to promote growth and development in the profession" (Villegas-Reimers, 2003, p. 12).

Influenced by these challenges, the term 'teacher education' is now regarded as a longer and wider process that starts with the pre-service education and goes up to the retirement (Al-Weher & Abu-Jaber, 2007; Wallace & Bau, 1991). Within this context, the PD process of teachers can be defined as all the activities that teachers attend both to adapt the profession (during pre-service and induction process) and to improve themselves afterwards (Özkan, 2010). Bringing the novice and experienced teachers together in the same context, teaching practice seems to be very valuable for both STs and CTs as long as they "stop, look and discover where they are at that moment and then decide where they want to go [professionally] in the future" with the help of reflection (Farrell, 2012, p. 7). Without reflection, it will only be the experience that teachers are left with, which is regarded to be insufficient for professional development (Çakır, 2010; Wallace & Bau, 1991). Therefore, teaching experiences should be combined with systematic reflections (Farrell, 2012) which functions to form meaning among the elements of experience (Rodgers, 2002).

2.2. Professional Development Process in the World

All countries arrange professional development programs (PDP) for their teachers; however, as reported in many research studies, the way they do this differs due to the educational needs and socio-cultural structure of the contexts. For example, in South Australia, teachers are expected to take PDPs of 30 hours annually whereas in Hong Kong, this is required only from the ones who want to promote in their profession. In a different far-east country, Korea, all teachers in their 3rd year of career "must complete a formal ministerial training program", that is usually held for four consecutive weeks either in winter or summer holidays when teachers have no time restrictions (Wang, Phelps, Coley & Coleman, 2003, p.30). Although there is not a standard in PDPs for teachers in the USA, teachers are offered

PDPs of one-shot. Only when there is an educational reform on the national basis, they are provided with longer PDPs. In short, teachers' participation in a PDP is either an advice or an expectation by the governments in the mentioned countries. None of them encourage their teachers to participate in professional development activities. On the other hand, England, Singapore and the Netherlands are reported to support their in-service teachers' PD "through the granting of paid leave each year" for different length of time throughout the year; "five days for teachers in England, 100 hours in Singapore, or over a month in the Netherlands" (Wang et al., 2003, p. 30). Although governments' encouragement is an advantage for PD, it is the teachers' beliefs that make a PDP effective and successful.

As the process starts from the very first day of teaching experience, newcomers should be acculturated "to the idea that professional learning must be a lifelong pursuit" (Wong, Britton & Ganser, 2005, p.379). Once they believe, they act accordingly. Thus, induction period of teachers is considered as a global issue and studied internationally (Alhija & Fresko, 2010; Forrester & Draper, 2007; Geeraerts et al., 2018; Gökulu, 2017; Hebert & Worthy, 2001; Hobson, Ashby, Malderez & Tomlinson, 2009; Jane, 2007; Kiraz & Yıldırım, 2007; Le Maistre & Paré, 2010; Öztürk & Yıldırım, 2013; Stanulis, Fallona & Pearson, 2002; Wang et al., 2003; Wong et al., 2005).

Switzerland, China (Shangai), New Zealand, Japan and France are stated to reflect the best practices of the induction programs (as a part of PD) with the similarities that "they are highly structured, they focus on professional learning, and they emphasize collaboration" -one of the characteristics of the age (Wong et al., 2005, p. 383). In Switzerland, PD process starts with the pre-service days of ST and goes on with the induction period where beginning teachers and experienced teachers observe each other's classrooms mutually. In the same vein, teachers in New Zealand, China (Shangai), Japan and France receive their peers'/colleagues' support after each classroom observation. They share their experiences in

practice groups in Switzerland; discuss and analyze their teaching with a veteran teacher in lesson-preparation groups in China; receive advice and guidance for two years in New Zealand; have the opportunity to observe many other teachers as teaching is a public activity in Japan; and "are encouraged to proceed on their own" under the supervision of a pedagogical advisor in France (Wong et al. 2005, p. 382). Although their approaches to PDPs differ, these countries have one thing in common –that is collaboration, which is defined as the strength of all PD programs in the mentioned countries. Similarly, in a review of the studies examining PDPs for language teachers, collaboration is reported as the favored PD activity in Middle Eastern and Asian countries as collegial feedback creates a non-threatening and sheltered environment for teachers' professional development (Çınarbaş & Hoş, 2018).

In short, both the support of peers and the experienced teachers are stated to provide collaborative reflections that help beginning teachers improve professionally. Having "a limited repertoire of problem-solving strategies" in hand, beginning teachers need the help of veteran teachers to "deal with the complex problems of initial practice" (Le Maistre & Pare, 2010, p. 559). What is more, in a collaborative group work, it is not only the novice teachers that take advantage of the program but also the veteran teachers update themselves (Coşgun & Atay, 2018). Based on intergenerational learning perspective, their partnership help each other improve professionally because they contribute to the process with different skills; "innovative teaching methods and ICT skills from younger colleagues whereas practical information, classroom management skills, self-regulation and community building" are acquired from the older colleagues (Geeraerts et al., 2018; p. 479). This collaborative work of novice and veteran teachers are usually associated with mentoring programs, and the success of these programs are stated to lie in "the effective selection and preparation of mentors" (Hobson et al., 2009, p. 207).

2.3. Mentoring

Having little or no real teaching experience at all, student teachers or beginning teachers feel the need for help to survive in the profession. Usually, this help comes from a more competent or experienced colleague during both teaching experience in the pre-service education and the induction process (Coşgun & Atay, 2018).

Receiving pedagogical knowledge at universities, pre-service teachers move into schools where they can put all these theories into practice and observe other teachers' practices in real setting. Despite having such strategic importance, schools are claimed to be "unable or unwilling to nurture and support beginning teachers" due to "schedules providing little time for reflection… and ineffective mentoring" (Hebert & Worthy, 2001, p. 899). Because they have very few opportunities to interact with CTs and thus receive little feedback on their teaching performance, *confused, frustrated and fatigued* STs learn to teach on their own (Hebert & Worthy, 2001), which might result in a disaster due to rote applications (Wallace & Bau, 1991).

The implementation of mentoring programs might differ in several contexts but the need for a good CT is the common point. In her study, Jones (2009) questions whether 'a good teacher' always makes a good CT, and a lot of (74%) the participants disagrees with the idea. In the same vein, Jane (2007) states that CTs should have good interpersonal skills for effective mentoring and presents a list that defines the characteristics of a good CT as follows:

- listen very attentively
- deal with differences of opinion in a non-judgemental manner
- ask open-ended questions rather than closed ones
- focus on mentee's [STs'] agenda
- show flexibility and be creative
- use these interpersonal skills for the benefit of the other person (p. 186)

Besides the characteristics of good CTs, there are also studies investigating the factors affecting mentoring activities (Alhija & Fresko, 2010; Hobson et al., 2009). Among these factors, recruiting and training CTs are stated to be of great importance. What is more, poor implementation of these programs is attributed to inadequate training of CTs (Kiraz & Yıldırım, 2007).

The governments around the world review their educational systems to remain competitive in the new age. For quality education, many governments focus on mentoring activities; USA, England, Hong Kong, China, New Zealand, Taiwan, Turkey are some of them. New Zealand is reported to be the strongest supporter of this program whereas in the USA "mentoring programs and goals tend to be ill defined in that they are typically informal and vary from state to state" despite the experience of nearly 50 years (Kent, Green & Feldman, 2012, p. 2).

The commission in the state of Alabama that suggests mentoring practices for more qualified education stands as an example for good implementations in the USA. This commission has some criteria for the selection of mentor teachers: "each new mentor should be chosen by a committee comprised of teachers and administrator(s) and must successfully complete Alabama Beginning Teacher Mentor Training or an equivalent locally developed training program" (Kent et al., 2012, p. 4). The role of mentor teachers is so important for the process that the selection of mentors should not be left to chance (Pungur, 2007). Although there are some accepted criteria in general; "holding at least a master's degree, have a minimum of 3 years of teaching experience, teaching classes in the student teacher's area of specialization and being a model of the profession", universities in Turkey disregard them due to placement difficulties in relation with the huge number of STs and consider that any teacher can supervise STs (Richardson, 1977 as cited in Kiraz & Yıldırım, 2007, p. 253).

Unfortunately, this fact leaves a question in minds about the effectiveness of both CTs as mentors and the process for the professional development of STs.

The roles of a CT or their perceptions regarding their roles during teaching practice have attracted many researchers (Gürsoy & Damar, 2011; Hudson, 2004; Kiraz & Yıldırım, 2007; Koç, 2008). Acting as a guide, advisor, counselor, supporter, coordinator, model and a friend (Jones, 2009; Koç, 2011), the role of CT as an assessor might have a harmful effect on both CT-ST relationship and the process itself "if assessment is at the forefront of mentoring" (Jones, 2009, p. 12). It might prevent ST from "engaging in honest, critical dialogue" with CT and taking risks "to develop their own style" (Jones, 2009, p. 12). Mentoring is defined to be a supportive, encouraging and nurturing process; otherwise, STs might grow concerns "for being criticized for their teaching practice" (Koç, 2011, p. 205). In this respect, CTs -as mentors- need training for effective mentoring (Kiraz & Yıldırım, 2007; Yiğit, 2012).

The importance of training mentors finds voice in several studies, one of which reports that the trained mentors "relate to their mentoring tasks more seriously … [*and*] experience greater satisfaction" (Alhija & Fresko, 2010, p. 2500) when compared to the ones who are untrained. In another study conducted in twelve European countries, mentors themselves express the need for training related to several skills to develop. In the same study, Turkish mentors are reported to express the need for the development of their skills for "critical analysis, classroom observation and constructive feedback", whereas mentors from England – the pioneer of mentoring practices- are stated to express the lowest level of need for the development of the same skills -especially critical analysis (Jones, 2009, p. 13). The importance of the skill for critical analysis comes from the fact that it helps mentors analyze their own practices as teachers and mentors as well. This means mentoring programs offer reciprocal benefits for both mentees (STs in the present study) and mentors (CTs in the present study).

In a review of studies that investigates the impact of collaborative professional development, the researchers offer observation, feedback and partnership between CTs and USs as the features of this process and list the followings as positive outcomes of *collaboration*; (1) teachers display greater confidence and enhanced beliefs in their capabilities; (2) they develop enthusiasm for collaboration, they become more willing to try new things, their knowledge and practice of teaching enhance (Cordingley, Bell, Dundell & Evans, 2003). The existence of US provides CTs with the opportunity "to share their problems and get guidance" about their supervisory roles and it also supports and encourages the communication between ST and CT (Koç, 2011, p. 205). All these are possible through collaborative working which is in the heart of mentoring.

As stated above, there are many factors to be taken into consideration for effective mentoring. What is more, the following tensions are suggested to be released from the process: "lack of time for collaborative conversation, lack of release support for observations, philosophical differences between novice and mentor, and unclear boundaries between support and evaluation" (Stanulis et al., 2002, p. 80).

2.4. Professional Development of Teachers in Turkish Context

2.4.1. Pre-service training (PRESET) of student teachers. Teacher education programs in Turkey are composed of two parts; the period when STs receive theoretical knowledge at the faculty and the period when they practice all these knowledge in schools under a supervision of an experienced teacher during teaching practice, which is compulsory for all STs. Defined as crucial and "at the heart of ITE [*Initial Teacher Education*] (Yiğit, 2012, p. 534), teaching practice provides STs with the opportunity to "participate in multiple teaching experiences essential for their professional learning" by integrating theory and practice (Yeşilbursa, Söylemez & Rakıcıoğlu-Söylemez, 2012, p. 894).

Since 1982, the initial teacher education has been carried out by faculties of education at universities in Turkey. Nevertheless, until 1998, the collaboration and cooperation between the Ministry of National Education (MoNE) and Higher Education Council (HEC) can be considered weak in relation to "planning to meet the future demands on teachers" (Yiğit, 2012, p. 533). With the educational reform in 1998, these institutions started to work in coordination in order to train sufficient teachers in number to meet the demands. What is more, as the agents of teacher education, faculties of education have not only restructured their curricula, course design and the practicum of STs but also extended the time of teaching practice and school experience to improve the teacher quality (Grossman et al., 2007; Yiğit, 2012). In other words, PRESET in Turkey "shifted from a traditional behaviorist approach (university-based) to a more constructivist approach (more school-and practice-based)" (Yiğit, 2012, p. 530-531).

Until 1998, due to lack of systematic implementations and standardization in teaching practice across the country, STs could not receive the expected benefit from the process. In order to establish a national standard, HEC started a project on pre-service teacher training in cooperation with World Bank. For a better teacher education, this project supports the partnership of university and school -the former training STs and the latter giving the opportunity to collaborate with experienced teachers. The cooperation of these two agents aims to "prepare student teachers for the teaching profession more effectively" (Ekiz, 2006, p. 924) and with more clinical practices (Yiğit, 2012).

Despite these efforts, some burdens are stated to make the process ill such as high workload of teachers (both CT and ST), no released time to collaborate and complex roles of CTs. They are considered as limitations that reduce the amount of time spent for collaborative work (Ekiz, 2006; Jones, 2009). Unfortunately, in such an atmosphere, teaching practice is

"unable to fully familiarize the student teacher with all the demands of the teacher's role" (Forrester & Draper, 2007, p.382).

Field experience of STs is defined as a core element, a vital component or a gate to profession (Pungur, 2007) because whatever they experience during this process might have long-term effects on their professional development (Day, 2013; Öztürk & Yıldırım, 2013). Therefore, all agents (school principal, practicum coordinator, university supervisors and cooperating teachers as mentors) of the process have great importance and responsibility during teaching practice. The school principal has a critical role by assigning the CTs because "good matches between the mentor and the mentees was [is] essential for a positive experience" (Kent et al., 2012, p. 6). The US and the CTs have a more direct influence on the process since they are responsible for the mentoring activities (observing, planning, demonstrating, guiding, advising, giving feedback, conferencing etc). In addition, their collaborative work at school presents benefit for not only the professional development of STs but also of CTs (Koç, 2011; Pungur, 2007).

As the more competent and experienced partner of teaching practice, CTs are expected to act as trainers, guides, counselors, assessors, observers, givers of feedback and more. In his study, Ekiz (2006) investigates CTs' perceptions related to their roles. Interestingly, although the participant CTs utter the exact definitions of their responsibilities when interviewed, the statements of the participant STs in the same study indicate that CTs do not act accordingly. For example, one of their roles is to provide STs with constructive feedback after observing their teaching practice. However, "feedbacks seemed to be supplied without having the student teachers observed in the classrooms" (p. 927). What is more, STs claim that CTs are unwilling to provide feedback. At this point, Ekiz (2006) echoes Schön (1983) and states that there is no point in observing without reflecting on it. Pointing at the "gap between rhetoric

and the reality", he repeats the need for CT training about how they should execute their roles for more effective mentoring practices (p. 928).

Pointing at the importance of teaching practice for STs, Gürsoy and Damar (2011) investigate CTs' awareness about their roles, too. Unfortunately, their findings are not different from those of Ekiz (2006). They identify "a considerable mismatch between how CTs view their contribution to the process and how much they actually contribute" (p. 54). Thus, they claim that teaching practice stands as a weak exercise for STs without CTs' involvement. Also, they support Ekiz (2006) by stating willingness as a principal criterion to select CTs because only 9% of their participants volunteer for this role. With these results in hand, they suggest seminars for CTs provided by "practicum coordinators of the Faculty of Education and authorities from the directorate of national education" (p. 63). Educating CTs on the process is expected to raise their awareness.

In fact, CTs' roles and responsibilities are defined clearly by HEC. CTs are required to plan the teaching schedule, monitor and evaluate STs' development, provide feedback, set weekly meetings with STs and university supervisors etc (HEC, 1998). Interestingly, only 11% of the participants in Gürsoy and Damar (2011)'s study report to have read this information in the booklet of faculty-school cooperation, which proves that CTs have limited awareness regarding their roles.

The training of CTs finds voice in Koç's (2011) study as well. The results of the study are in the same line with the findings of Jones (2009), in which Turkish CTs are stated to lack some specific supervisory skills. Koç (2011) restates this fact and explains the reason with CTs not receiving special training to improve their supervisory skills. Additionally, she focuses on the triadic relation of USs, CTs and STs; and she goes on to say that the existence of US acts as a bridge between university and cooperating school as well as an opportunity for the CT to get guidance about the supervision process.

Mentioned so much in the literature, the issue of training CTs gets the attention of a group of researchers who prepares a project to improve the supervisory skills of USs during teaching practice (Gürsoy et al., 2013). The researchers use 'Clinical Supervision Model' (CSM) as the solution; and after they train USs about the model, they investigate the effectiveness of training "on the quality of supervision and feedback, interaction and cooperation with the stakeholders, and professional behavior of the university Ss [*supervisors*]" (p. 195). The results indicate that there are significant differences between trained USs and untrained USs; and STs and CTs are reported to have "more positive opinions of CSM-trained supervisors" (p. 191). Although the training is only provided to USs as the supervisors, the other parties (STs and CTs) also have benefits of the training due to the systematic, organized and triadic structure of CSM. The researchers claim to solve the problems of teaching practice with the help of CSM; thus, they suggest all parties to receive the training.

To sum up, although the roles and responsibilities of CTs are identified clearly by MoNE and HEC, the research studies reveal that teachers do not exactly know *how* to carry out these roles because they are not provided with any guidance. In a descriptive study on the history of teacher training in Turkey, it is stated that the educational reform in 1998 fails in training qualified teachers as the collaboration of faculty and school has started without any training of CTs (Abazaoğlu et al., 2016). Although the collaboration and cooperation of US and CT are required (MEB, 1998), how to accomplish this is left vague. Unfortunately, this vagueness in the system goes on for a long time; and the lack of collaboration between US and CT continues to be a problem for more than half of the participant STs (64%) in a study conducted a decade after the reform. What is more, the same participants (53%) express their dissatisfaction with both the cooperating schools and CTs in fulfilling their roles and

responsibilities and the researchers suggest some selection criteria for CTs (Özgür, Bukova-Güzel, Kula & Uğurel, 2009).

Luckily, Turkey is an innovative country especially in its education system (Kilimci, 2009). Focusing on supervisory practices, MoNE launches INSETs to provide CTs with the skills they need as the supervisors and adds the requirement of the certificate of these INSETs among the criteria for the selection of CTs (MEB, 2018). With this attempt, MoNE aims to train teachers to be effective supervisors who can analyze critically and give constructive feedback after the classroom observations.

2.4.2. In-service training (INSET) for teachers. Turkish teachers' professional development is regulated with the Civil Servants' Law (1965) and the National Education Principal Law (1973). According to these laws, Turkish teachers are required to attend professional development facilities (Bayrakçı, 2009). However, they are not actively engaged in planning or implementing stages of these programs (Uysal, 2012) even though participation is reported to have "a positive effect on a person's view of reform, reducing the power-coercive aspect" (Grossman et al., 2007, p. 149). On the contrary, MoNE keeps the authority in hand, which is criticized for being hierarchical in nature and highly centralized. What is more, there is no systematic approach to these programs (Bayrakçı, 2009; Çelik et al., 2013; Daloğlu, 2004; Grossman et al., 2007; Küçüksüleymanoğlu, 2006; Özer, 2004).

The existing problems with the professional development programs (PDP) in Turkey are very similar to the ones in the world. Just like in other contexts (John & Gravani, 2005), PDPs in Turkey also suffer from typical shortcomings such as: listening rather than doing structure (informative –not experiential), lack of participation and collaboration of participants, hierarchical in planning, insufficient number of programs, one-shot design with no follow-up support or feedback; and above all without needs identification (Bayrakçı, 2009; Çınarbaş & Hoş, 2018; Daloğlu, 2004; Küçüksüleymanoğlu, 2006; Özer, 2004; Uysal, 2012).

Moreover, in order to share their practical strategies and also problems, Turkish teachers express their preferences of an insider as the trainer, not an outsider (Bayrakçı, 2009; Uysal, 2012).

The significance of teachers' willingness to attend a PDP and the importance of the applicability of the PDP in teachers' daily work are emphasized as the important factors that make a PDP effective (Çelik et al., 2013). In same vein, Özer's (2001) study on teachers' approach to PD presents the conflict between their expectations and actions clearly. Although the majority (72.8%) of the participant teachers feels the need for PDP, it is only one third of them (31.3%) who attends one willingly. Among the main reasons for this are reported as the inapplicable structure of PDP (not content-based) and lack of motivation and support. Therefore, in order to encourage teachers to join PDPs, Özer (2004) suggests that teachers should be provided with some institutional incentives such as certain credits which may help them be promoted or receive "formal recognition or higher scores on their evaluation" (Çelik et al., 2013, p. 1869).

It seems that neither the effects of post-method era nor the shift from behaviorist approach to constructivist (Naci Kayaoğlu, Erbay & Sağlamel, 2016; Yeşilbursa, 2011) have had the enough influence on PDPs in Turkey because topically unrelated workshops with one-shot, transmission-based, one-size-fits-all and top-down structure are still common (Daloğlu, 2004; Özer, 2004; Uysal, 2012). Being criticized as 'too political' (Akşit, 2007; Grosman et al., 2007; Kırkgöz, 2009), government-based PDPs tend "to focus on what teachers *need* to know and how they can be trained, rather than on what they actually know and how that knowledge might be expanded" (Bayrakçı, 2009, p. 11). However, the literature presents limited benefit from these institutionally-driven PDPs as they aim to encourage prescribed knowledge and skills. Therefore, research studies focus on a model which promotes self-directed teachers with a sense of control over their own teaching practice. Regarding teachers

as active learners who inquire, collaborate and reflect in their profession, reflective teaching is reported to be a dominant teacher professional development practice in the current literature (Daloğlu, 2004; Naci Kayaoğlu et al., 2016; Yeşilbursa, 2011).

Unlike the traditional PDPs, this new model fosters a bottom-up structure in which teachers form their theories and strategies upon the reflections of their own teaching practices by using various techniques (Yeşilbursa, 2011). What is more, reflective practice, in nature, requires school and content-based, long-range PDPs that are constructed on needs analysis. In her study, Daloğlu (2004) investigates the effectiveness of a professional development program carried out on the needs of a particular school and in collaboration with the teachers working there. The results reveal that teachers appreciate the process mainly because it constructs from their needs and they get actively involved in planning and implementing stages of the PDP. When asked about the length of the process, the participants express their satisfaction because they have enough opportunities to "learn, implement, relearn and reimplement, forming a cycle of experimentation" with follow-up activities and further support (p. 686). This type of PD facilities that allow teachers to stop and have a look at what is going on in their context and take measurements accordingly seems "to be the ideal approach" in the new millennium (Yeşilbursa, 2011, p. 50).

Analyzing the teacher education processes in different countries, MoNE starts mentoring for the induction process and arranges INSETs for mentor teachers accordingly throughout the country (MEB, 2016). However, investigating the effectiveness of this program, the participant novice teachers in Gökulu's (2017) study express their dissatisfaction with the support of their mentors. Despite receiving training on mentoring, mentor teachers are still criticized to lack the supervisory skills to develop, prepare and evaluate the teaching process with the novice teachers. Just like the other researchers in Turkey, Gökulu (2017) emphasizes training mentors, too- but properly.

Following this attempt in 2018, in cooperation with General Directorate of Teacher Training, MoNE organizes INSETs that aim to equip CTs with necessary supervisory skills. Born out of needs analysis and prepared by academicians after an experimental research study (Gürsoy et al., 2013), these INSETs differ from the ones organized in 2016. The main aim of the INSET is to equip CTs with the supervisory skills to manage the process of teaching practice with the help of 'Clinical Supervision Model' which fosters collaboration and reflective teaching with its systematic structure (MEB, 2018).

2.5. Reflective Practice

Summarizing Dewey's criteria of reflection, Rodgers (2002) re-defines the term as a process when a learner moves from one experience into another by making meaning between them. However, this process is systematic in nature and requires discipline in thinking and interaction with others to happen, so that the learner forms "attitudes that value the personal and intellectual growth of one self and of others" (p. 845). According to Dewey, experiences are valuable to the extent they are reflected upon. In short, reflection helps the practitioners understand what they have done and why they have done so, and thus it leads them make decisions for the future. Because reflection is an ongoing process, it requires engagement "in a continuous cycle of observation-of-the-self and evaluation-of-the-self" (Nodoushan, 2010, p. 3).

Although the term reflective practice implies the efforts of "keeping tracks of one's own teaching" (Naci Kayaoğlu et al., 2016, p. 168); in fact, it is implemented in two forms: (1) self-reflection and (2) collaborative reflection (Güngör, 2016). Self-reflection consists of a teacher's attempts to understand their class practices through data collection techniques of keeping journals, audio/video recording of a lesson, using checklists, preparing teaching portfolio (Naci Kayaoğlu et al. 2016). Self-observations are important in reflective practice because they stimulate awareness and encourage action research (Çakır, 2010). Collaborative

reflections, on the other hand, can be beneficial for teachers who find it hard to self-reflect and pre-service teachers who have difficulty in linking theory to practice (Çakır, 2010; Yeşilbursa, 2011).

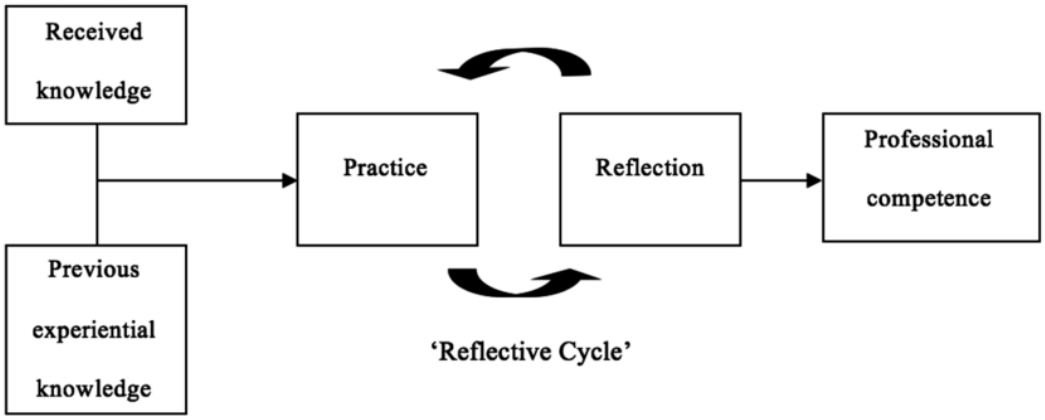

Figure 1. The reflective model of professional development (Wallace & Bau, 1991, p. 49)

There are different techniques for collaborative reflection; peer coaching, mentoring, study groups (Diaz-Maggioli, 2003). Among these techniques, peer observation/coaching is criticized to be threatening and not objective due to peers' lack of competence or qualifications "to assess and present valuable and constructive feedback" (Çakır, 2010, p. 4). For a satisfactory feedback, teachers need a supervisor who is more competent and has teaching experience of similar contexts in the field. This need puts the attention on 'mentoring' technique, which refers to collaborative work of an enthusiastic novice teacher and an experienced teacher with practical tools in hand (Kiraz & Yıldırım, 2007).

Mentoring as a technique for reflective teaching is often regarded as "a component of the induction process" in different contexts (Wong et al., 2005, p. 379) whereas the same terminology is used for the teaching practice process of the pre-service teachers in Turkish context (Coşgun & Atay, 2018; Ekiz, 2006). In both cases, it is a process that novice and experienced teachers collaborate for their professional development.

Working in collaboration, novice and experienced teachers observe each other's teaching, collect data to analyze and then reflect on it. Reflective teaching is completed when the teacher makes a plan for the next class where the cycle starts again. As it is clear, reflective practice is a cyclical process which never ends but "gathers size and momentum" as it goes on (Nodoushan, 2010, p. 4). The strength of reflective practice comes from the opportunity it provides for the practitioners to be aware of their shortcomings which is not possible through self-evaluation/self-criticism. Simply put, "awareness is the first step" for professional development (Çakır, 2010, p. 1).

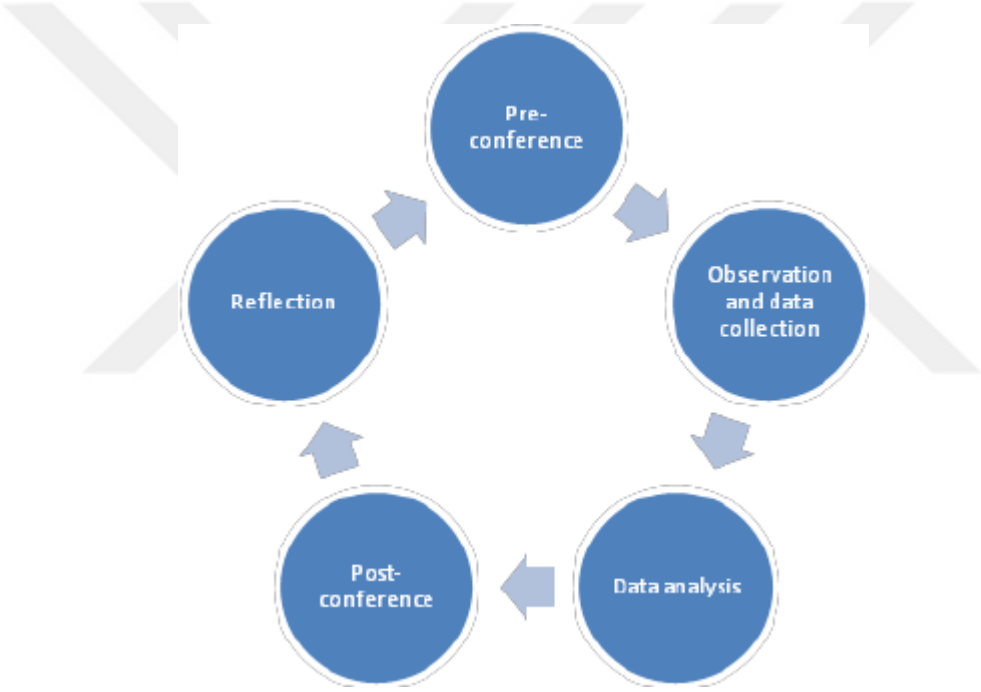

Figure 2. The cycle of clinical supervision model (Gürsoy et al., 2013, p. 194)

With its cyclical and ongoing structure, Clinical Supervision Model (CSM) meets the requirements of reflective practice as it enhances cooperation with systematic feedback and encourages reflection. This model is composed of five stages; (1) pre-conference: the main purpose of this stage is to obtain information about ST's lesson plan and his/her intentions related to the lesson, (2) observation and data collection: supervisor -either US or CT, both if possible- collects data as objective as possible related to ST's performance, (3) data analysis:

supervisor (CT) helps ST "identify the strengths of the lesson as well as the areas for improvement", (4) post-conference: supervisors provide ST with systematic and constructive feedback along with guidance and support in a three-way communication (US, CT and ST together), (5) reflection: ST evaluates his/her teaching experience taking the supervisor's contribution into account and makes a plan for the next class (Gürsoy et al., 2013, p. 194). With the help of this model, ST develops awareness and takes responsibility of his/her teaching. Promoting reflective practice during teaching practice helps to create reflective teachers with autonomy (Güngör, 2016).

2.6. The Characteristics of Effective Professional Development Programs

The shift "from individualism to social relationships" in the history of education places the professional development on constructivist approach with the belief that "teachers, like other practitioners, do not apply theories, but construct them from their practice" (Keiny, 1994, p. 158). Therefore, the features that shape the professional development models in the new millennium are stated as follows: participation, motivation, collaboration, reflection and openness to try new ideas (Bezzina, 2006).

The traditional PD strategies have received a great deal of criticism on the fact that they cannot go beyond one-way knowledge transmission (Daloğlu, 2004; John & Gravani, 2005; Lamb, 1995; Tomlinson, 1988; Yeşilbursa, 2011). This type of PDPs are usually designed as one-shot and one-size-fits-all (Bezzina, 2006; Daloğlu, 2004; Musset, 2010) workshops or seminars where teachers are expected to 'sit and get' the message on general topics but are not provided with any practical tools related to their daily classroom activities (Chaves & Guapacha, 2016; Kedzior & Fifield, 2004). What is more, because teachers are not actively involved in the exercises, they have a risk of "loss of morale, confidence and competence" (Tomlinson, 1988, p. 3). In his study, Lamb (1995) has found that these 'one-

size-fits-all' PDPs caused confusion within the participant teachers because "what was taken up was reinterpreted by teachers to fit their own beliefs and their own concerns about what was important to them and their students" (p. 79). More than a decade later, Tate (2009) has supported Lamb (1995) with the finding that active engagement of teachers in the PDP helps them remember 90% of their experience. In other words, collaborative and reflective models support teachers' constructing their own theories (Keiny, 1994) because they create non-threatening environment for teachers (Çınarbaş & Hoş, 2018). Focusing on a cycle of practice-reflection-theory, Chaves and Guapacha (2016) claim that "starting sessions with practical demonstrations followed by reflection and ending with theory prove to be effective in promoting teachers' critical analysis and comprehension of their practices and in allowing them to connect them with underlying principles" (p. 90).

Disregarding the important role of teachers' beliefs, motivation, expectations and especially needs, policy makers have the misleading belief that the effectiveness of a PDP lies entirely in the innovation itself (Chaves & Guapacha, 2016; Lamb, 1995; Wolter, 2000). That is why, most PDPs cannot get rid of the inevitable end of failure no matter how well they are organized or presented (John & Gravani, 2005; Wolter, 2000). In other words, the key to the success in PD rests in teachers' capacity to use the information they have, deliberately and wisely (Guskey, 2002). A PDP is as much successful as teachers' commitment to the activity and their willingness to change (Chaves & Guapacha, 2016).

Teachers feel highly motivated and thus effectively involved in the PDP only when they participate in both planning and the implementation stages (John & Gravani, 2005; Uysal, 2012). Giving them the opportunity to guide their own development enhances their willingness to attend a PDP (Bayrakçı, 2009). This helps them develop a sense of control over the process which leads into change and influences student success positively (Chaves & Guapacha, 2016; Diaz-Maggioli, 2003; Wolter, 2000). In short, for a PDP to be effective,

teachers should be considered not as passive recipients of information but as initiators of it (Wolter, 2000).

Although Tomlinson (1988) states all the above shortcomings of traditional PDPs nearly two decades before, similar issues still attract the interest of many researchers today. Most studies on PD mainly underline the need for more teacher-driven (John & Gravani, 2005), school-based (Bezzina, 2006; Daloğlu, 2004; Musset, 2010), content-focused and long-range PDPs (Daloğlu, 2004) with follow-up and support (Bezzina, 2006; Guskey, 2002; Kedzior & Fifield, 2004). Among all these features, collaboration is the most cited characteristic in the literature (Avalos, 2011; Chaves & Guapacha, 2016; Çınarbaş & Hoş, 2018; Hargreaves & Fullan, 2000; John & Gravani, 2005; Wolter, 2000) because "teachers value a collegial atmosphere, supportive leadership, time and space to share and learn from each other" (Bezzina, 2006, p. 421). The more they collaborate, the more risks they are likely to take that result in learning from mistakes and sharing successful strategies (Kedzior & Fifield, 2004). Development means change but it is a "gradual and difficult process for teachers" which requires systematic and continuous efforts with regular feedback (Guskey, 2002, p. 386). What is more, change is quite a personal issue because every single teacher might have different interpretations of a specific PDP due to their needs, beliefs and attitudes (Matthew, 2006).

Pointing at the problematic aspects, several researchers in the literature propose similar characteristics for effective professional development processes. In short, literature suggests that an effective professional development course should:

- have specific behavioral objectives
- engage participant teachers cognitively, physically, emotionally and socially (active engagement of participants)

- provide information in small pieces but in a consecutive structure that takes a long period of time - (think big, start small)
- be content-based with a specific focus
- be school-based and related to daily work of teachers (applicable)
- be constructed on teachers' needs (teacher-driven)
- trace teachers' advances with further support and encouragement on the application of the ideas given
- be collaborative; teachers should have the opportunity to share their own practices and experiences with the other participant teachers
- foster reflection (self-evaluation)

With all these features fulfilled, still there is a risk for a PDP to fail its primary goal; that is to upgrade teachers' knowledge and skills. Therefore, policy makers, administrators and course designers should also take the followings into account:

- when and how long the PDP is held: after school, weekend or summer time programs cause a decline in the number of participants.
- the size and the characteristics of the group: too crowded groups and teachers of different school types and needs in the same program are not welcomed by participants. This type of programs is usually labeled as unimportant and irrelevant by teachers.
- institutions should provide their teachers with encouragement and motivation to attend PDPs
- because the image of an 'outsider' as the instructor generally implies superiority over the participants, the tutors are better to be the ones who have teaching practice of similar situations to those of participant teachers

- finally, PD should be perceived as an integral aspect of teachers' profession both by individuals and the institutions.

Chapter 3

Methodology

3.1. Overall Design of the Study

The main aim of the study is to shed a light on the professional development activities of teachers, who shape the future of a society by educating generations. Not only in-service but also pre-service teachers are in the scope of the study because both processes influence teachers' beliefs and opinions related to the profession.

In the literature, supervision of STs is stated to be an effective PD activity because it presents mutual benefit for STs and CTs. Meeting novice and experienced teachers in the same context, mentoring requires collaboration and cooperation between the two parties. However, the study focused on the in-service teachers who had the experience of being CTs before because, as the more competent and experienced partner, they are expected to contribute not only to STs' professional development but also their own.

Designed as a 'Mixed Method Explanatory Research', the present study aims to be comprehensive one. Determining the research questions as the first step, target population was defined and the sample of the study was selected. In order to find out their opinions related to their roles and responsibilities during teaching practice, in-service teachers -selected as the sample- were given a questionnaire developed by the researcher after an intensive literature review with all the reliability and validity issues completed. Although the questionnaire aimed to answer the following questions: (1) What are the CTs' perceptions related to the characteristics of a good CT? and (2) What are CTs' awareness of their roles?, the study was not a descriptive one because it also investigated '*how*' CTs benefited from the INSET program organized by MoNE to improve their supervisory skills. To gather data for the '*how*' part of the study, in-depth personal interviews were held with volunteer teachers and CTs'

opinions prior to the INSET and how much of the training they reflected to the teaching practice process after the INSET were examined thoroughly.

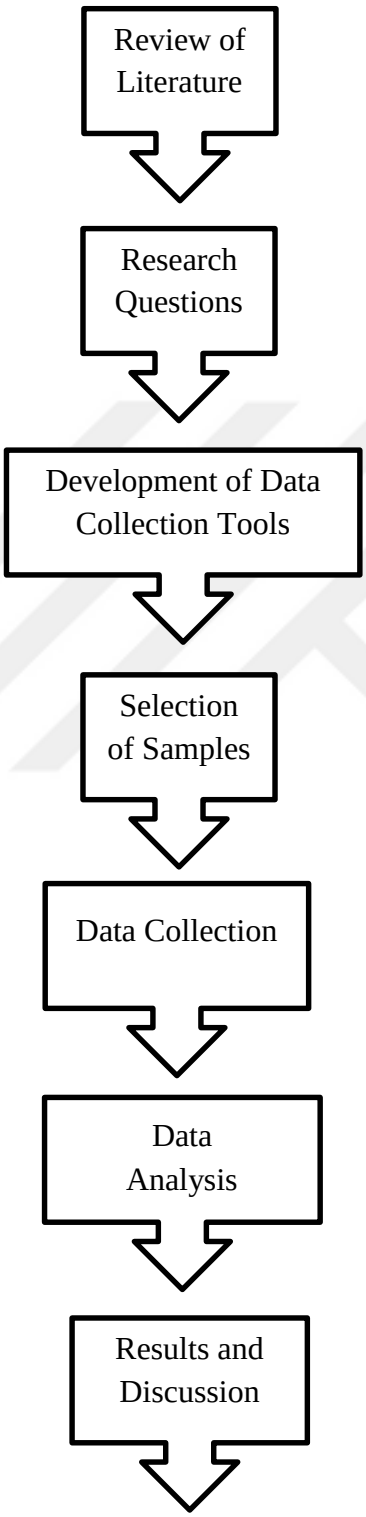

Figure 3. Overall research design

3.1.1. Context of the study. The context of the present study needs an explanation as it might have an effect on the results. Aiming to investigate if CSM is usable and effective in practice, CTs are in the scope of the study. Although MoNE starts the implementation of CSM in 2018, the CTs in Bursa have met this model before. In the academic year 2012-2013, a group of researchers from Bursa Uludağ University conduct an experimental study sponsored by TÜBİTAK (Scientific and Technological Research Council of Turkey) investigating the effectiveness of CSM during teaching practice. The study is carried out with CTs and STs of Classroom Teaching Department in 2013. The findings of the study reveal significant difference between the professional development of STs who are supported with CSM and who are not (Gürsoy et al., 2013). With their individual efforts, some academicians from Bursa Uludağ University go on to inform the CTs they cooperate with about the process and the techniques; and they use this model to support STs afterwards. Therefore, there are many participants in the present study who are aware of their roles and responsibilities within the process of CSM due to their contact with this project. Noticing their studies and efforts, MoNE cooperates with these academicians from Bursa Uludağ University and General Directorate of Teacher Training and Development to arrange INSET programs to train CTs about CSM in order to have standardization all over the country.

MEBBIS. Besides CSM, the INSET programs are also planned to inform CTs about the data processing system of MoNE called MEBBIS. They introduce and provide technical support to CTs about what MEBBIS is and how to use the system. Although the system starts to be actively used by CTs in the first term of academic year 2016-2017 (MEB, 2017), in-service teachers in the role of CTs have not been trained on how to use this system until 2018. The function of the system on MEBBIS is to keep records of what goes on during teaching practice for the professional development of STs. As the teaching practice activities are planned and carried out by the cooperation of CT and US, both agents are required to present

their evaluation of STs' teaching performance. Therefore, they complete forms of general evaluation and the final assessment on MEBBIS (MEB, 2018). They evaluate STs' teaching performance under some headings such as; professional knowledge, planning the teaching process, classroom management, pedagogical skills etc. All these headings are in line with teacher qualifications defined by MoNE (2017). On MEBBIS, CTs and USs rate STs as "insufficient", "acceptable" or "well-trained" according to their performances while teaching.

3.2. Population and the Sample of the Study

The present study's focus was the professional development (PD) of teachers in general and the effectiveness of an INSET program on PD of both CTs and STs in specific. The study was conducted in a big city (Bursa) in Turkey with the in-service teachers who had the experience of being a CT before. Therefore, the target population was limited to the mentioned city. In addition, because the study was carried out as a mixed method sequential explanatory research, there were different groups defined as the sample of the study.

Regarding the primary and secondary aims of the study, different sample groups took part in the present study. As the first step, 211 in-service teachers with CT experience regardless of their majors formed sample 1. With their contribution, the factor structure analysis of the instrument was completed and the revised form of the instrument was given to sample 2, who were composed of 120 teachers of English to investigate their opinions in specific. Both sample groups 1 and 2 were selected randomly because "random samples are almost always more representative than non-random samples" (Dörnyei, 2007, p. 97). On the other hand, the questionnaire prepared for program evaluation of the INSET was given online to the participant CT trainers attending the INSET. Defined as sample 3, they were required to provide their opinions on the effectiveness of the INSET. All participants joined the quantitative part of the study willingly and their answers to the questionnaires presented some facts related to the focus of the study. Different from the other sample groups, the participants

of the qualitative part of the study were chosen upon some criteria among sample 2, and they were identified as sample 4 throughout the study.

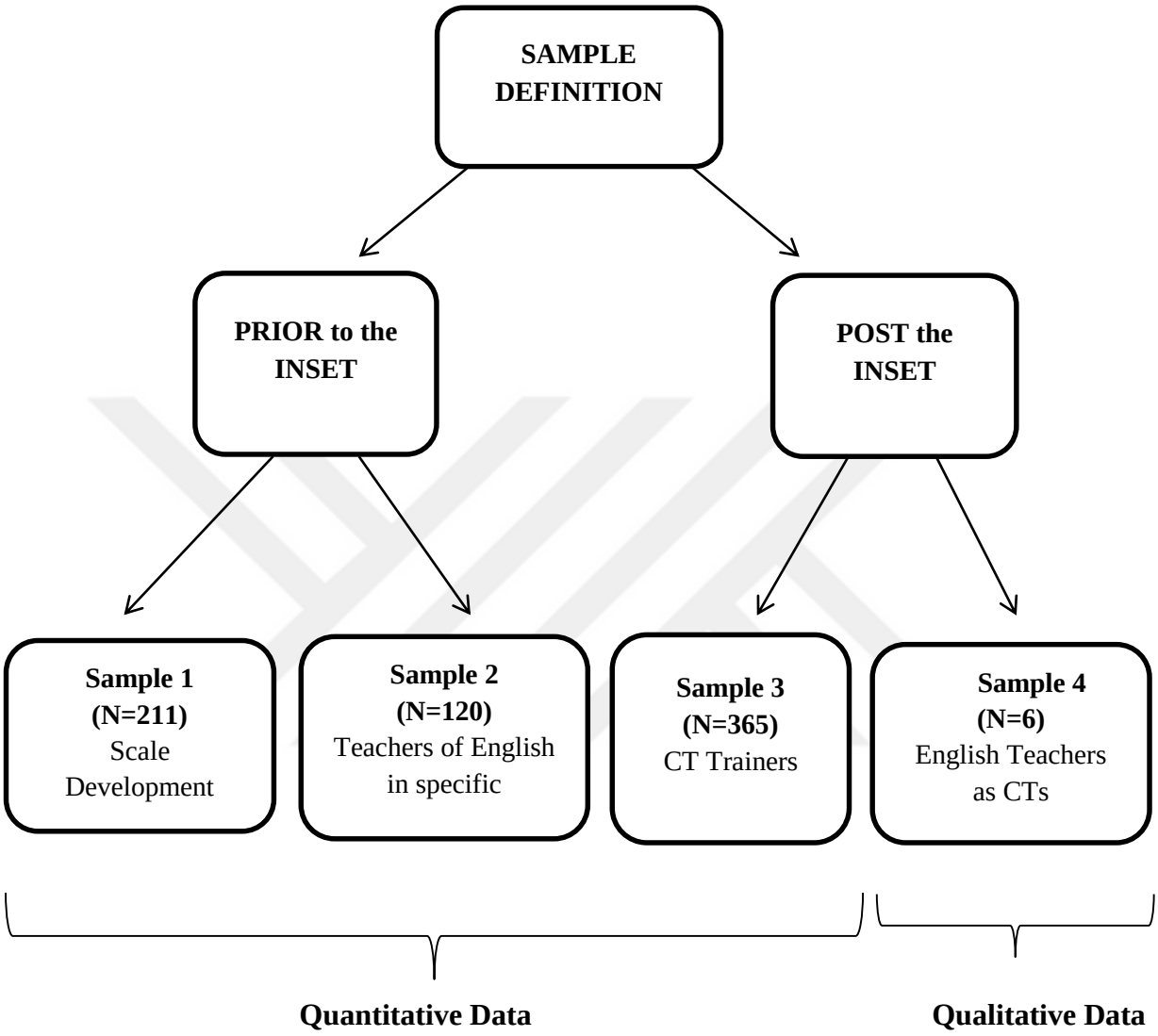

Figure 4: Overall sample definition

3.2.1. Definition of sample 1. Every year, with its 8 departments educating teachers of the future in 19 different majors, the faculty of education at Bursa Uludağ University cooperates with Directorate of National Education to organize teaching practice for STs at different school types and levels. Although the university is located in a big city, the practice schools that it cooperates with are mainly in two central districts and this fact makes it easy to reach the target population. When these schools that faculty has cooperated so far and still is

in touch with were analyzed, list of the cooperating schools reached the number of 80. Randomly selected 42 schools were visited by the researcher personally at convenient times for the respondent teachers. The fact that not all the teachers at these schools had CT experience narrowed the target population. As a result, 211 in-service teachers of 14 different majors from the selected schools joined the study in the second term of the academic year 2017-2018, that is before they were given the training on CSM.

The sample size for the factor structure analysis was the first concern of the researcher, because there is not a consensus among the researchers about the adequate sample size. For example, whereas Guilford (1954) offers the number of sample size as 200, Gorsuch (1983) suggests at least 100 participants as the minimum sample size (as cited in MacCallum, Widaman, Zhang & Hong, 1999) which Dörnyei (2007) supports, too. Another recommendation for the sample size comes from Comrey and Lee (1992) who offer a rating scale as follows; 100-poor, 200-fair, 300-good, 500-very good, 1000-excellent. On the other hand, some researchers recommend a correlation between the number of items in the scale and the number of the sample. While Nunually (1978) defines the best sample size as the 10 times of the number of items (i.e. 200 participants for 20 itemed questionnaire), Tavşancıl (2002) states the size as 5 to 10 times of the number of items (as cited in Yiğit, Bütüner & Dertlioğlu, 2008).

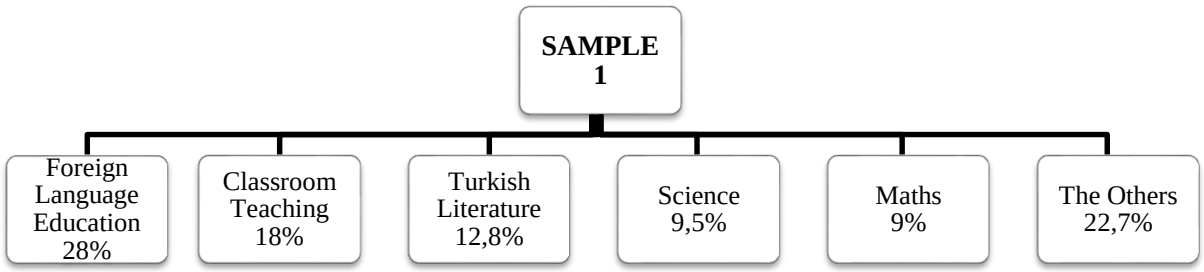

Figure 5. Distribution of sample 1 by majors

Taking all these recommendations into consideration, the sample size of the present study with 211 participants for a 21-itemed instrument seemed to meet the criteria of the researchers mentioned above.

The demographic descriptions of the participant teachers in sample 1 varied in gender, educational backgrounds, teaching experience and majors, which made the sample "very similar to the target population" (Dörnyei, 2007, p. 96). Their majors included foreign language education (28%, n=59); classroom teaching (18%, n=38); Turkish literature (12,8%, n=27); science (9,5%, n=20); maths (9%, n=19) and so on. The distribution of sample 1 regarding their majors is illustrated in figure 5.

Table 1

Frequency results of demographic information of Sample 1

	n	**%**
Female	**150**	**71,1**
Male	60	28,4
Experience of 11+ years	**182**	**88,6**
Experience of 0-10 years	29	13,7
State School	**170**	**80,6**
Private School	40	19
With CT experience	**183**	**86,7**
Without CT experience	28	13,3
Primary School	**55**	**26,2**
Secondary School	69	32,9
High School	**86**	**41**

(N=211)

A lot of the respondents were female (71,1%, n=150) and also most of them (88,3%, n=182) had teaching experience of 11 years and more. What is more, 86,7% of the respondents had been a CT before, whereas only 13,3% had the role of CT for the first time. The participants are from different school types and levels. The other details related to the demographic information of the participants are presented in table 1. Responding the questionnaire, this sample group contributed to the development of the scale on the characteristics of a good CT.

3.2.2. Definition of sample 2. After the factor analytic study was completed with sample 1, the instrument was implemented to a second sample group of in-service teachers of English because the main aim of the study was to examine the perceptions of English teachers regarding their roles as CTs. To reach the target population, 32 schools out of 42 in the list were visited and the instrument was given to 120 volunteer participants. Considering the fact that the department of English Language Teaching cooperated with 44 CTs during 2018-2019 academic year, the sample size of CTs with 120 in-service teachers of English for the quantitative part of the study is in the same line with what the survey research literature suggests (Dörnyei, 2007).

Just like sample 1, sample 2 was very similar to the target population due to its rich diversity in demographic descriptions. Among the participants, 83,3% (n=100) were female and 81,7% (n=98) had teaching experience of 11 years and more. Only 9,16% (n=11) of the respondents stated to be a CT for the first time in their careers, which means most of them (90,83%, n=109) were experienced CTs. Despite the high rate of experienced CTs, only 5% of the participants stated to volunteer for this role. Majority of them (95%) stated to have been assigned to this role either by the school principal or the Directorate of National Education. Yet, 72,5% of them were informed about the responsibilities of CTs before they started to fulfill their responsibilities, which means that more than a quarter of the participants have no

idea about their roles and responsibilities during this process. Their answers also reveal that they were mostly informed by either the school administration or the US. Some claim to have learned about their responsibilities from their colleagues as well.

Table 2

Frequency results of demographic information of Sample 2

	n	**%**
Female	**100**	**83,3**
Male	19	15,8
Experience of 11+ years	**98**	**81,7**
Experience of 0-10 years	22	18,3
State School	**69**	**57,5**
Private School	51	42,5
With CT experience	**109**	**90,83**
Without CT experience	11	9,16
Volunteered	**6**	**5**
Assigned	114	95
Informed about their roles	**87**	**72,5**
Not informed about their roles	31	25,8

(*N*=120)

In short, the quantitative data was collected via a questionnaire from sample 1 for factor analytic study at the end of the first term in the academic year 2017-2018 whereas for the main study sample 2 was contacted at the beginning of the second term of the same academic year, which was before they were trained on CSM.

3.2.3. Definition of sample 3. In order to answer the fourth research question which was "To what extend does MoNE's INSET reflect the characteristics of an effective

professional development program?", another group of teachers were selected as the sample. Before training CTs, MoNE, first of all, educated teacher trainers on the national basis.

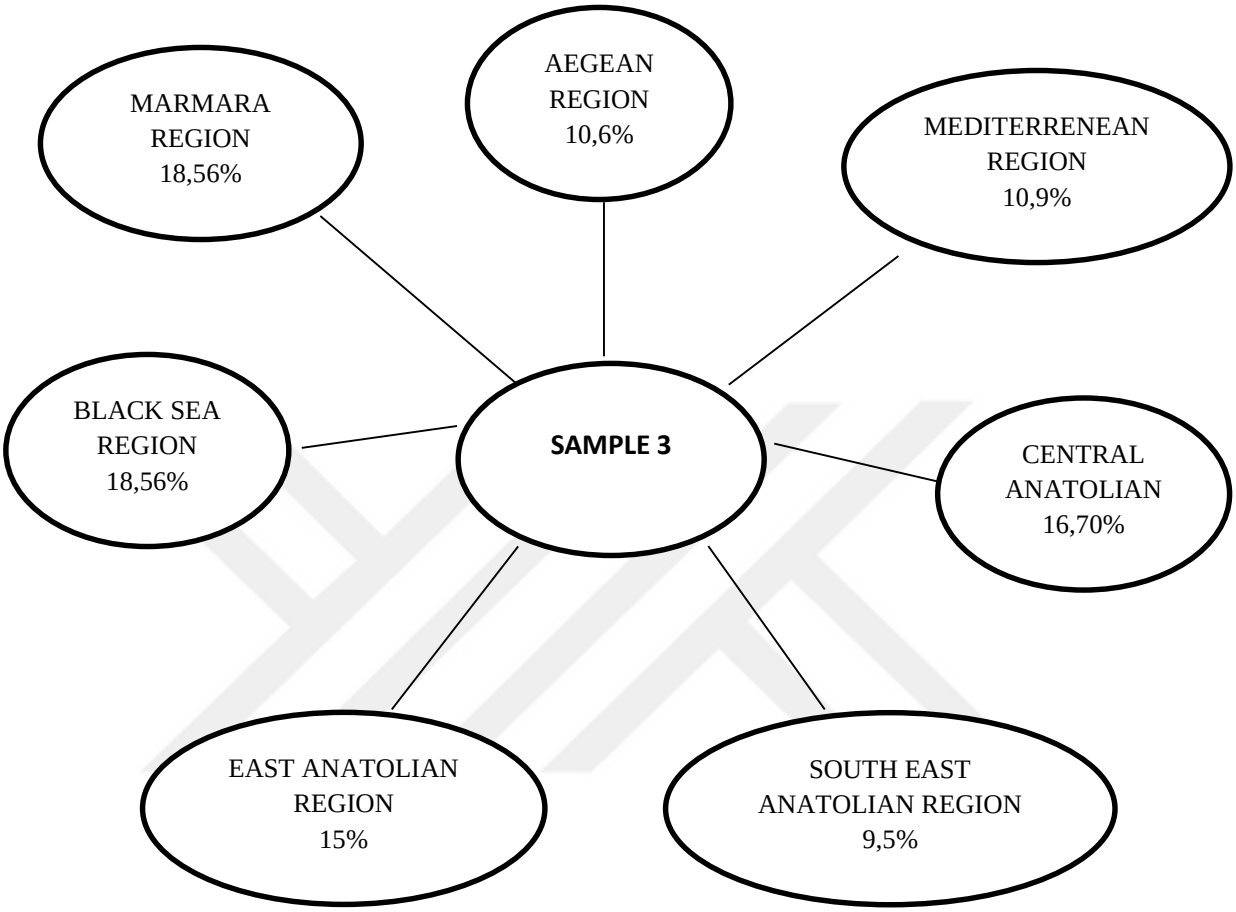

Figure 6: Distribution of sample 3 by regions

Three INSET programs were arranged in three different cities of Turkey inviting teachers of all majors to attend the programs from all over the country. The first one was held in Erzurum in February 2018, and 177 teachers completed the program as teacher trainers; the second one was in Rize in June 2018 with 124 teachers attending; and the last one was in Yalova in March 2019 with 131 teachers. The total number of teachers attending the INSET on national basis is 432. Completing the program, the teachers were required to organize INSET programs in their cities to inform the CT candidates about CSM. Therefore, their

satisfaction of the INSET gains importance as it might affect the PDPs they are expected to arrange in their districts.

As clear in figure 5, the participants of sample 3 were from all over the country because the INSET programs were arranged on the national basis. They were given the questionnaire online on the last day of the training and their responses were analyzed through descriptive statistics of SPSS. The participants were given a 17-itemed questionnaire to evaluate the training they had regarding its content, length, place, trainers, materials used, techniques and information given etc. Out of 432 participants, 365 responded the questionnaire. As for the demographic data of this sample group, the most striking fact was the diversity in majors; teachers with twenty five (25) different majors attended these programs. The teachers had the teaching experience of a wide range from 1 year to 18 and more years. In short, the sample was very close to the population as presented both in figure 6 and table 3. The significance of this sample comes from their role as the CT trainers.

Table 3

Frequency results of demographic information of Sample 3

	n	**%**
Female	**108**	**28,3**
Male	257	71,7
Teaching Experience (0-5years)	**38**	**10,4**
Teaching Experience (6-11years)	96	26,3
Teaching Experience (12-17years)	**96**	**26,3**
Teaching Experience (18+years)	135	36,9

N=365

To sum up, sample 1 of all majors -who are all experienced CTs from Bursa, a single city- contributed to the scale development part of the study whereas sample 2 that are from the same context presented the opinions of teachers of English with CT experience in specific. These two samples participated in the study 'prior to the INSET' and their contribution formed the answers to RQ1 and RQ2. On the other hand, different from sample 1 and 2, another sample group was determined to collect data for RQ3. Defined as sample 3, it was composed of CT trainers. By responding to 5-point-Likert type items in the questionnaire, they contributed to the evaluation of effectiveness of the INSET. In other words, sample 1, sample 2 and sample 3 contributed to the quantitative part of the study.

3.2.4. Definition of sample 4. After the INSET programs were given to candidate CTs, the process of sample selection for the qualitative data started. At this stage, it was aimed to gather detailed information about the implementation of CSM by CTs. Therefore, they provided answers for the research questions 4, 5 and 6.

This sample was contacted in the second term of the academic year 2018-2019 -a year after the study with the first two samples. The reason of this time interval was arranged on purpose as the second aim of the study was to investigate both the effectiveness of the INSET on providing CTs with techniques to improve their supervisory skills and usability of CSM in practice.

Different from the first three groups, some specific strategies were utilized for the sample selection of the qualitative part of the study. As the present study focused on teachers of English in specific, both 'homogeneous sampling' and 'criterion sampling' strategies were implemented. Needless to say, homogeneous sampling strategy allowed the researcher to select "participants from a particular subgroup who share some important experience relevant" to the study (Dörnyei, 2007, p. 127) whereas 'criterion sampling' strategy enabled

the researcher to narrow the sample by selecting participants "who meet some specific predetermined criteria" (Dörnyei, 2007; p. 128) such as;

- CTs that attended the INSET organized by MoNE about CSM

CTs that were still actively supervising STs during teaching practice at the time of interviews.

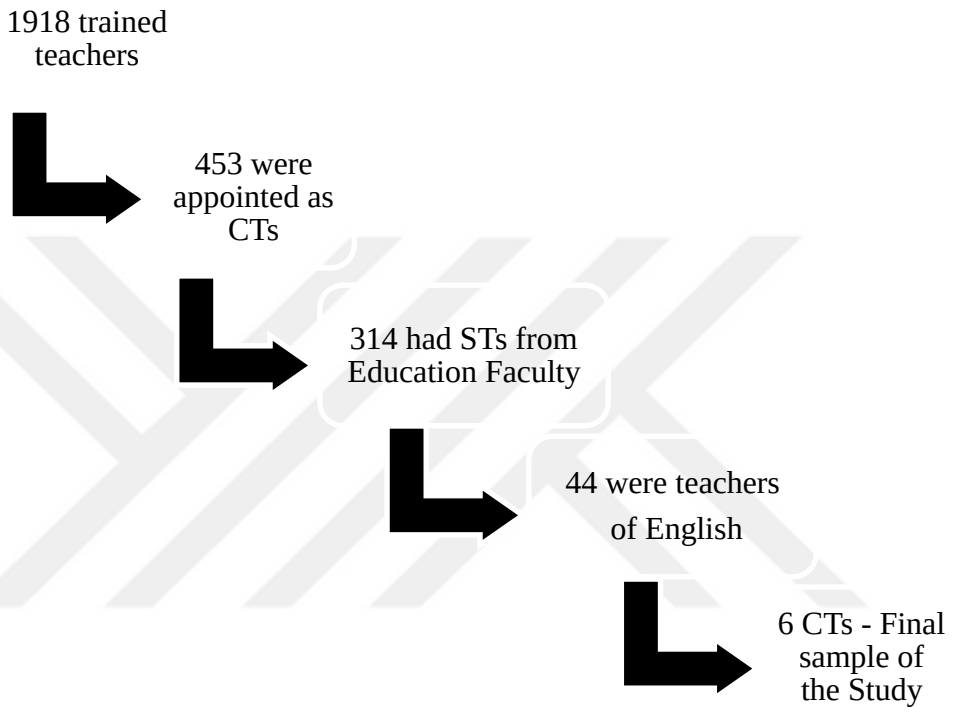

Figure 7: Sample selection process for the interviews

As illustrated in figure 7, in Bursa 1918 teachers attended this training on CSM but only 453 of them were appointed as CTs whereas 314 CTs –regardless of their majors- were appointed to STs from the faculty of education. They were all trained and actively had the role of a CT during the second term of the academic year 2018-2019. Taking the teachers of English into account, the size of the population was reduced to 44 CTs in the mentioned city. Still, the sampling required narrowing as this part of the research involved in-depth personal interviews. In order to have volunteer participants for the interviews, 'convenience sampling' was the final strategy used because being voluntary was important to get objective, true and

sincere answers. Although convenience sampling is defined to be the least desirable strategy, it is also the most common one especially when there are some constraints such as time (Dörnyei, 2007). Getting in touch with those who were available, six participants were interviewed to comprehend deeply what went on during teaching practice process after they were trained and equipped with some specific supervisory skills.

After the sample selection was completed, the participants were given in-depth personal interviews of 40 minutes approximately at convenient times for them. Additionally, upon the participants' disapproval of video-recording, the interviews were carried out with total 236 minute-audio recording. The definition of the six interviewees defined as sample 4 is as follows:

Interviewee 1. She has been a teacher of English for 19 years. This is her 3rd time of being a CT to STs. She has attended the INSET willingly but due to her workload she expresses that she was not very eager to have this role.

Interviewee 2. She is the most experienced of all the participants with 34 years of teaching. She has had teaching experience both at state and private schools. She has attended many seminars and INSETs regarding CSM, reflection etc. She states that she was not willing to attend the INSET or to be a CT.

Interviewee 3. She expresses her willingness both for the INSET and the role of CT. She has been teaching English for 18 years. Since her 8th year as a teacher, she states to have had the role of CT each year regularly. She works at the same school with interviewee 2.

Interviewee 4. She has been working as a teacher of English for 20 years. The first time she had the role of CT was when she was teaching her 7th year. This is her 5th experience as CT and she states to have volunteered for this role.

Interviewee 5. Having been teaching English for 23 years and executing her CT role for the third time this year, interviewee 5 seems to be the most voluntary of all participants to

attend the INSET. She states that whereas other teachers went to different schools for the INSET, due to her initiatives, they had the INSET held at their school, which was defined as an advantage by interviewee 4 who works at the same school with interviewee 5.

Interviewee 6. She has been the teacher of English for 28 years with teaching experience at both state and private schools. Since her 8th year as the teacher, she has had the role of CT regularly every year, which means she has CT experience for 20 years. She states to have been appointed for the INSET and the role of CT.

In short, five participants stated their willingness to attend the INSET program. However, only three of them (int. 3, 4, 5) were eager to be a CT to support STs during teaching practice whereas the other three were not (int. 1, 2, 6). All of them were very experienced teachers with minimum 18 years of teaching. They were also experienced as CTs; none of them had this role for the first time in their career.

3.3. Data Collection Tools

The data related to CTs' perceptions prior to the INSET was collected through a questionnaire developed by the researcher. Reviewing the related conducted studies both nationally and internationally, an item pool was prepared. The statements of the questionnaire mainly focused on the characteristics of a good CT and their roles and responsibilities during teaching practice. The instrument was prepared in three parts; the first part for demographic information, the others with closed-ended statements that the participants expressed their opinions on. For the demographic information of the participants, they were required to write one or two-word answers at the beginning of the questionnaire. Whereas part 2 aimed to gather information about participants' opinions related to the characteristics of a good CT in general, the third part focused on the participants' self-evaluation of themselves as in role of a CT during teaching practice.

In order to evaluate the effectiveness of the INSET that MoNE organized to train teachers about CSM, another instrument was designed separately from the first one because the population it referred to was not the CTs but the CT trainers who attended MoNE's INSET on national basis. This questionnaire aimed to investigate participants' evaluation of the INSET program introducing CSM, in comparison to the characteristics of effective PDPs suggested in the literature. The statements were all designed as closed-ended; therefore, Likert Scale, "the most famous type of closed-ended items", was adopted (Dörnyei, 2007, p. 105). Offered five ratings for each statement (1)- strongly disagree (2)-disagree (3)- no idea (4)-agree (5)- strongly agree, the participants were asked to choose the best option that described their opinions about the statements in the questionnaires.

Categorizing the items and completing the design of the questionnaires, the next step was to receive expert opinions on the instruments. Therefore, six experts in ELT department at Bursa Uludağ University were consulted for their opinions of the items. The experts evaluated the instruments in regard of feasibility, readability, ease of comprehensibility, layout and style with a three-level rating scale: (1) not acceptable, (2) below expectations, (3) meets expectations. Except for the ease of comprehensibility, all the other criteria were stated as '3-meets expectations' by the experts. In order to have the comprehensibility of the items meet the expectations, necessary adjustments were made.

Apart from the face validation, experts also stated their opinions on the content validation of the instruments. Indicating each item as either (1) essential, (2) useful but not essential or (3) not necessary, the experts stated their relevance to the domain. Upon their ratings of the questionnaires on the characteristics of a good CT along with their self-evaluation of themselves as in the role of a CT and the program evaluation, content validity ratio (CVR) of the each item was calculated and the items which received zero (0) or negative value ($CVR \leq 0$) were eliminated as suggested in the literature (Yurdugül, 2005).

Regarding the first instrument related to the characteristics of a good CT, items 17, 26 and 28 received the value of CVR≤ 0, so they were eliminated. With the advice of the experts, item 3 was developed. Prepared as '*CT should be a good listener'*, the item was developed as *'CT should be a good listener during reflection after class observation'*. Item 23 was divided into two different items (item 17 and item 23) as it was found to be a 'double-barrel' item. The new items were as follows: item 17- '*CT should love her profession as a teacher'* and item 23- '*CT should perform her profession willingly'*. After all the adjustments, the item number of part 2 in the first instrument was 26 (Appendix A). On the other hand, designed with 14 items, the CVR of the each item in part 3 was above zero, therefore no items were removed from this part. However, considering expert opinions one more item was added to the CT roles (Appendix C2). As for the second instrument on program evaluation of INSET, although it was prepared with 16 items, one item was removed after the CVR was found zero and two more added upon the expert opinions (Appendix D).

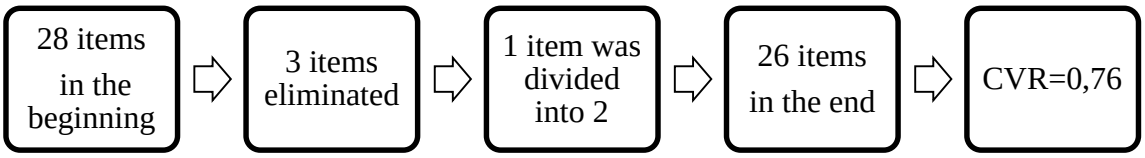

Figure 8: Validity study of the items for the characteristics of a good CT

Figure 9: Validity study of the items in 'program evaluation questionnaire'

When the content validity indexes of the mentioned parts were calculated, the results were found as 0,76 for the characteristics of a good CT, 0,92 for the roles of CTs in the first questionnaire and 0,73 for the program evaluation. All these detailed studies proved that the instruments were valid in terms of adequacy, appropriateness and relevance to the purpose of the study.

After the validity studies, the next step was to pilot the instruments. Piloting the research ensures "the high quality (in terms of reliability and validity) of the outcomes in the specific context" (Dörnyei, 2007, p. 75). That is why, it is quite important especially with the quantitative research. A small group of teachers (n=30) from different school types and levels participated in the piloting study. As one of the aims of the study was to develop a scale on the characteristics of a good CT, the instrument was prepared in Turkish so that not only the teachers of English but also the teachers of other majors would find a chance to participate the study. Therefore, just like sample 1, the piloting group was regardless of their majors, too; which made the sample for piloting very similar to the target population. The alpha levels for the reliability analysis of each part in the present study were calculated as, 896 for the characteristics of a good CT; ,715 for CTs' perceptions of their roles and responsibilities; ,913 for CTs' evaluation of the PDP.

As it had many variables to define a good CT, the study aimed to develop a scale out of the instrument prepared for the characteristics of a good CT. Used especially in social sciences, factor analysis of SPSS is "a multivariate statistics to obtain a smaller number of meaningful variables from a larger number of variables intended to measure the same structure" (Büyüköztürk, 2002, p. 471). Grouping the items under some factors, factor analysis makes the results easier to be interpreted. Including 26 items before the factor analytic study (Appendix A), the questionnaire for the characteristics of a good CT was

Table 4

The factorial distribution of the items in the scale

	Component			
	1	**2**	**3**	**4**
a14	,748			
a15	,724			
a16	,700			
a7	,639			
a21	,623			
a10	,467			
a13	,404			
a1		,717		
a5		,653		
a2		,652		
a3		,634		
a6		,596		
a26			-,776	
a24			-,721	
a23			-,687	
a18				,697
a11				,635
a9				,618
a8				,564
a4				,552
a19			-,336	,531

developed into a scale with 21 items in total (Appendix B). Eliminating five items (22, 17, 12, 25, 20), the scale had four factors measuring the following structures: F1=CT's cooperation & feedback (items 7, 10, 12, 13, 14, 15, 18), F2=CT & ST interaction (items 1, 2, 3, 5, 6), F3= Willingness to be a CT (items 19, 20, 21), F4= Support to ST (items 4, 8, 9, 11, 16, 17).

Table 4 shows the pattern matrix of the items; however, the item numbers in the table are the ones before the factor analytic study. With the elimination of five items, the numbers of the other items have changed accordingly.

The issue of reliability related to the instruments was held separately. As for the reliability of the scales, it is stated in the literature that "internal consistency estimates for well-developed scales containing about 10 items ought to approach 0,80", whereas it is expected to be at least 0,70 Cronbach's alpha value for the scales with less items (Dörnyei, 2007, p. 207). The first instrument of the present study consisted of two different parts all including more than 10 items. However, there are some factors in the scale that were composed of even 3 items. With all this information in hand, the reliability analysis results for each factor were calculated as more than, 70 Cronbach's alpha level. Factor 1 measuring CTs' cooperation and feedback with the items 7, 10, 12, 13, 14, 15 and 18 had the alpha level of ,816 whereas factor 2 which focused on CT&ST interaction revealed the alpha level as ,759 with the items 1, 2, 3, 5 and 6. Measuring teachers' willingness to be CTs with the items 19, 20 and 21, factor 3 had the alpha level of ,770. Similarly, the alpha value of factor 4 was calculated as ,775 for the support to ST with the items 4, 8, 9, 11, 16 and 17.

Having completed validity and reliability studies, the instruments were proposed to the Committee of Ethics at the Institute of Educational Sciences in Bursa Uludağ University. With the Committee's approval, the final drafts of the questionnaires were obtained. The full form of the questionnaire is attached (Appendix E).

3.4. Data Collection Procedure

In order to develop a scale out of the instrument prepared for the characteristics of a good CT, the study needed participants with CT experience. Therefore, the researcher got in touch with the coordinator of Education Faculty in Bursa Uludağ University for the list of the schools that they cooperate for the teaching practice of STs. The list included the cooperating schools of not only the academic year 2017-2018 but also the year before (2016-2017); this data made the list long enough to collect the data for the study. Together with the official permission of Directorate of National Education, the researcher contacted 42 out of 80 cooperating schools randomly and visited them at convenient times to conduct the questionnaire on the volunteer teachers with CT experience. Regardless of their majors, 211 teachers volunteered to take part in the study. Their opinions were asked in the first term of the academic year 2017-2018 before the CT trainings of MoNE started. With the contributions of sample 1 for factor analytic study, the scale was developed with four factors and given to sample 2 (120 teachers of English with CT experience) prior to the INSET again to investigate their opinions in specific. They participated in the study at the beginning of the second term (in February 2018) of the academic year 2017-2018. Among the cooperating schools that took part for the study of scale development, 32 schools were visited to collect data related to the perceptions of teachers of English. At the visited schools, 120 participants volunteered to respond to the scale. Their answers were analyzed via SPSS and the results were analyzed thoroughly.

For the qualitative data, the researcher had to wait for nearly a full academic year for the trainings of CTs to be completed. Apart from that, the process of teaching practice takes part in the second term of the academic year. Therefore, a year after they were given the scale (in March 2019), a group of English teachers from sample 2 were visited and requested to join the interviews for the qualitative data. Among the volunteer participants, sample 4 was

selected upon some criteria explained in 3.2.1. Having completed the INSET on CSM, six teachers of English with the role of CT participated in the interviews. The interviews were given at the most convenient times for the CTs as they had many responsibilities but little time. All the interviewees were visited at their own working contexts at different dates and times of the day, depending on their schedules. The interviews took place in May 2019 (nearly the end of the academic year 2018-2019) because the CT participants needed time to practice the techniques given at the INSET. The interviewees were asked ten semi-structured questions related to their CT experiences including the effectiveness of CSM. In order to avoid any misunderstanding, the questions were prepared in the mother tongue of the interviewees. Both Turkish (Appendix F) and English (Appendix G) versions of the interview questions are attached to the appendices. Finally, upon the respondents' disapproval of video-recording, the interviews were carried out with total 236 minute-audio recording, approximately 40 minutes per interview. Besides, field notes were kept by the researcher during the interviews.

3.5. Data Analysis Procedure

Since the study had mixed method structure, analysis procedures of quantitative and qualitative data were applied accordingly. Prior to the INSET that introduced CTs with CSM and provided them with several supervisory techniques, CTs' perceptions related to the characteristics of a good CT along with their roles and responsibilities during teaching practice were analyzed with descriptive statistics of SPSS. Similar study was applied for the program evaluation of the participants. The demographic information was evaluated with frequency analysis including percentages. With the Likert-scale type items in the questionnaire, descriptive analysis was applied. The responses of the participants were presented in tables of frequency distribution and the findings were given with percentages and

means calculated for each item. The findings were especially given with the percentages as they were quite beneficial in interpreting the participants' perceptions.

Apart from the descriptive and frequency analysis of the quantitative data, content analysis was applied for the in-depth personal interview questions –which were open ended. After the transcription of all the qualitative data, a template was prepared and the audio-recorded data was coded under recurrent themes accordingly (Dörnyei, 2007). Thus, data was reduced and simplified to compare with the quantitative data results. Afterwards, the coded data was translated into English by the researcher as the interviews were held in Turkish. Both the Turkish transcription and English translation of the parts to be used in the study were shared with the relevant interviewees for their approval as well.

Chapter 4

Results

As the present study has a multi-layered structure, the results are presented under three main headings: (1) CTs' perceptions related to (a) the characteristics of a good CT and (b) their roles and responsibilities as a CT, (2) CTs' evaluation of the INSET program and (3) the effectiveness and usability of CSM in practice. The first part is in search of the research questions 1 and 2, and data was collected prior to the INSET; evaluating the INSET program, the second part answers the research question 3. Additionally, both parts include quantitative data presented in numbers and tables. On the other hand, the last part investigates to what extend the INSET program was supportive in providing supervisory techniques through CSM for CTs to develop their supervisory skills. The data of this part is composed of in-depth personal interviews in order to find answers for the research questions 4, 5 and 6. The results related to the effectiveness and usability of CSM are presented with participants' explanations under the related research question as the subtitle.

4.1. Perceptions of CTs Prior to the INSET

4.1.1. CTs' perceptions related to the characteristics of a good CT (RQ1). Focusing on the supervisory roles and responsibilities of CTs, the present study's first concern was to investigate their existing perceptions of a 'good CT'. Since CTs are a vital component of teaching practice for all majors, it is aimed to develop a scale for not only teachers of English in specific but also teachers of other majors as well. After the scale development studies explained in data analysis section (3.5.), the scale is given to 120 teachers of English defined as sample 2 to investigate their perceptions in specific. Because the items of the scale are distributed into four factors, the results are presented under these factors as the headings; F1=CT's cooperation & feedback, F2=CT & ST interaction, F3= Willingness to be a CT, F4= Support to ST.

Factor 1: CT's cooperation and feedback. Among the headings that the factor structure analysis presents, the first one deals with CT's cooperation with STs and the feedback provided during the process. There are seven items regarding this heading.

Table 5

Frequency descriptions of "CT's cooperation & feedback" (Factor 1)

Items	**Agree %**	**Disagree %**	**No Idea**	**M**	**SD**
7- avoid negative attitudes and comments on ST's academic background and professional knowledge	86,6	1,7	11,7	4,40	,761
10- give either oral or written feedback after each lesson they observe	93,3	4,2	2,5	4,55	,807
12- assist ST in finding his/her weaknesses to improve	96,7	---	3,3	4,68	,534
13- give ST feedback on his/her professional development upon the lesson plans they prepare during the term	93,3	2,5	4,2	4,60	,726
14- care about ST's ideas while sharing professional knowledge and skills	95,8	,8	3,3	4,58	,602
15- inform ST about the content of the lesson they will observe in order to discuss it later	93,3	,8	5,8	4,62	,635
18- cooperate with ST at both pre-conference and post-conference stages	93,3	,8	5,8	4,52	,647

N= 120

All but one (item 7) receive participants' agreement more than 90%. The top two scores belong to item 12 -that is *"a good CT should assist ST in finding his/her weaknesses to*

improve"- and item 14 -which says that *"a good CT should care about ST's ideas while sharing professional knowledge and skills"*. Whereas 96,7% of the participants agree with item 12, the percentage of agreement for item 14 is 95,8% . Although item 7 receives the least rate of agreement compared to the other items in factor 1, it is clear that majority of the participants (86,6%) believe in avoiding *negative attitudes and comments on ST's academic background and professional knowledge*. Focusing on the same role of CT as the feedback giver upon the lesson plans (item 13) referring to the pre-conference stage and the class observation (item 10) referring to the post-conference stage of the process, the result of item 18 is in the same line with those of 13 and 10, taking the process as a whole with the statement of "*CT should cooperate with ST at both pre-conference and post-conference stages"*. All three items receive 93,3% of agreement by the participants. The same result is found with item 15 that focuses on the importance of STs' class observation of CT.

Factor 2: CT & ST interaction. The interaction of CT and ST during teaching practice is defined as another factor of the scale. Including five statements, the agreement rate of all the items are quite high in factor 2. Almost all of the participants express their agreements with the statements. The frequency descriptions are as illustrated in table 6. When examined deeply, it is clear that items 1 and 2 have the highest rate (99,2%). Nearly all of the participants point at the importance of CT's being *aware of their responsibilities* (item 1) and *displaying a positive attitude in communication with ST* (item 2). Items 5 and 6 follow them with 98,3% of agreement. Participants attain the same importance to CT's being *open to communication* (item 5) and the objectivity of CT while evaluating ST (item 6). Although item 3 has the least scored rate in the second factor, 97,5% is not a rate to be disregarded. These findings reveal that almost all participants value the CT-ST interaction.

Table 6

Frequency descriptions of 'CT & ST Interaction'(Factor 2)

Items	**Agree %**	**Disagree %**	**No Idea**	**M**	**SD**
1-be aware of their responsibilities	99,2	---	,8	4,90	,317
2-display a positive attitude in communication with ST	99,2	,8	---	4,85	,472
3-be a good listener during reflection stage after class observation	97,5	,8	1,7	4,79	,500
5-be open to communication	98,3	---	1,7	4,85	,402
6-be objective and fair while evaluating ST's teaching performance	98,3	---	1,7	4,87	,379

N=120

Factor 3: Willingness to be a CT. Willingness is an important criterion in the success of all professions. In the scale of characteristics of a good CT, willingness to be a CT is found to be the third factor. Despite including a few items, the agreement rates of the participants are quite high, minimum 96,6%. The results reveal that the most important item for the participants is item 20. Without any exceptions, all of them (100%) agree that a CT first of all should *be a good model in terms of his/her professional knowledge, experiences and ethics*. Willingness to provide professional support and loving his/her role as the CT follow this item with 99,1% and 96,6% respectively.

Table 7

Frequency descriptions of 'Willingness to be a CT'(Factor 3)

Items	**Agree %**	**Disagree %**	**No Idea**	**M**	**SD**
19- love his/her role as the CT	96,6	,8	2,5	4,71	,552
20- be a good model in terms of his/her professional knowledge, experiences and ethics	100	---	---	4,86	,341
21- be willing to provide professional support	99,1	---	,8	4,82	,402

N=120

Factor 4. Support to ST. Cooperating with ST during teaching practice, CT's support is crucial to ST. Whereas CTs observe and give feedback throughout whole process, USs join them only four times during the period. This fact makes the participants –all of whom are experienced CTs- rate the statements in factor 4 accordingly. There are six items related to the support of CT to ST in factor 4. In this respect, items 4 and 8 share the same rate of agreement that is 98,3%. While item 4 deals with CT's support regarding *ST's questions and problems related to the profession*, item 8 expresses CT's *assistance to ST in the choice of the appropriate teaching methods*. Giving importance to the existence of the US during the process, 96,7% of the participants agree on CT's regular contacts with US about ST in item 9. However, referring to CT's attendance in *the post-conferences with US during feedback process*, the result of item 11 reveals another fact about the perceptions of participants regarding CT's cooperation with US. Even though they believe in the assistance role of CT to STs, the results indicate that participants rate the assistance during pre-conference stage in the item 16 (86,6%) more than the assistance given during post-conference stage in item 11 (80,9%). Although these rates cannot be defined as 'low', they receive the least percentages of agreement among the others in factor 4, which makes them significant to focus on. What is

more, the results of items 11 and 16 are supported with the result of item 17 (96,7%). Stating that "*CTs should guide ST during lesson preparation in order to identify clear and attainable objectives for the students"*, the perceptions of the participants regarding item 17 are in the same line with item 16.

Table 8

Frequency descriptions of 'Support to ST'(Factor 4)

Items	**Agree %**	**Disagree %**	**No Idea**	**M**	**SD**
4- care about ST's questions and problems related to the profession	98,3	---	1,7	4,76	,462
8- assist ST in choosing appropriate teaching methods	98,3	---	1,7	4,73	,480
9- have regular contacts with the university supervisor (US) about STs	96,7	---	3,3	4,68	,534
11- attend the post-conferences with US during feedback process	80,9	5,8	13,3	4,18	,907
16- assist ST in preparing lesson plans (choice of material and activity and/or sequence of them etc.)	86,6	2,5	10,8	4,31	,798
17- guide ST during lesson preparation in order to identify clear and attainable objectives for the students	96,7	,8	2,5	4,57	,630

N= 120

4.1.2. CTs' awareness of their roles (RQ2). For the data analysis regarding research question 2, item-based analysis is utilized as the results come from a questionnaire not a scale. Just like with research question 1, sample 2 contributes to this part of the study with 120

teachers of English. The data is gathered before the participants have attended the INSET about CSM to investigate their awareness of their CT roles and responsibilities. The results related to RQ2 are presented in table 8.

As the participants are all experienced CTs, it is not surprising to find that most of them (90%) state they know how CT-ST relation should be (item 2). However, when they are asked to define this relation, 81,7% of them believes that it should be in the format of colleagueship (item 15) whereas 54,2% think that it should have the format of apprenticeship (item 4). This result implies that some participants are not sure about the exact definition for CT-ST relation.

A lot of the respondents (76,7%) express that they have adequate information about the supervision process (item 1). Moreover, a similar rate of participants (77,5%) believe that the role of CT is necessary during this process (item 7) and add that this role is beyond paperwork (item 12 – 70,9%). It is promising to find that most of them (91,6%) state to know what to pay attention to while observing ST's lesson (item 9) and think that the post-conference is an important stage for ST as s/he can make reflections regarding his/her teaching experiences (item 10 - 92,5%). However, as for giving feedback to ST (item 8), the rate of agreement is a bit lower than the ones in item 9 and 10. Only 88,3% claim to know how to do it.

The results of items 3 and 14 reveal striking findings about the supervisory skills of CTs. On one hand, nearly half of the participants (44,2%) think that the role of CT requires special skills (item 3); on the other hand, 60,8% believes that any experienced teacher can execute this role (item 14). The conflict between these two items reveals another fact that CTs do not exactly have adequate information about the supervision process as they claim in item 1.

Table 9

Frequency descriptions of CTs' perceptions regarding their roles

Items	**Agree %**	**Disagree %**	**No Idea**	**M**	**SD**
1-I have adequate information about the process of supervision.	76,7	8,3	15	3,95	,951
2-I know how CT-ST relationship should be.	90	3,3	6,7	4,30	,740
3-I think the role of CT does not require special skills.*	44,2	35	20,8	3,14	1,27
4-I believe that CT-ST relation should be in the format of apprenticeship.*	22,5	54,2	23,3	2,49	1,15
5-I am aware of ST's professional needs during teaching practice.	82,5	2,5	15	4,16	,802
6-I think cooperating with ST will be beneficial for my own professional development, too.	90	2,5	6,7	4,45	,767
7-I believe that the role of CT is not necessary during teaching practice process.	77,5	16,7	5,8	3,95	1,31
8-I know how to give feedback to ST.	88,3	4,2	7,5	4,26	,806
9-I know what to pay attention to while observing ST's lesson	91,6	---	8,3	4,40	,640
10-I think that the post-conference is an important stage for ST as s/he can make reflections regarding his/her teaching experiences.	92,5	2,5	5	4,46	,743
11-I am not aware of ST's professional needs.*	60	20,8	19,2	3,60	1,21

12-I believe that the role of CT only consists of paperwork.*	70,9	16,7	12,5	3,90	1,34
13-I believe I will be beneficial to ST with my experience in the profession.	93,3	---	6,7	4,49	,621
14-I think any experienced teacher can execute the role of CT.*	17,5	60,8	21,7	2,35	1,19
15-I believe that CT-ST relationship should be in the format of colleagueship.	81,7	5,8	13,3	4,15	,866

N=120

* Reverse coded items

Items 5 and 11 seem to examine the same issue but with a slight difference. While item 11 investigates CTs' awareness regarding STs' professional needs in general, item 5 focuses on their needs during the process of teaching practice. The results show that 82,5% claim to know about STs' professional needs during teaching practice (item 5); however, only 60% express their awareness related to STs' professional needs in general. Yet, most of them (93,3%) believe they will be beneficial to ST with their experience in the profession (item 13). Similarly, most of them (90%) think that their cooperation with STs will also be beneficial for their own professional development, too (item 6).

4.2. CTs' Evaluation of the INSET Program (RQ3)

To analyze research question 3, which aims to investigate the effectiveness of the INSET arranged by MoNE, both qualitative and quantitative data is gathered. The quantitative data is obtained from a very large group of 365 teachers answering an online questionnaire with 17 items after they are trained as CT trainers; whereas the qualitative data is obtained from a very small group of 6 teachers of English as CTs through in-depth personal interviews.

Both sample groups provide valuable information related to their evaluation of the INSET, the former in general –including all majors on the national basis, and the latter one in specific – including teachers of English only and the city of Bursa. As for data analysis, the quantitative data is analyzed on the item basis and the results are as described in table 10; whereas, content analysis is utilized for the qualitative data.

Except for a few items, participants of the questionnaire express their satisfaction with the organization of the INSET program regarding the trainers, the time and the length of the program, information and techniques provided for supervisory skills etc. When examined in details, focusing on the stages of reflective cycle of CSM (item 16) has the highest percentage of participants' agreement (95,9%). On the other hand, item 4 with the statement that "*I had the opportunity to apply what I learned during the program*" is the least appreciated one (66,6%) by the participants of sample 3. Interestingly, participants feel dubious about item 4 (20,5%) more than disagreement (12,9%).

The quantitative data reveals that almost all respondents (94,7%) state not only that their awareness regarding the characteristics of a good CT has increased (item 14) but also that their vision of CT-ST relationship (item 13) has become clearer after the INSET. For the assessment of the training, 92% of the participants express their agreement (item 9) that focuses on the fact that the participants have been evaluated upon all information provided at the INSET.

Majority of the participants find the INSET program satisfactorily adequate in terms of the content (item 1- 91,3%), trainers (item 6- 93,5%) and the information given about the teaching practice process (item 10- 92,9%) and the needs of ST (item 3- 94%) along with how to support ST (item 12- 94,3%). They go on to say that all this information help them to think critically upon the process of teaching practice (item 17- 95,4%). In the same vein, they agree that the INSET is effective in developing their supervisory skills (item 2- 93,9%) that they can

use to support STs with (item 15- 93,5 %). Nevertheless, only three quarters (76,2%) of the participants find the time dedicated for the program adequate (item 5). Similarly, although still high, the materials used during the INSET for implementation (item 7-83,2%) and the facilitative role of the materials used in learning the content (item 8- 84%) do not receive as much percentage as the other statements.

Table 10

Frequency distribution of CT trainers' evaluation of the INSET (Sample 3)

Items	**Agree %**	**Disagree %**	**No Idea**	**M**	**SD**
1-The content of the INSET program was appropriate for my needs as a CT.	91,3	4,7	4,1	4,41	,868
2-Techniques and methods presented at the program have helped me develop my supervisory skills.	93,9	3,8	2,2	4,46	,840
3-I was informed about the needs of ST.	94	3,6	2,5	4,45	,822
4-I had the opportunity to apply what I learned during the program.	66,6	12,9	20,5	3,72	1,00
5-The time dedicated for the program was satisfactory.	76,2	12,3	11,5	3,96	1,14 0
6- The trainers were experts in their field.	93,5	3,8	2,7	4,54	,846
7-The materials used during the INSET program were appropriate for implementation.	83,2	6,8	9,9	4,14	,931
8-The materials used during the program eased my learning.	84	4,4	10,7	4,22	,858

9-I was evaluated upon the information given in the program.	92	4,4	3,6	4,40	,860
10-The information given about the process of teaching practice was adequate.	92,9	3,8	3,3	4,45	,832
11-I was provided with the necessary documents for my role as a CT.	87,1	4,7	8,2	4,29	,856
12-I was informed about how to support ST.	94,3	3,6	2,2	4,47	,800
13-I had a clear vision of CT-ST relationship.	93,4	4,1	2,5	4,47	,803
14-My awareness regarding the characteristics of a good CT increased.	94,7	3,3	1,9	4,57	,783
15-I obtained several supervisory skills that I can use to support STs with.	93,5	3,6	3	4,45	,819
16-I was informed about the content of "pre conference – observation – post conference" processes that should be fulfilled with ST.	95,9	3,3	0,8	4,54	,760
17-The information presented provided me to think critically upon the process of teaching practice.	95,4	3,3	1,4	4,52	,768

N=365

When the qualitative data is analyzed, it is apparent that the interviewees have similar opinions regarding the overall design of the INSET program. As for the pre-conference, observation and post-conference stages, they seem to be informed about the importance of these stages because five –out of six- participants express that they try to do their bests to arrange these meetings despite their workload (int. 1, 3, 4, 5 and 6). Similar to the results of the questionnaire above, interviewees –defined as sample 4- emphasize that they had little or no chance at all to practice the techniques during the INSET. However, one interviewee

(int.4) states that it is the US who assists her during the process for the implementation of these techniques.

Different from sample 3 (365 CT trainers from all over the country), sample 4 (6 English teachers as CTs from Bursa) express their dissatisfaction about the timing of the INSET. As sample 3 attended this program for five full days, they expressed no negative statement or complaints regarding the timing of the INSET. However, as the local INSETs are arranged on school days after school, a lot of the interviewees (4 out of 6) complain about this fact emphasizing their workload. On the other hand, five interviewees find the length of the program adequate as four hours a day for five days. They state that they have been given a test at the end of the INSET, but one interviewee suggests that instead of tests CTs should be checked on the job to see if they can use the model in practice (int. 3).

Table 11

Interviewees' evaluation of the INSET

	YES	**NO**
1-The timing of the INSET was appropriate.	5, 6	1, 2, 3, 4
2-I attended the INSET willingly.	1, 3, 4, 5, 6	2
3-I was willing to be a CT.	3, 4, 5,	1, 2, 6
4-The time dedicated for the INSET was satisfactory.	1, 4 ,5, 6	3
5-The trainers were experts in their field.	1, 2, 3, 4, 5	---
6-The content of the INSET was appropriate for my needs as a CT.	2, 4, 5, 6	1, 3

*1, 2, 3, 4, 5, 6 are the numbers given to each interviewee

The results of the two data seem to be in line with each other. Another point that both samples have similar opinions on is the fact that they have experienced an increase in their

awareness. Majority of the interviewees (five out of six) admit that their awareness regarding the process has increased due to the INSET. The result of item 15 of the questionnaire about the supervisory skills finds similar voice with the interviewees, too. What is more, the techniques presented at the INSET are reported to be the biggest strength of the program as they help CTs to support STs during the process. The interviewees state that they feel safer with the repertoire of techniques in hand. Thus, they feel more professional as they know how to support STs (int. 1, 3, 4 & 5) as stated in item 12, too. The results related to the qualitative data for the program evaluation are categorized in table 11.

4.3. Effectiveness and Usability of CSM in Practice

There are three research questions guiding this part of the study. The main aim is to investigate if the supervision model presented at the INSET is usable and effective in practice. That is why, qualitative data is gathered at this stage, and the sample consists of a small group of teachers of English as CTs defined as sample 4. They are interviewed to get detailed data about the implementation of the supervision model in practice. As the data is qualitative, the results are analyzed within content analysis.

CTs' perceptions related to the characteristics of a good CT after the INSET program of MoNE (RQ4). The data is gathered after the INSET program when CTs are expected to implement CSM in practice. The first concern of this part of the study is to investigate participants' perceptions of the characteristics of a good CT after the INSET. Interestingly, none of the participants -except for interviewee 1- states that their perceptions before and after the INSET differ. What is more, one of the participants defines the program like the repetition of a course due to her past experiences with the US (int. 5). Similar to this statement, interviewee 3 gives the following explanation: "it was not the first time that I heard of CSM. We had been informed about the process by the US visiting our school in my first year of CT experience. The US provided us with all the information we needed then".

Interviewee 4 presents her reasoning with the following words: “I noticed that I was already doing what I was supposed to, not systematically but instinctively. Hearing that from an expert made me feel happy”. Another explanation comes from interviewee 2 who is the most experienced of all the participants with 34 years of teaching and many CT experiences both in state and private schools: “There was nothing new for me in the program. I already knew about mentoring. It is what it is supposed to be”. In the same vein, interviewee 6 expresses her view as follows: “Honestly speaking, there is no change in my perceptions related to the characteristics of a good CT. The only thing that was new for me was the techniques to be used during class observations”.

The only participant who states that the INSET has changed her opinions related to the characteristics of a good CT is interviewee 1. Yet, she explains that “I cannot define this as a complete change. I was already aware of these CT roles. However, my awareness related to the process has increased”. Moving smoothly on the topic, she admits that it is not her perceptions that have changed but her actions: “I have learned how to act during the process” (int.1). In short, the roles and responsibilities of CTs are not new to the participants but the techniques are, which forms the basis of CSM.

Table 12

CTs’ perceptions after the INSET

	YES	**NO**
Has the INSET caused any changes in your perceptions related to the characteristics of a good CT?	1	2, 3, 4, 5, 6

CTs’ Opinions about the Effectiveness and Usability of CSM (RQ5). During the interviews, the participants were asked five different questions to get their opinions related to research question 5. The semi-structured interview questions aimed to investigate the

effectiveness and the usability of the program in a specific context regarding the techniques, post-conference stage and MEBBIS.

Although the participants' opinions related to the usability of the techniques presented at the INSET differ, majority think that they are usable. Among the six participants, interviewees 1, 3, 4 and 5 state that they can use the techniques in practice, whereas interviewees 2 and 6 present negative responses. The ones that can make use of the techniques give the following explanations: "I used to collect data before, too; however, it was not as detailed and objective as it is supposed to be. The techniques were the strength of the INSET." (int.1). Interviewee 4 has similar opinions to that of interviewee 1 and she adds that with the techniques presented at the INSET, collecting data is more systematic and professional now. Interviewee 3 and 5 find the techniques very useful and effective. Whereas interviewee 3 states that 'verbal flow' is her favorite, interviewee 5 adds the technique of 'class traffic' to 'verbal flow' as the two techniques she has used this term. What is more, she points at the fact that these techniques inspire and guide them to deal with hard situations without causing any conflicts with STs. All these participants sound very hopeful of the supervision model.

With their explanations, interviewee 2 and 6 stand on the other side of the issue. Focusing on the time constraints, interviewee 2 presents a negative attitude towards the use of techniques. She finds them hard to implement and adds that she does not use pen and paper to take notes for collecting data during class observations because she thinks she has a very good visual memory that she can rely on. On the other hand, although the statement of interviewee 6 seems to be a negative one, actually she is not against using any of the techniques systematically and she explains it as follows: "I do not implement information as it is in my life. I take the core of it, blend it with my experience and form my own style. This is what I have done with the techniques presented at the INSET, too."

When all the explanations of the participants are considered, it is clear that except one participant (int.2), all the others find the techniques usable in practice to support STs during the process (table 13).

As for the most important stage of the supervision model, the implementation of the post-conference stage is asked to the participants, too. Except interviewee 2, all the participants state that they give importance to the post-conference where they provide feedback to STs. Giving examples from their experiences, some participants even claim that STs are very conscious about the process, about both their responsibilities and those of CTs. "They ask for feedback immediately after the class observations; thus, it is not possible for us to disregard this stage [*sounding satisfied with STs' request for feedback*]" (int.3 & 5).

Expressing her satisfaction with the CT-US communication, interviewee 1 defines the US as "devoted to the process". She also finds the existence of US during post-conference very advantageous for the improvement of her supervisory skills: "she [the US] is more to the point while giving feedback". Interviewee 3 has similar opinions to interviewee 1 regarding the existence of the US during the post-conference. She believes that the US affects the process positively as the feedback s/he provides is beneficial not only for STs but also for her as the CT: "I take her as a model when I feel unsure what to do as the supervisor". Surprisingly, interviewee 2 and 6 think that the US is a vital component of the post-conference but only for STs.

Apart from the triadic characteristic of post-conference, the participants have one more opinion in common, too. That is their dissatisfaction with the time dedicated to the post-conference. Whereas interviewee 3 points at the workload of US: "Due to limited time of the US, we cannot have long post-conferences as we used to do the year before with another US"; interviewee 1 expresses her own workload: "we do all these during 10 minute-breaks as I have a full day of seven hours". On the other hand, even though interviewee 6 says that she is

lucky with her timetable this year and has enough free time to spend with the STs, just like the others, she shares the same concern about the time limit as a big problem for the process. Regarding time issue, interviewee 4 seems to be the most satisfied CT of all: “At the end of the day, we have a long post-conference with US, STs and me as the CT” and she adds that they have a perfect communication with the US.

As the only participant of the study who displays a negative attitude towards the process, interviewee 2 says that they have the post-conferences but for 10 minutes only and goes on to explain: “In theory, the idea is good but in practice it does not work. It is not possible to have a post-conference as long as in the videos we watched at the INSET. It looks as if they had unlimited time but we do not”. Similar to interviewee 2, interviewee 5 emphasizes the same conflict of ‘fantasy vs. reality’ pointing at the videos of post-conference where time seems unlimited. Although she states that they have a 40-minute of post-conference –which is longer than the other participants’ experiences, she expresses her dissatisfaction with the length of post-conference with this definition “we have to go through everything so quickly [*sounding dissatisfied*]”. She advises that the timetables of CTs should be arranged by the school administrations so that they can find the necessary time to spend with STs both for the preparation and the after-class-observation meetings (table 13).

As clear from the explanations of the participants, CTs believe in the necessity of post-conference and they are doing their bests to arrange these meetings despite the limited time they have. This finds voice in one participant’s words as follows: “we are trying to do the right things within the wrongs” (int. 2).

The role of MEBBIS, the data processing system of MoNE, is another aspect of the supervision process that is asked to the participants. For this question, except for interviewee 1 all the participants express either a positive or a negative opinion related to MEBBIS. Interviewee 1 does not have a clear idea of the system because she claims of not being

informed about the system at the INSET, so she had to learn all about it either from her colleagues having CT experience from the previous year or on her own by trial and error. She also states suffering a lot on MEBBIS. Yet, she has some kind of positive opinion of the system because she says that it might [*sounds not sure*] help the process be held in a more systematic way by CTs but she also reminds that it requires extra time of CTs to work on the system. At this moment, she emphasizes the wrong strategy of the selection of CTs by the school principals. She states that "another teacher with a more suitable timetable could have been chosen as the CT", implying her unwillingness for this role due to her workload.

The rest of the participants think that MEBBIS has a positive role in the implementation of the supervision model as it puts everything in an order and discipline for all the parties: CTs, USs and STs (int. 2, 3, 5, 6). For example, interviewee 3 admits that it has helped her be more organized doing her paperwork related to the process. She adds that "it has not only supported the process to be held in a complete way but also become a driving force for STs".

Despite the advantages mentioned above, some participants express common concerns related to MEBBIS. Even though interviewee 6 considers the system beneficial to keep the concrete data in record, she also agrees with interviewee 2 that the evaluation forms include too general statements to assess STs from different majors. Therefore, they advise revision on the statements with this explanation: "it cannot be the same to teach languages and history" (int.6). Additionally, interviewee 2 states that the item evaluating STs' classroom management skills is unnecessary as: "it is impossible for the ST to have any problems regarding classroom management because I - the regular teacher- am there". That is why, she claims the process of teaching practice is 'artificial' for STs. On the other hand, interviewee 4 presents another concern related to her evaluation of STs on MEBBIS. She displays a great

anxiety and states that she does not want to be responsible for the appointment of STs in a negative way due to her evaluations on MEBBIS.

To conclude, MEBBIS is regarded to have a positive impact on the supervision model by organizing the process in a systematic and professional way despite the fact that some participants express their concerns related to the system.

Table 13

CTs' perceptions related to the usability of techniques

	YES	**NO**
1-Can you use the techniques in practice?	1, 3, 4, 5	2, 6
2-Does the post-conference stage reflect its triadic characteristic?	1, 3, 4, 5, 6	2
3-Does MEBBİS (data processing system of MoNE) play a supportive role in the implementation of CSM?	2, 3, 5, 6	4

Within the light of the data presented above, it is not surprising to say that whereas interviewees 1, 3, 4 and 6 agree that the model is usable and effective in general, interviewee 2 feels the other way. Besides, interviewee 5 approaches the question cautiously.

To start with, interviewee 3 finds the model very effective and she goes on to say that she owes a lot to the US she worked with before because she was informed about this model by that US and made most of it so far. In other words, she does attribute all she knows related to the model to that US. In her evaluation of the INSET, she states it very clearly that "if I had not been involved in this process before, I might not be able to understand the content of the INSET. I do not think the program presents adequate information for the participants who has no idea of CSM". For this shortcoming, she suggests (1) longer period with shorter hours for

the INSET and (2) microteaching practice for the implementation of the techniques within in the INSET.

Here are the opinions of the participants who think the supervision model is usable and effective in general:

> What I was doing before was amateurish. The model has provided me with all the professional techniques I need both to collect data and give feedback. What is more, I used to say directly what was wrong and what the ST should have done before. Now, I give STs a chance to reflect upon his/her strengths and weaknesses before I give the feedback. Reflection is the biggest advantage of this model. As for the post-conference with ST-CT-US, I feel stronger with the existence of the US and I think it is like the unity of powers. (int 1)

> It is very useful and I believe that it will be better as we continue implementing it. (int 4)

> As the implementation of CSM has made the process more professional, not only our awareness related to CT roles has increased but also the attitudes of STs have changed. They have started to take the process more seriously. (int 6)

The following explanation belongs to interviewee 5. She does not say that the model is ineffective but she emphasizes the need of time by reminding that 'Rome wasn't built over a night':

> We need more time in order to understand if the model is effective or not. It should be checked at the implementation stage. For example, CTs should be given a questionnaire at the end of the process, where they can share their opinions related to the system. Time is all we [*meaning the CTs*] need in order to internalize the information and the techniques given at the INSET. (int. 5)

Unlike the others, interviewee 2 avoids giving a long explanation and summarizes her opinion with these words: “in theory it is OK, but in practice it is not”.

Because all the participants are experienced supervisors of minimum 3 years of CT experience, their opinions related to the supervision model compared with their past practices present valuable data on the effectiveness of the model.

As the least experienced CT, interviewee 1 expresses that she believes in the model because it offers STs a chance to reflect upon their experience while it provides her –as the CT- with techniques that she can use to support STs. She adds that with the help of CSM she has started to collect objective data while observing STs and then learned how to evaluate the process by using that objective data. She concludes with this statement “Most importantly, I had a chance to reflect on myself. While giving feedback to ST, I now question myself as the teacher and the CT”.

Believing in CSM, interviewee 3 expresses herself with these words: “Now, I am more aware and willing because I know how to support STs, what to say them and what to expect from the process”. She adds that CSM supports the professional development of both STs CTs as teachers. She explains her view as follows: “we learn not only how to observe, collect data and give feedback within this model but also how to use technology in our classes from STs”. Interviewee 6 presents her ideas in the same vein, too. She agrees that STs are good at using information technologies and they assist her technologically, too. Similar to these explanations, interviewee 5 shares a moment that she describes as “I could not wait using it in my class” when she feels impressed by one of STs’ material choice. What is more, emphasizing the principle of objectivity, interviewee 5 also admits that she executes her role in a better way with CSM: “In the past, I used to focus on the strengths of STs and leave the weaknesses untouched not to be offensive towards them. However, now I know how to deal with their weaknesses; thanks to CSM, I have objective data”. Finally, interviewee 4 states

that she feels safer with CSM as it supports CTs with supervisory skills to assist STs during teaching practice.

Contrary to the others, interviewee 2 and 6 do not mention of a great difference related to their roles as CTs after the INSET. Interviewee 2 attributes this to her long experience period at different school types and levels and explains it with the numerous seminars she has attended regarding supervision especially when she was working at private schools, where she claims using these skills to support novice teachers. The explanation of interviewee 6 is in the same line with that of interviewee 2: "As a CT, there are no radical changes for me. The basic thing with this role is –I think- to observe STs very well, identify the weaknesses, underline and reinforce the strengths of STs. I have been already doing these. But, now I am more careful". The only difference between two participants is that interviewee 2 states that she had training regarding the supervision whereas interviewee 6 states that she has been doing these things instinctively. In short, it is clear from the interviewees' explanations that the INSET has increased their awareness regarding their roles and also the process.

INSET supporting the supervisory skills of CTs (RQ6). As the main aim of the INSET is to provide CTs with some supervisory skills to use during the process, research question 6 focuses on to what extend CTs find the program supportive to improve these skills.

While interviewees 1, 3, 5 and 6 find the INSET effective in providing supervisory skills, interviewee 2 disagrees with them and interviewee 4 presents a different point of view. Interviewee 1 sounds satisfied especially with the techniques for objective data collection. In the same vein, interviewee 5 explains that she finds the program supportive with these words: "I feel enriched with the techniques presented at the INSET. Before, I used to collect data during class observations as (+) pluses and (-) minuses in general. Today, I have a repertoire of techniques that I can use to give feedback upon STs' all actions in class". Another confession comes from interviewee 3 related to the post-conferencing skills: "I used to start

the post-conference with my feedback first, but now I ask for STs' opinions before I give feedback. Thus, STs have the opportunity to reflect on their teaching". Although interviewee 6 denies any big changes in the outline, she admits that the INSET has increased her awareness: "I realize that I have been missing some points before the INSET".

Standing on the opposite side of the issue with her explanations, interviewee 2 sounds too self-confident when she utters the following words related to the effectiveness of the program in providing supervisory skills: "They were all too familiar to me, nothing extra or new". On the other hand, interviewee 4 presents a different perspective to the question. She states that the INSET is successful in presenting both the theory about CSM and the techniques but she goes on to say that "it was the US who assisted me during the practice". A similar explanation is given by interviewee 3 as a recommendation: "we should have had microteaching practices during the INSET to see if we could use these skills" criticizing the program for lacking the practice part. Despite this shortcoming, interviewee 3 admits that she feels more focused on the process with the supervisory skills she has gained.

Table 14

CTs' perceptions about the effectiveness of INSET in providing supervisory skills

	YES	**NO**
Was the INSET effective in providing supervisory skills?	1, 3, 4, 5, 6	2

Although the participants think the INSET program supports them with the skills for their roles as CTs, they think they need to improve these skills after the INSET. Except for interviewee 2 and 6, the others present different points that they feel in need of. Because the training she attended does not provide information about MEBBIS, interviewee 1 asks for more technical support. Otherwise, she feels incompetent as a supervisor. Receiving the theory at the INSET, interviewee 3 and 4 define the US as the "closest hand in practice" when

in need. On the other hand, interviewee 4 states that she requires more time to spend with STs in order to improve her supervisory skills. Similarly, interviewee 5 points at her need in more time to practice because she believes that "it is impossible to change over a night".

Implementing CSM during teaching practice, the participants evaluate the model in terms of its strengths and weaknesses. In addition, they present some suggestions for the problems they observe during the process. As devoted teachers, the participants of the present study contribute to make the system work better and more effectively for STs with the following suggestions:

Suggestions of the interviewees on the INSET:

- *As the INSET supports the process effectively, it should be given to all teachers:* Interviewee 1 feels satisfied with the content of the INSET for her supervisory needs and she suggests that not only 2-3 teachers from one school and a few majors, but this INSET should be given to all teachers for their own professional development.
- *The training should be organized for shorter hours (2 hrs) longer days (10days) instead of 4 hours for 5 days:* Interviewee 3 focuses on the length of the INSET and she suggests longer period for the training. As the local INSETs are usually after school activities, it is reported to be a disadvantage for the effectiveness of the PDP.
- *It should also include microteaching practices of the techniques*. Being satisfied with the techniques presented at the INSET, interviewee 3 emphasizes on the fact that "practice makes perfect". However, she states that these practices should be carried out under the supervision of CT trainers so participants leave the INSET free of concerns.
- *The assessment should not be limited to a small test given in the end of the training; instead, CTs should be checked on the job*: Interviewee 3 suggests that not summative

but formative assessment should be utilized to check if CTs can use the model in practice; which might refer to the need of follow-up activities.

- *There should be professionalized CTs, executing this role as a job*: Interviewee 2 suggests that the role of CT should not be extra work for teachers. Being willing as the first criterion, they should execute this role as a profession. She goes on to explain that these professional CTs should only supervise STs, they shouldn't teach regular students, which will allow them spend more time with STs.

Suggestions of the interviewees related to the process of teaching practice

- *STs should also be able to experience teaching a full class hour alone in the classroom without the CT; it is just like swimming without arm floats*: Interviewee 4 believes that the process is not natural for STs. In the classroom, they do not feel like a real teacher because the regular teacher is there all the time.
- *Teaching practice at cooperating schools and theoretical courses at university should be arranged in two different terms*: Interviewee 4 believes that STs' minds are always occupied with extra things when they are teaching in the classroom such as their exams, projects, papers at university or KPSS (public personnel selection exam) that they have to take after their graduation if they want to work at state schools. Mentioning these handicaps, Interviewee 4 suggests that these courses should be given in different terms so STs stop feeling stuck between the two roles as university students and student teachers.
- *The visits of USs should be increased as they have more influence on STs*: Interviewee 5 thinks that the existence of USs keeps STs in alert. She states that STs fall into repetitions in lesson designs during the weeks when USs are not at the cooperating school.

Suggestions of the interviewees on selection of CTs

- *The criteria for the selection of CTs should be improved; a criterion regarding the workload of teachers should be added*: Interviewee 1 emphasizes the cooperation of the school and the university in organizing the process. She states that it is important for the faculty to make the program earlier than schools' program so that it will be easier to choose the most available teacher as the CT. She expresses her willingness both to attend the INSET; however, due to her workload, she admits executing her role of CT not as effective as she wishes to.

Chapter 5

Discussion

5.1. Discussion of the Results Regarding CTs' Characteristics and Roles (RQ1 & RQ2)

The first research question aims to figure out CTs' perceptions related to the characteristics of a good CT prior to the INSET. The answers of the respondents in the scale reveal four factors; CTs' cooperation and feedback, CT-ST interaction, willingness to be a CT and support to ST.

The results of the scale indicate that CTs strongly believe in collaborative work with STs. Rather than apprenticeship, colleagueship is given importance by the participant CTs, which is in the same line with the literature and the needs of the new age (Avalos, 2011; Chaves & Guapacha, 2016; Çınarbaş & Hoş, 2018; Hargreaves & Fullan, 2000; John & Gravani, 2005; Wolter, 2000). The words 'assist, share, cooperate' are strongly agreed by the participants. Interestingly, although the scale is given to CTs before they are trained on CSM, the results show that most of them are aware of the cyclical structure of 'pre conference-observation-post conference' and how they should act during these stages. This can be related to the fact that most of these CTs are used to the process of CSM due to their cooperation with USs from ELT Department in Bursa Uludağ University who have been using this model with their STs since 2015. On the other hand, this finding supports the fact that the existence of USs and their cooperation with CTs create positive learning environment for the professional development of CTs as well (Cordingley et al., 2003; Gürsoy et al., 2013; Jane, 2007; Koç, 2011; Pungur, 2007).

Another point that the scale reveals is that participants believe in CTs' assistance of STs in finding (not telling them directly) their weaknesses to improve, which can be realized by reflecting on their teaching performances. As Dewey (1933) states experiences are valuable only when they are reflected upon. This means reflection helps STs understand what

they have done and why they have done so. The participants' responses reveal their belief in collaborative reflection which is reported to be more beneficial for STs to link theory to practice (Çakır, 2010).

The interaction of CT-ST has a vital role during teaching practice. The success of the process depends a lot on how CTs perceive STs; as a colleague to share their experiences or an apprentice to educate. Investigating CTs' perceptions related to their interaction with STs, factor 2 of the scale indicates promising facts that are in the same line with the list that Jane (2007) suggests for the interpersonal skills that a good CT should have. The participants of the present study believe that a good CT should firstly be aware of their responsibilities, a good listener at reflection stage, open to communication and display a positive attitude in their communications with STs. Because these characteristics of CTs provide a friendly and trustworthy atmosphere for STs, the evaluator/assessor role of CTs will not be considered as a threat by STs. Therefore, they will be able to have an honest dialogue and make most of the post-conference stage (Jones, 2009).

As an important component of the process, CTs' willingness to fulfill their responsibilities gains extra importance (Ekiz, 2006). As Gürsoy and Damar (2011) claim, teaching practice stands as a weak exercise for STs without CTs' involvement. Being aware of the CTs' contribution to the process, the participants of the present study express their strong agreement with CTs' willingness to support, guide and encourage STs along with the responsibility for the coordination of the whole process with USs. However, only 5% (n=6) of the participants in the study volunteered to be a CT. 95% state that they were assigned by either school administration or Directorate of National Education, which is similar to Gürsoy and Damar's (2011) findings. Their unwillingness to execute this role might be related to the fact that they are not trained for this role. In other words, untrained and unwilling CTs might cause long-term negative impact on the process of STs' professional development.

The final factor in the scale focuses on CTs' perceptions related to their support to STs. The results reveal very high agreement of the participants who believe that CTs should support STs during lesson preparation with the choice of appropriate teaching methods, materials and activities. Interestingly, although the participants think that a good CT should give all kind of support during pre-conference, same agreement is not given for the attendance of CT to the post conference stage where CT-US cooperate to assist STs figure out their strengths and weaknesses through reflection. This can be explained with the study of Jones (2009) where Turkish CTs are reported to be in need of some specific supervisory skills to observe classrooms and give constructive feedback. What is more, CTs' lack of these skills is attributed to the fact that they are not receiving any training to improve their supervisory skills (Abazaoğlu et al., 2016; Ekiz, 2006; Gürsoy & Damar, 2011); therefore effective preparation of CTs has a crucial role in the success of the process (Hobson et al., 2009; Hudson, 2004). When CTs are not specially trained, there is the risk of failure (Koç, 2011). This fact proves the importance of the INSET that the present study focuses on.

The second research question is formed to investigate participants' perceptions related to their roles as CTs -prior to the INSET. In a way, it aims to find out how much they are aware of their roles and the process. The results indicate that a lot of the participants seem to be aware of both the supervision process and their responsibilities. However, there is still a group of teachers (nearly a quarter of the participants) who admit that they do not have adequate information about the process, which reveals the importance of CT trainings (Ekiz, 2006; Gürsoy et al., 2013; Yiğit, 2012). In addition, the frequency analysis of demographic data of sample 2 supports this finding (table 2). A similar rate –a quarter- of the participants states that they are not informed about their CT roles in any way although they are given this role. What is more, their lack of knowledge about the process seems to affect the participants' perceptions regarding the existence of 'CT role'. The similarity between the results of items 1

and 7 cannot be a coincidence. When teachers are not trained adequately, it is probable that they do not believe in change and act accordingly.

The results of the questionnaire are in the same line with the results of the scale: the participants agree with their roles as an observer and a guide; however, as for feedback giver, the agreement rate is lower. Stated before, it might be due to their need of supervisory skills to manage the process (Jones, 2009). Even so, the rate of the participants who believes that this role requires special skills is only 44,2%. All these findings show that they are not aware about the process thoroughly no matter how much of CT experience they have. Additionally, they might consider USs as the leading figure of the process, which explains their perception regarding any teacher can execute this role. It is for sure that the existence of USs is of great support for CTs to manage the process more effectively (Koç, 2011). However, CT-US cooperation makes sense when USs are trained as well (Gürsoy et al., 2013).

5.2. Discussion of the Results Regarding CTs' Evaluation of the INSET Program (RQ3)

Aimed at equipping candidate CTs with the supervisory skills they need to support STs, the INSET program of MoNE is appreciated by most of the participants regarding the trainers, the time dedicated, the content, the techniques presented etc. The results reveal that the program carries many characteristics of effective PDP described in the literature.

Relying on the participants' responses, the INSET can be defined as an effective one. Attending the program, majority of the participants expresses an increase in their awareness regarding the characteristics of a good CT. That is an important point to start with because "awareness is the first step" for effective professional development (Çakır, 2010, p. 1). Besides, having specific behavioral objectives for teachers –such as to develop their supervisory skills through CSM-, the mentioned INSET is content-based with a specific focus (Daloğlu, 2004; Özer, 2001). It is also proved to meet teachers' needs (teacher-driven) as it is clear in participants' responses to item 1 'The content of the INSET program was appropriate

for my needs as a CT' and item 3 'I was informed about the needs of ST' with very high scores (Daloğlu, 2004; Villegas-Reimers, 2003).

Unlike most of the INSETs, the present one does not have a 'one-shot design'. In order to provide information in small pieces but in a consecutive structure that takes a long period of time, it is designed for five consecutive days. However, the results show that participants' satisfaction with the length of the time dedicated for the program is not as much as their satisfaction with the content, the trainers and the techniques presented. This difference might be explained with Jones' (2009) finding -once more- that Turkish CTs are in *high* need for the development of their supervisory skills that are vital to be a good CT. What is more, pointing at the same issue one of the interviewees states her dissatisfaction with the length of the program. She advises a longer program which includes more clinical practice (Yiğit, 2012).

All these findings mean that the INSET is appreciated because it has a content-based structure with a specific focus; on the other hand, participants' dissatisfaction with the length of the time reveals the truth about CTs' need in training to develop their supervisory skills mentioned by many researchers in the literature (Abazaoğlu et al., 2016; Ekiz, 2006; Gökulu, 2017; Gürsoy et al., 2013; Jones, 2009; Koç, 2011).

Another point to focus on about the evaluation of the INSET is the result of item 4. Only two thirds of the participants state that they had the opportunity to apply what they learned during the program. As active engagement of teachers in the PDP is quite important (Tate, 2009) to construct their own theories out of the experiences (Keiny, 1994), the result of this item needs closer inspection. Simply, it might be attributed to different applications of trainers. However, the interesting point is the rate of participants who express 'no idea' about this item. The rate of the ones without any idea is more than the rate of the ones who disagree with this item. Every one out of five participants states that they have no idea whether they

had any chance to practice. Therefore, the willingness of participants to attend the INSET sounds more reasonable to explain this result rather than attributing it to trainers' applications (Bayrakçı, 2009; Chaves & Guapacha, 2016; Çelik et al., 2013; Grossman et al., 2007). The issue of willingness is also asked to the interviewees, too. The result of the interview supports the finding of the questionnaire where only half of the participants confess their willingness.

The questionnaire of program evaluation in the present study reveals participants' satisfaction with the information provided about the needs of STs, techniques to support them and clinical supervision model during the process of teaching practice. As the success of a PDP lies in teachers' commitment to the activity and their willingness to change, it is also important to follow the applications of participants after the INSET (Chaves & Guapacha, 2016). Nevertheless, tracing teachers' advances on the application of the ideas given is reported to be one of the neglected parts of PDPs (Bezzina, 2006; Çınarbaş & Hoş, 2018; Guskey, 2002; Kedzior & Fifield, 2004; Küçüksüleymanoğlu, 2006). Therefore, some volunteer participants who are assigned as CTs after the INSET are given interviews about their CT experiences in the field. In other words, the interviews of the present study stand as a follow up activity of the INSET to gain a deeper understanding of the effectiveness of CSM in practice with a wider perspective of the insiders (the participant CTs).

The results of the questionnaire and the interviews support each other in terms of applicability of the PDP in teachers' daily work. (Çelik et al., 2013; Gürsoy et al., 2013; Özer, 2001). Both the participants and the interviewees find the techniques and materials presented at the INSET appropriate for implementation. What is more, the qualitative data reveals that participant CTs feel safer and stronger with these techniques as they inspire and guide them to deal with hard situations without causing any conflicts with STs. However, they also express their need in time for a long-term change. Therefore, the INSETs should promote awareness,

support active participation and foster reflection in order to achieve long-term changes in teachers' beliefs and practices (Nicolaidis & Mattheoudakis, 2005).

In short, the INSET that the present study focuses on has many of the characteristics of an effective PDP. It is stated to be content-based with a specific objective, constructed on teachers' needs in a consecutive structure and arrange activities for teachers' active engagement. As some participants attend the INSET not on their wish, their commitment to the activities cannot be expected to be as much as the willing ones. Just like all INSETs, the present INSET needs a follow-up activity to trace teachers' applications and encourage the change for a long-term effect. In the present study, the support and guidance of USs is reported to meet this need, which is stated to be of great importance by the interviewees.

Although the guidance and support from USs is undeniably valuable, two important points should not be disregarded; (1) not all USs are trained about CSM, (2) USs are not at cooperating schools with CTs all the time. In short, there is a need for some other alternative support and guidance for CTs with their roles. Therefore, CTs sharing the same teaching context can form school-based 'core groups' to discuss about their CT experiences after observing each other's practices with the techniques through CSM. Observation is highly beneficial for teaching practices as it "creates opportunities for reflection which leads to teacher learning" (Çınarbaş & Hoş, 2018, p. 55). Besides, meetings can be arranged under the supervision of a CT trainer at specific intervals (monthly for instance). Including other CTs as well, they can investigate their practices and improve their supervisory skills by reflecting upon their supervision experiences in the 'discussion groups' (Daloğlu, 2004). What is more, the existence of CT trainer as an 'insider' expertise might receive CTs' approval more than an 'outsider' because they have teaching experience of similar situations to those of participant teachers (Bayrakçı, 2009). Simply put, as teacher-learning is "a socially negotiated process",

these study groups might provide opportunities to enhance cooperation and encourage reflection which is in the heart of CSM (Yeşilbursa, 2011, p. 52).

5.3. Discussion of the Results Regarding Usability of CSM (RQ4, RQ5 & RQ6)

Investigating the usability of CSM in the field, the first question asked to the interviewees is about their perceptions related to the characteristics of CTs after the INSET. None of the interviewees state any change in their perceptions; at first sight it might mean the INSET is not successful in achieving its goal. On the contrary, this result should be interpreted with the context-specific structure of the study. Considering the fact that the participants of the present study are all experienced CTs from the city of Bursa, it is not surprising that most of them are familiar with CSM applications during teaching practice. As stated before, Bursa Uludağ University is the pioneer of this movement and academicians from ELT Department have been implementing CSM in cooperation with CTs to support the professional development of STs since 2015. At this point, the qualitative data of the present study supports the literature that emphasizes the existence of USs to support CTs with their roles (Koç, 2011; Gürsoy et al., 2013).

The interviewees of the present study mention -many times- about the assistance they receive from the USs during the process. They admit that the INSET equips them with the techniques, but it is the USs that give them a hand while applying the theory in practice. In other words, the existence of USs is stated as an opportunity for CTs to get guidance about their supervisory roles (Koç, 2011) as it makes CTs feel more confident with their capabilities and more willing to try new things (Cordingley et al., 2003). However, in order to be able to support and guide CTs, USs need to be trained about CSM, too (Gürsoy et. al, 2013). The interviewees of the study all cooperate with CSM-trained USs and express their gratefulness for the support they get from them because they think that the existence of USs is beneficial for the professional development of not only STs but also theirs.

Analyzing the interviewees' explanations on the effectiveness of the INSET in developing supervisory skills, the results reveal that participants find the INSET supportive in providing the necessary techniques and they go on to say that the program promotes awareness regarding their roles and responsibilities as CTs. Most of them admit that they feel enriched with a wide repertoire of techniques ranging from class observation to giving constructive feedback. Although the INSET provides them with the techniques to support STs, they emphasize the role of USs with their support and guidance during the implementation of the techniques in practice. Therefore, the participants emphasize on the need for follow-up activities after the INSET to encourage and empower CTs during practice (Bezzina, 2006; Çınarbaş & Hoş, 2018; Guskey, 2002; Kedzior & Fifield, 2004).

The results of qualitative data are not different from the results of quantitative data for the applicability of the techniques presented at the INSET. Whereas the participants of the questionnaire express their agreement with the appropriateness of techniques for implementation, the interviewees -as the practitioners- find the techniques usable in practice to support STs, too. Interestingly, as the most experienced teacher and CT only interviewee 2 thinks that techniques are not appropriate to use due to time constraints. The negative attitudes of the mentioned CT can be explained with her unwillingness to be a CT as she expresses (Chaves & Guapacha, 2016). Besides, she has been teaching within this education system for such a long time (34 years) that she might have seen several reforms and initiatives of MoNE which fail to achieve their goals due to the political concerns they are based on (Akşit, 2007; Grossman et al., 2007; Kırkgöz, 2009). She might also still be in favor of traditional practices that she comes from because she says that she trusts her 'visual memory' to collect data during class observations of STs. However, the aim of data collection is not to define what to say to STs about their performances but to assist them reflect on their practices with the help of the objective data that CTs collect using the appropriate techniques of CSM.

Considering them all, both her age and unwillingness might cause a negative impact on her perceptions regarding the effectiveness and usability of CSM.

As devoted CTs, all interviewees seem to be aware of the importance of post-conference stage where STs can make reflections upon their experiences. Despite the limited time they have, they do not disregard this vital moment. What is more, they state that school administrations should arrange more time to spend with STs for reflection (Hebert & Worthy, 2001). Also, it is very promising to find that STs are very conscious of the process and demand the post-conference sessions from CTs immediate after the class observations. All these findings show that CTs and STs in the present study believe in the benefits of CSM for their professional development.

The striking point about the post-conference stage is the conflict between the results of the quantitative and qualitative data. As stated before, the participant CTs –prior to the INSET- express their opinions related to the support and guidance of the CT to the STs for lesson preparation only; however, they do not think that CTs should join the post-conference with USs to give feedback. This result is really contradictory to the statements of the interviewees who express –after the INSET- that they do their best to arrange this meeting with their STs. The results are completely different to each other and it might be considered as an evidence for two issues: (1) the INSET has been successful in providing CTs with the techniques to develop their supervisory skills for especially class observations and giving feedback, so their opinions prior to and post the INSET differ, (2) CSM is effective and usable in practice.

During teaching practice, CTs are also required to keep records of all the data related to STs' performances on the data processing system called MEBBIS, which includes a form for CTs' evaluation of STs. Although the interviewees think the system has a positive impact on the supervision model by organizing the process in a systematic and professional way,

some participants express their concerns related to the evaluation form which is criticized to include too general statements that do not fit all majors. Therefore, for a better evaluation, the interviewees suggest revision on the form. In addition, the evaluation on MEBBIS is one-way; that is to say only the supervisors (CTs and USs) evaluate STs. However, supervision is a three-way communication (Gürsoy et al., 2013). If the success of the process is based on the collaboration and cooperation of CTs, USs and STs, then all agents should have the chance to evaluate each other's contribution, commitment and willingness to the process. What is more, the following academic year, these evaluations can be used as a criterion for the selection of CTs (Özgür et al., 2009).

Chapter 6

Conclusion

6.1. Summary

With their role in shaping the future of the society they live in, both teacher education and their professional development have been given importance by the governments and they also have taken the interest of researchers. Focusing on the professional development of teachers, the present study takes STs in particular because early experiences are reported to have significant effect on teachers' beliefs, attitudes and practices throughout their careers (Day, 2013; Öztürk & Yıldırım, 2013). As they have their teaching practice under the supervision of a more experienced and competent colleague called CTs, both the characteristics of a good CT and CT-ST relation gain importance for an effective teaching practice process.

All teachers –novice or experienced- might need support, advice, encouragement and modeling of their colleagues for effective teaching because "all professional work is complex and demanding" in the new age (Hargreaves & Fullan, 2000, p, 50). That is why, most researchers insist on a more teacher-driven PD process that "includes regular opportunities and experiences planned systematically to promote growth and development in the profession" (Villegas-Reimers, 2003, p. 12). Driving from this fact, the present study aims to investigate the characteristics of a good CT, the effectiveness of an INSET arranged for CTs to empower them with supervisory skills and the usability of 'clinical supervision model' during teaching practice.

With the help of CSM, both CTs and STs are expected to develop awareness and take responsibility of their teaching which gives them a sense of control over their own practice. Regarding teachers (both in-service and pre-service) as active learners who inquire, collaborate and reflect in their profession, reflective teaching is reported to be a dominant

teacher professional development practice in the current literature. With its cyclical and ongoing structure, CSM is stated to meet the requirements of reflective practice (Daloğlu, 2004; Naci Kayaoğlu et al., 2016; Yeşilbursa, 2011). That is why, MoNE focuses on training teachers about CSM. Although the INSETs are reported to reflect the characteristics of effective PDPs and appreciated in many ways by the participants, the present study reveals the fact and the need for follow-up activities. On the other hand, empowering CTs with several supervisory techniques and offering a cyclical structure to observe and give feedback, CSM is found to be effective and usable during teaching practice.

6.2. Implications

The importance of PD activities is indicated in many studies. However, its effectiveness does not only rely on the topic of the training. There are many factors affecting the success of PDPs. One of them is stated to be 'the time of the INSET' in this study. PD activities after school are not appreciated by the participants. As teachers feel exhausted both physically and mentally, the INSETs after school have the risk for loss of motivation and willingness for the participants. PD is so important that it should not be left to chance but be considered as an indispensable part of teachers' work (Al-Weher & Abu-Jaber, 2007; Corcoran, 1995; Tekin & Yaman, 2008). Therefore, MoNE should arrange PDPs in accordance with teachers' working conditions. Starting from the academic year 2019-2020, schools will have an extra week off once in each term but teachers will go on working. It can be a chance for MoNE to arrange PD activities based on teachers' needs.

On the other hand, professional development activities should not be limited to the ones "based on institutional and policy requirements" defined as sponsored professionalism (Çınarbaş & Hoş, 2018, p. 45). Teachers' personal attempts are also quite important as they are based on their own needs for more effective teaching practices. This kind of PD activities defined as 'independent professionalism' has a bottom-up structure. Therefore, observing

each other's practices, CTs' will be able to have more examples regarding the implementation of techniques within CSM. This independent PD activity will meet the need of the participants who find the practice part of the INSET inadequate. As the relevant literature suggests, PD programs on their own are not effective enough for long-term changes. Therefore, observations and reflective sessions that are school-based should be encouraged after the program.

Clinical supervision model requires collaboration of the three agents to achieve effective professional development. Whereas CTs guide and support STs, the existence of USs is reported to be beneficial for both STs' and CTs' professional development. Although it is undeniably valuable in the process, there are two important points to take into consideration; (1) not all USs are trained about CSM, (2) USs are not at cooperating schools with CTs all the time. Therefore, CTs sharing the same teaching context can form school-based 'core groups' to discuss about their CT experiences after observing each other's practices with the techniques through CSM. As collegial support and feedback provides sheltered environment, these study groups might create opportunities to enhance cooperation and encourage reflection which is in the heart of CSM. Then, meetings can be arranged under the supervision of a CT trainer at specific intervals (monthly for instance). Including other CTs as well, they can investigate their practices and improve their supervisory skills by reflecting upon their supervision experiences in the 'discussion groups' (Daloğlu, 2004). What is more, the existence of CT trainer as an 'insider' expertise might receive CTs' approval more than an 'outsider' because they have teaching practice of similar situations to those of participant teachers (Bayrakçı, 2009).

Apart from these, the results of the present study indicate a need for revision on MEBBIS, too. The evaluation form for STs' performance needs to be major specific as some statements are claimed not to fit all majors. Revision on the form will make the evaluation

more effective and realistic. Another point is that the evaluation on MEBBIS is one-way; that is to say only the supervisors (CTs and USs) evaluate STs. However, supervision is a three-way communication (Gürsoy et al., 2013). If the success of the process is based on the collaboration and cooperation of CTs, USs and STs, then all agents should have the chance to evaluate each other's contribution, commitment and willingness to the process. In addition, the following academic year, these evaluations can be used as one of the criteria for the selection of CTs (Özgür et al., 2009).

6.3. Suggestions for Further Research

The present study took an important step to investigate the effectiveness of a PDP both by clarifying CTs' perceptions prior to the INSET and by tracing their applications of the ideas given at the INSET afterwards. However, the study is limited to the city of Bursa which has a context-specific structure due to the implementation of CSM by the academicians (USs) from Bursa Uludağ University. This fact might have an effect on participants' perceptions. Therefore, further studies in different contexts should be carried out to see if similar results are valid for different contexts.

A pure qualitative study with more participants could add a lot to the significance of the study as it acquires practitioners' perspectives with deeper understanding of the process. In addition, as CSM requires three-way communication of CTs, USs and STs, the other parties' opinions, perceptions and suggestions related to the process would enrich the data to understand the process in a better way. It might help to have a broader picture of the process with diverse perspectives.

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Appendices

Appendix A: The items of the instrument before scale development

1. Danışmanlık sorumluluklarının farkında olmalı
2. Uygulama öğrencisi ile iletişiminde olumlu bir tutum sergilemeli
3. Ders anlatımı sonrası öz değerlendirme aşamasında iyi bir dinleyici olmalı
4. Uygulama öğrencisinin mesleğine ilişkin soru ve sorunlarıyla ilgilenmeli
5. İletişime açık olmalı
6. Uygulama öğrencisinin performansını değerlendirirken tarafsız ve adil davranmalı
7. Uygulama öğrencisinin akademik geçmişi ve mesleki bilgisi hakkında olumsuz davranış ve söylemlerden kaçınmalı
8. Dersin özelliklerine uygun öğretim stratejilerini seçerken uygulama öğrencisine yardımcı olmalı
9. Uygulama öğretim elemanı ile uygulama öğrencisi hakkında düzenli iletişimde bulunmalı
10. Gözlemlediği her ders sonunda mutlaka SÖZLÜ ya da YAZILI geribildirimde bulunmalı
11. Uygulama öğrencisine geribildirim verme sürecinde uygulama öğretim elemanı ile birlikte toplantılara katılmalı
12. Geribildirimlerinde yapıcı bir tutum içinde olmalı
13. Geliştirilmesi gereken yönlerini bulmada uygulama öğrencisine yardımcı olmalı
14. Uygulama öğrencisinin dönem boyunca hazırlamış olduğu ders planları üzerinden, mesleki gelişimi hakkında kendisine geribildirimde bulunmalı
15. Mesleki bilgi ve becerilerin paylaşımında uygulama öğrencisinin fikirlerini de dikkate almalı

16. Daha sonra üzerinde tartışabilmek için, gözlemleyeceği dersin içeriği hakkında uygulama öğrencisini önceden bilgilendirmeli
17. Mesleğini severek yapmalı
18. Ders planlarını hazırlarken uygulama öğrencisine yardımcı olmalı (materyal seçimi, etkinlik seçimi ve/veya sıralaması vb.)
19. Derse hazırlık aşamasında, öğrenciler için net ve ulaşılabilir kazanımlar belirlemede uygulama öğrencisine yol gösterici olmalı
20. Uygulama öğrencisine seçtiği öğretim stratejilerinin, beklenen öğrenci kazanımlarına uygunluğunu değerlendirmesinde yardımcı olmalı
21. Derse hazırlık ve ders sonrası öz değerlendirme aşamasında uygulama öğrencisi ile işbirliği yapmalı
22. Uygulama öğrencisine eksiklerini doğrudan söylemeli
23. Danışman öğretmenliği severek yapmalı
24. Öğretmen olarak bilgisi, tecrübesi ve iş ahlakı açısından uygulama öğrencisine iyi bir örnek olmalı
25. Danışman öğretmenliğin gerekliliğine inanması
26. Mesleki destek konusunda istekli olmalı

Appendix B: The items of the instrument after scale development

Turkish Version:

İYİ BİR DANIŞMAN ÖĞRETMEN;

1. Danışmanlık sorumluluklarının farkında olmalı
2. Uygulama öğrencisi ile iletişiminde olumlu bir tutum sergilemeli
3. Ders anlatımı sonrası öz değerlendirme aşamasında iyi bir dinleyici olmalı
4. Uygulama öğrencisinin mesleğine ilişkin soru ve sorunlarıyla ilgilenmeli
5. İletişime açık olmalı
6. Uygulama öğrencisinin performansını değerlendirirken tarafsız ve adil davranmalı
7. Uygulama öğrencisinin akademik geçmişi ve mesleki bilgisi hakkında olumsuz davranış ve söylemlerden kaçınmalı
8. Dersin özelliklerine uygun öğretim stratejilerini seçerken uygulama öğrencisine yardımcı olmalı
9. Uygulama öğretim elemanı ile uygulama öğrencisi hakkında düzenli iletişimde bulunmalı
10. Gözlemlediği her ders sonunda mutlaka SÖZLÜ ya da YAZILI geribildirimde bulunmalı
11. Uygulama öğrencisine geribildirim verme sürecinde uygulama öğretim elemanı ile birlikte toplantılara katılmalı
12. Geliştirilmesi gereken yönlerini bulmada uygulama öğrencisine yardımcı olmalı
13. Uygulama öğrencisinin dönem boyunca hazırlamış olduğu ders planları üzerinden, mesleki gelişimi hakkında kendisine geribildirimde bulunmalı
14. Mesleki bilgi ve becerilerin paylaşımında uygulama öğrencisinin fikirlerini de dikkate almalı

15. Daha sonra üzerinde tartışabilmek için, gözlemleyeceği dersin içeriği hakkında uygulama öğrencisini önceden bilgilendirmeli
16. Ders planlarını hazırlarken uygulama öğrencisine yardımcı olmalı (materyal seçimi, etkinlik seçimi ve/veya sıralaması vb.)
17. Derse hazırlık aşamasında, öğrenciler için net ve ulaşılabilir kazanımlar belirlemede uygulama öğrencisine yol gösterici olmalı
18. Derse hazırlık ve ders sonrası öz değerlendirme aşamasında uygulama öğrencisi ile işbirliği yapmalı
19. Danışman öğretmenliği severek yapmalı
20. Öğretmen olarak bilgisi, tecrübesi ve iş ahlakı açısından uygulama öğrencisine iyi bir örnek olmalı
21. Mesleki destek konusunda istekli olmalı

English Version:

A GOOD CT SHOULD;

1. be aware of their responsibilities

2. display a positive attitude in communication with ST

3. be a good listener during reflection stage after class observation

4. care about ST's questions and problems related to the profession

5. be open to communication

6. be objective and fair while evaluating ST's teaching performance

7. avoid negative attitudes and comments on ST's academic background and professional knowledge

8. assist ST in choosing appropriate teaching methods

9. have regular contacts with the university supervisor (US) about ST

10. give either oral or written feedback after each lesson they observe

11. attend the post-conferences with US during feedback process

12. assist ST in finding his/her weaknesses to improve

13. give ST feedback on his/her professional development upon the lesson plans they prepare during the term

14. care about ST's ideas while sharing Professional knowledge and skills

15. inform ST about the content of the lesson they will observe in order to discuss it later

16. assist ST in preparing lesson plans (choice of material and activity and/or sequence of them etc.)

17. guide ST during lesson preparation in order to identify clear and attainable objectives for the students

18. cooperate with ST at both pre-conference and post-conference stages

19. love his/her role as the CT

20. be a good model in terms of his/her professional knowledge, experiences and ethics

21. be willing to provide professional support

Appendix C: Items related to CTs' perceptions of their roles

Turkish Version

UÖ: Uygulama Öğrencisi

DÖ: Danışman Öğretmen

1. Danışman öğretmenlik süreci hakkında yeterli bilgiye sahibim.
2. UÖ-DÖ ilişkisinin nasıl olması gerektiğini biliyorum.
3. DÖ görevi için özel beceriler gerekmediğini düşünüyorum.
4. UÖ-DÖ ilişkisinin, usta-çırak ilişkisi çerçevesinde olması gerektiğine inanıyorum.
5. Öğretmenlik Uygulaması sürecinde, UÖ'nin mesleki ihtiyaçlarının neler olduğunu biliyorum.
6. UÖ ile çalışmanın kendi mesleki gelişimim için de faydalı olacağını düşünüyorum.
7. Uygulama eğitimi sürecindeki danışman öğretmenlik görevinin gerekli olmadığına inanıyorum.
8. UÖ'ne nasıl geribildirimde bulunacağımı biliyorum.
9. UÖ'nin dersini gözlemlerken nelere dikkat etmem gerektiğini biliyorum.
10. Gözlem sonrası değerlendirmenin, UÖ'nin kendi öğretimine dair öz değerlendirme yapabileceği önemli bir aşama olduğunu düşünüyorum.
11. UÖ'nin mesleki ihtiyaçlarına dair bilgi sahibi değilim.
12. DÖ görevinin evrak işinden ibaret olduğuna inanıyorum.
13. Süreç içerisinde, mesleki tecrübemle UÖ'ne faydalı olacağıma inanıyorum.
14. Deneyimli her öğretmenin, DÖ görevini yerine getirebileceğini düşünüyorum.
15. UÖ-DÖ ilişkisinin, meslektaş ilişkisi içeriğini taşıması gerektiğine inanıyorum.

English Version:

CT: Cooperating Teacher

ST: Student Teacher

1. I have adequate information about the process of supervision.

2. I know how CT-ST relationship should be.

3. I think the role of CT does not require special skills.

4.I believe that CT-ST relation should be in the format of apprenticeship

5.I am aware of ST's professional needs during teaching practice.

6.I think cooperating with ST will be beneficial for my own professional development, too.

7. I believe that the role of CT is not necessary during teaching practice process.

8. I know how to give feedback to ST.

9.I know what to pay attention to while observing ST's lesson

10.I think that the post-conference is an important stage for ST as s/he can make reflections regarding his/her teaching experiences.

11. I am not aware of ST's professional needs.

12. I believe that the role of CT only consısts of paperwork.

13. I believe I will be beneficial to ST with my experience in the profession.

14. I think any experienced teacher can execute the role of CT.

15. I believe that CT-ST relationship should be in the format of colleagueship.

Appendix D: Items related to Program Evaluation

Turkish Version:

1. Eğitimin içeriği, danışman öğretmenlik görevi için ihtiyaçlarıma uygundu.
2. Sunulan teknik ve yöntemler, danışmanlık becerilerimi geliştirmemde yardımcı oldu.
3. Uygulama öğrencisinin ihtiyaçlarına dair bilgilendim.
4. Eğitim süresince, öğrendiklerimi uygulama imkanım oldu.
5. Eğitimin süresi yeterliydi.
6. Eğitmenler alanlarında uzman kişilerdi.
7. Eğitim sırasında kullanılan materyaller uygulamaya yönelikti.
8. Eğitim sırasında kullanılan materyaller öğrenmemi kolaylaştırdı.
9. Edindiğim bilgiler hakkında değerlendirilme sürecine tabi tutuldum.
10. Uygulama öğretmenliği süreci hakkında yeterli bilgi verildi.
11. Uygulama öğretmenliği yapabilmem için gerekli belgeler temin edildi.
12. Uygulama öğrencisine nasıl yardım edeceğim konusunda yeterince bilgilendirildim.
13. Uygulama öğretmeni-uygulama öğrencisi ilişkisi zihnimde iyice netleşti.
14. İyi bir uygulama öğretmeninin özelliklerine dair farkındalığım arttı.
15. Uygulama öğrencisini destekleyebileceğim çeşitli danışmanlık becerileri edindim.
16. Uygulama öğrencisiyle yapmamız gereken "Ön Görüşme-Gözlem-Son Görüşme" süreçlerinin içeriğine dair bilgilendirildim.
17. Sunulan bilgiler, uygulama öğretmenliği süreci üzerine eleştirel düşünmeme katkı sağladı.

English Version:

1. The content of the INSET program was appropriate for my needs as a CT.
2. Techniques and methods presented at the program have helped me develop my supervisory skills.
3. I have been informed about the needs of ST.
4. I had the opportunity to apply what I learned during the program.
5. The time dedicated for the program was satisfactory.
6. The trainers were experts in their field.
7. The materials used during the INSET program were appropriate for implementation.
8. The materials used during the program eased my learning.
9. I was evaluated upon the information given in the program.
10. The information given about the process of teaching practice was adequate.
11. I was provided with the necessary documents for my role as a CT.
12. I was informed about how to support ST.
13. I had a clear vision of CT-ST relationship.
14. My awareness regarding the characteristics of a good CT increased.
15. I obtained several supervisory skills that I can use to support STs with.
16. I was informed about the content of "pre conference-observation-post conference" processes that should be fulfilled with ST.
17. The information presented provided me to think critically upon the process of teaching practice.

Appendix E: Full form of the instrument

DANIŞMAN ÖĞRETMEN ÖZELLİKLERİ GÖRÜŞ ANKETİ

Değerli Öğretmenler,

Bu anketin amacı, danışman öğretmen özelliklerine dair -sizlerin de görüşlerini almaktır. Bu nedenle, Bursa ili merkez ilçelerde görev yapan tüm branşlardaki 211 danışman öğretmenden toplanan veriler doğrultusunda **güvenilirlik ve geçerlik testleri** yapılan aşağıdaki ölçek oluşturulmuştur. Üç bölümden oluşan ölçekte bulunan maddelere vereceğiniz cevaplar saklı tutulacak ve tamamen bilimsel amaçlı kullanılacaktır.

Ankete vereceğiniz **dürüst ve samimi** cevaplar, bu bilimsel çalışmanın geçerliliği açısından önem arz etmektedir.

Katılımınız için teşekkür ederiz.

Ayla TOHUMAT
U.Ü. Eğitim Bilimleri Enstitüsü
İngiliz Dili ve Eğitimi Yüksek Lisans Öğrencisi

Doç. Dr. Esim GÜRSOY
Uludağ Üniversitesi
Eğitim Fakültesi İngiliz Dili ve Eğitimi

I. Lütfen kişisel bilgileriniz ile ilgili ifadeleri EKSİKSİZ tamamlayınız.

1. **Cinsiyetiniz** : ☐ K ☐ E
2. **Meslekteki Hizmet Yılınız:** ☐0-10 ☐11-20 ☐21-30 ☐31+
3. **Branşınız :** ☐ İngilizce ☐ Almanca ☐ Fransızca
4. **Mezun Olduğunuz Fakülte:** ☐ Eğitim Fakültesi ☐ Fen Edebiyat Fakültesi
   ☐ Diğer (lütfen yazınız): _____
5. **Şu an Çalışmakta Olduğunuz Kurum :** ☐ Devlet ☐ Özel
6. **Şu an Çalışmakta Olduğunuz Okul Türü:** ☐ İlkokul ☐ Ortaokul ☐ Lise
7. **Daha önce kaç defa Danışman Öğretmenlik tecrübeniz oldu?** ☐ Hiç olmadı ☐ 1-3 ☐ 4+
8. **Danışman Öğretmenlik görevi size nasıl verildi?**
   ☐ Gönüllü olarak talep ettim.
   ☐ Okul yönetimi / MEB tarafından görevlendirildim.
9. **Danışman öğretmenin yapması gerekenler hakkında önceden bilgilendirildiniz mi?**
   ☐ EVET ☐ HAYIR (lütfen 11. Maddeye geçiniz)
10. **Danışman öğretmenin sorumlulukları hakkında nasıl bilgilendirildiniz?**
    (Birden fazla seçenek işaretleyebilirsiniz)
    ☐ Uygulama Öğretim Elemanı tarafından bilgilendirildim.
    ☐ Üniversitenin bilgilendirme seminerlerinde öğrendim.
    ☐ Okul yönetimi tarafından bilgilendirildim.
    ☐ Fakülte-Okul işbirliği Kitabından (1998) öğrendim.
    ☐ Daha önce bu görevi yapan meslektaşlarımdan öğrendim.
11. **Sizce *iyi bir danışman öğretmende* olması gereken EN ÖNEMLİ üç özellik nedir? Lütfen yazınız.**
    a. ……
    b. ……
    c. ……

Lütfen diğer sayfaya geçiniz

II. **Bu bölüm, "Danışman Öğretmenin Özellikleriyle" ilgili sizin görüşlerinizi almayı amaçlamaktadır. Lütfen, her bir ifadeyi dikkatle okuduktan sonra, "(5) Kesinlikle Katılıyorum" dan "(1) Kesinlikle Katılmıyorum"a kadar uzanan seçeneklerden sizin için en uygun olanını işaretleyiniz.**

(ÖA=Öğretmen Adayı)	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1. Danışmanlık sorumluluklarının farkında olmalı	**5**	**4**	**3**	**2**	**1**
2. Öğretmen adayı (ÖA) ile iletişiminde olumlu bir tutum sergilemeli	5	4	3	2	1
3. Ders anlatımı sonrası öz değerlendirme aşamasında iyi bir dinleyici olmalı	**5**	**4**	**3**	**2**	**1**
4. ÖA'nın mesleğine ilişkin soru ve sorunlarıyla ilgilenmeli	5	4	3	2	1
5. İletişime açık olmalı	**5**	**4**	**3**	**2**	**1**
6. ÖA'nın performansını değerlendirirken tarafsız ve adil davranmalı	5	4	3	2	1
7. ÖA'nın akademik geçmişi ve mesleki bilgisi hakkında olumsuz davranış ve söylemlerden kaçınmalı	**5**	**4**	**3**	**2**	**1**
8. Dersin özelliklerine uygun öğretim stratejilerini seçerken ÖA'na yardımcı olmalı	5	4	3	2	1
9. Uygulama öğretim elemanı ile ÖA hakkında düzenli iletişimde bulunmalı	**5**	**4**	**3**	**2**	**1**
10. Gözlemlediği her ders sonunda mutlaka SÖZLÜ ya da YAZILI geribildirimde bulunmalı	5	4	3	2	1
11. ÖA'na geribildirim verme sürecinde uygulama öğretim elemanı ile birlikte toplantılara katılmalı	**5**	**4**	**3**	**2**	**1**
12. Geliştirilmesi gereken yönlerimi bulmada ÖA'na yardımcı olmalı	5	4	3	2	1
13. ÖA'nın dönem boyunca hazırlanış olduğu ders planları üzerinden, mesleki gelişimi hakkında kendisine geribildirimde bulunmalı	**5**	**4**	**3**	**2**	**1**
14. Mesleki bilgi ve becerilerin paylaşımında ÖA'nın fikirlerini de dikkate almalı	5	4	3	2	1
15. Daha sonra üzerinde tartışabilmek için, gözlemleyeceği dersin içeriği hakkında ÖA'nı önceden bilgilendirmeli	**5**	**4**	**3**	**2**	**1**
16. Ders planlarını hazırlarken ÖA'na yardımcı olmalı (materyal seçimi, etkinlik seçimi ve/veya sıralaması vb.)	5	4	3	2	1
17. Derse hazırlık aşamasında, öğrenciler için net ve ulaşılabilir kazanımlar belirlemede ÖA'na yol gösterici olmalı	**5**	**4**	**3**	**2**	**1**
18. Derse hazırlık ve ders sonrası öz değerlendirme aşamasında ÖA ile işbirliği yapmalı	5	4	3	2	1
19. Danışman öğretmenliği severek yapmalı	**5**	**4**	**3**	**2**	**1**
20. Öğretmen olarak bilgisi, tecrübesi ve iş ahlakı açısından ÖA'na iyi bir örnek olmalı	5	4	3	2	1
21. Mesleki destek konusunda istekli olmalı	**5**	**4**	**3**	**2**	**1**

Lütfen diğer sayfaya geçiniz

III. **Bu bölüm, "Danışman Öğretmenlik" görevinize ilişkin görüşlerinize ait maddelerden oluşmaktadır. Lütfen, her bir ifadeyi dikkatle okuduktan sonra, "(5) Kesinlikle Katılıyorum" dan "(1) Kesinlikle Katılmıyorum"a kadar uzanan seçeneklerden sizin için en uygun olanını işaretleyiniz.**

• **ÖA = Öğretmen Adayı** • **DÖ = Danışman Öğretmen**	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1. Danışman öğretmenlik süreci hakkında yeterli bilgiye sahibim.	**5**	**4**	**3**	**2**	**1**
2. ÖA – DÖ ilişkisinin nasıl olması gerektiğini biliyorum.	5	4	3	2	1
3. DÖ görevi için özel beceriler gerekmediğini düşünüyorum.	**5**	**4**	**3**	**2**	**1**
4. ÖA - DÖ ilişkisinin, usta-çırak ilişkisi çerçevesinde olması gerektiğine inanıyorum.	5	4	3	2	1
5. Öğretmenlik Uygulaması sürecinde, ÖA'nın mesleki ihtiyaçlarının neler olduğunu biliyorum.	**5**	**4**	**3**	**2**	**1**
6. ÖA ile çalışmanın kendi mesleki gelişimim için de faydalı olacağını düşünüyorum.	5	4	3	2	1
7. Uygulama eğitimi sürecindeki danışman öğretmenlik görevinin gerekli olmadığına inanıyorum.	**5**	**4**	**3**	**2**	**1**
8. ÖA'na nasıl geribildirimde bulunacağımı biliyorum.	5	4	3	2	1
9. ÖA'nın dersini gözlemlerken nelere dikkat etmem gerektiğini biliyorum.	**5**	**4**	**3**	**2**	**1**
10. Gözlem sonrası değerlendirmenin, ÖA'nın kendi öğretimine dair öz değerlendirme yapabileceği önemli bir aşama olduğunu düşünüyorum.	5	4	3	2	1
11. ÖA'nın mesleki ihtiyaçlarına dair bilgi sahibi değilim.	**5**	**4**	**3**	**2**	**1**
12. DÖ görevinin evrak işinden ibaret olduğuna inanıyorum.	5	4	3	2	1
13. Süreç içerisinde, mesleki tecrübemle ÖA'na faydalı olacağıma inanıyorum.	**5**	**4**	**3**	**2**	**1**
14. Deneyimli her öğretmenin, DÖ görevini yerine getirebileceğini düşünüyorum.	5	4	3	2	1
15. ÖA - DÖ ilişkisinin, meslektaş ilişkisi içeriğini taşıması gerektiğine inanıyorum.	**5**	**4**	**3**	**2**	**1**

Katılımınız için teşekkür ederiz. Daha fazla bilgi için bize ulaşabilirsiniz.

atohumat@gmail.com esim@uludag.edu.tr

Appendix F: Semi-structured interview questions

Turkish Version:

1. Danışman öğretmenlik için aldığınız eğitimin GENEL bir değerlendirmesini yapar mısınız lütfen?
    a. İçerik
    b. Süre
    c. Eğitmenler
    d. Sunulan teknik ve yöntemler
2. Aldığınız eğitim 'danışman öğretmen özellikleri' ne dair görüşlerinizi değiştirdi mi?
    a. EVET → Hangi açıdan?
    b. HAYIR → Neden?
3. Eğitimde sunulan ETKİNLİKLERİN danışmanlık becerileri kazandırmada etkili olduğunu düşünüyor musunuz? Aldığınız eğitim bu becerileri ne derece desteklemektedir? (öneriniz var mı?)
4. Eğitimde sunulan veri toplama ve görüşme tekniklerini uygulamada kullanabiliyor musunuz? (sözel akış, sınıf trafiği, etkileşim analizi vs)
    a. Evet → NASIL? (öneriniz var mı?)
    b. Hayır → NEDEN? (öneriniz var mı?)

5. Son görüşme sırasındaki “3’lü iletişim” olması gerektiği gibi mi? (Uygulama öğrencisi-uygulama öğretmeni-öğretim elemanı) Uygulama öğretim elemanı ile iletişiminiz nasıl? (öneriniz var mı?)
6. Genel olarak, Danışmanlık Modeli’nin kullanışlılığı ve etkililiği hakkındaki görüşleriniz nedir?
7. Danışmanlık sisteminin uygulanmasında sizce MEBBİS’in rolü nedir? (olumlu/olumsuz)
8. Sürecin daha etkili hale getirilmesi için SİZCE neler yapılmalı?
9. Danışmanlık becerilerinizin gelişmesi için nelere ihtiyacınız bulunmaktadır?
10. Geçmişte danışman öğretmenlik yaptıysanız; şu an uygulanmakta olan sistemle kıyaslayabilir misiniz? (güçlü/zayıf yönleri)

English Version:

1. Can you evaluate the INSET program you attended to be a CT in regard of content, timing, trainers, techniques and methods presented?
2. Has the INSET caused any changes in your perceptions related to the characteristics of a good CT?
3. Do you think that the activities presented at the INSET were effective in providing supervisory skills? To what extend the INSET support these skills?
4. Can you use the techniques related to data collection and conference processes presented at the INSET in practice?
5. Does the post-conference stage reflect its triadic characteristic as recommended in the model (CT-ST-US)? How would you define your interaction with the US?
6. What are your opinions related to the usability and the effectiveness of the supervision model in general?
7. What do you think the role of MEBBİS (informational technologies system of MoNE) is in the implementation of the supervision process?
8. Do you have any advice to make this process more effective?
9. What do you need to improve your supervision skills?
10. Can you compare the supervision model with your experiences in the past in terms of strengths and weaknesses?

Appendix G: The Official Approval of the Institute of Educational Sciences

T.C.
ULUDAĞ ÜNİVERSİTESİ
Eğitim Bilimleri Enstitüsü Müdürlüğü

Sayı: 20585590-302.14/430 20/02/2017
Konu: Tez Konusu

Sayın Ayla TOHUMAT
Yüzüncü Yıl Anadolu Cad. Ergenekon Sit A Bl.
D:11 Nilüfer BURSA

Yüksek Lisans Tez konunuzun belirlenmesine ilişkin ; Yabancı Diller Eğitimi Anabilim Dalı Başkanlığının önerisi Enstitümüz Yönetim Kurulunun 07.02.2017 tarih ve 2017/03 sayılı oturumunda görüşülmüş olup alınan 27 nolu karar ile "MEB Aday Öğretmen Yetiştirme Programının Uygulamalı Eğitim Boyutunun Yabancı Dil Öğretmen Adaylarının Mesleki Gelişimlerine Etkisin İncelenmesi.".adlı tez konunuzun uygun olduğuna karar verilmiştir.

Bilgilerinizi ve danışmanınız ile iletişim kurmanız konusunda gereğini rica ederim.

imza

Prof. Dr. Şeref KARA
Müdür

Not: *Tez konusu belirlenen öğrenciler* https://tez.yok.gov.tr/UlusalTezMerkezi adresinde bulunan "Tez Veri Giriş Formu"nu doldurmaları gerekmektedir.

Bu Belge, 5070 sayılı Kanun hükümlerine uygun olarak elektronik imza ile imzalanmıştır.

U.Ü. Eğitim Bilimleri Enstitüsü Görükle Kampusu 16059 Nilüfer/BURSA
Tel : 0224 2940975 Faks: 0224 2940975
e-posta : egtbil@uludag.edu.tr Elektronik Ağ: www.uludag.edu.tr

Bilgi İçin: Ali ALKIŞ
Memur
Tel : 0224 2942883

Appendix H: The Official Permission of Bursa Provincial Directorate of National Education

BURSA VALİLİĞİ

BURSA

T.C.
BURSA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

11.10.2017

Sayı : 86896125-605.01-E.16376175
Konu : Ayla TOHUMAT'ın Araştırma İzni

MÜDÜRLÜK MAKAMINA

İlgi : M.E.B. Araştırma, Yarışma ve Sosyal Etkinlik İzinleri konulu 22/08/2017 tarihli ve 2017/25 sayılı Genelgesi.

Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Bilim Dalı yüksek lisans öğrencisi Ayla TOHUMAT'ın "MEB Aday Öğretmen Yetiştirme Programının Uygulamalı Eğitim Boyutunun Yabancı Dil Öğretmen Adaylarının Mesleki Gelişimlerine Etkisinin İncelenmesi" konulu araştırma isteği Uludağ Üniversitesi Rektörlüğü Genel Sekreterlik'in 02/10/2017 tarihli ve 39754 sayılı yazısı ile bildirilmektedir.

Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Bilim Dalı yüksek lisans öğrencisi Ayla TOHUMAT'ın "MEB Aday Öğretmen Yetiştirme Programının Uygulamalı Eğitim Boyutunun Yabancı Dil Öğretmen Adaylarının Mesleki Gelişimlerine Etkisinin İncelenmesi" konulu araştırmasını **Müdürlüğümüze bağlı Osmangazi, Yıldırım, Gemlik, İznik, Orhangazi, ilçelerindeki ekli listede yer alan okullarda göreve başlayacak yabancı dil aday öğretmenlerine** araştırma yapma isteği ilimizde oluşturulan "Araştırma Değerlendirme Komisyonu" tarafından incelenerek değerlendirilmiştir. Araştırma ile ilgili çalışmanın **okul/kurumlardaki eğitim öğretim faaliyetleri aksatılmadan, araştırma formlarının aslı okul müdürlüklerince görülerek ve gönüllülük esası ile** okul müdürlüklerinin gözetim ve sorumluluğunda ilgi Genelge çerçevesinde uygulanması ayrıca **araştırma sonuçlarının Müdürlüğümüz ile paylaşılması** komisyonumuzca uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Ekrem KOZ
İl Milli Eğitim Müdür Yardımcısı

Ek: Okul Listesi (1 Sayfa)

OLUR
11.10.2017

Mustafa KAHYA
Vali a.
İl Milli Eğitim Müdür V.

Adres : Yeni Hükümet Konağı A Blok
16050 Osmangazi/BURSA
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Leyla DİKİCİ
VHKİ
(0224) 215 25 39

E-posta: arge16@meb.gov.tr İnternet Adresi: http://bursa.meb.gov.tr

Öz Geçmiş

Doğum Yeri ve Yılı : Bulgaristan - 1977

Öğr. Gördüğü Kurumlar :	**Başlama Yılı**	**Bitirme Yılı**	**Kurum Adı**
Lise	1991	1995	Bursa Anadolu Sekreterlik Mes. Lisesi
Lisans	1995	1999	ODTÜ İngiliz Dili Eğitimi
Yüksek Lisans	2015	2019	Bursa Uludağ Üniversitesi İngiliz Dili Eğitimi

Çalıştığı Kurumlar :	**Başlama/Ayrılma Tarihleri**	**Kurum Adı**
1.	2019-Halen Devam Ediyor	Nilüfer İsmail Kadriye Solakoğulları Ortaokulu
2.	2007- 2019	Osmangazi İMKB MTAL
3.	2006-2007	Pilot Sanayi İlk. Okulu
4.	2002-2006	Osmangazi Lisesi
5.	2000-2002	Özel Emine Örnek Koleji
6.	1999-2000	Özel Tunçsiper Koleji
7.	1999-2002	TÖMER

Yurt İçi ve Yurt Dışında

Katıldığı Projeler **:** TÜBİTAK 4006 BİLİM FUARI "Bedenimiz Konuşuyor"
Beden dilinin yabancı dil öğrenimine katkısı

Aldığı Ödüller **: 1.** Teşekkür Belgesi
Belge Tarihi :28.04.2009
Belge Sayısı : 2016
Veriliş Nedeni: Çalışkanlık
Veren Kurum: İlçe MEM

2. Teşekkür Belgesi
Belge Tarihi :28.08.2010
Belge Sayısı : 223
Veriliş Nedeni: Çalışkanlık
Veren Kurum: İlçe MEM

3. Başarı Belgesi
Belge Tarihi :14.06.2019
Belge Sayısı : 618
Veriliş Nedeni: Çalışkanlık
Veren Kurum: Kaymakamlık

Katıldığı Yurt içi ve Yurt

Dışı Bilimsel Toplantılar **:**

Tohumat, A. , Gürsoy, E. (2016). Qualifications of TEYL Teachers: From the Perspective of Private Schools. The 9th International ELT Research Conference, Çanakkale/Turkey.

Gürsoy, E. , Tohumat, A. (2018). The Effect of Self-Efficacy Beliefs on Foreign Language Learning Anxiety. 13th METU ELT Conference, Ankara/Turkey.

Yayımlanan Çalışmalar :

Gürsoy, E. & Tohumat, A. (2017). Qualifications of TEYL Teachers: From the Perspective of Private Schools. In D. Köksal (Ed.). *Researching ELT: Classroom Methodology and Beyond*. (pp.197-206). Frankfurt: G. Hall. Peter Lang GmbH, Internationaler Verlag der Wissenschaften.

Ayla TOHUMAT

02.09.2019

BURSA ULUDAĞ ÜNİVERSİTESİ

TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU

Yazar Adı Soyadı	Ayla Tohumat
Tez Adı	Danışman Öğretmenlerin Görev Farkındalıkları İle Danışman Öğretmen Yetiştirme Hizmet İçi Eğitim Programının Danışmanlık Becerilerine Katkısı Üzerine Görüşleri
Enstitü	Eğitim Bilimleri
Anabilim Dalı	Yabancı Diller Eğitimi
Tez Türü	Orijinal
Tez Danışman(lar)ı	Doç.Dr. Esim Gürsoy
Çoğaltma (Fotokopi Çekim) izni	☐ Tezimden fotokopi çekilmesine izin veriyorum ☐ Tezimin sadece içindekiler, özet, kaynakça ve içeriğinin % 10 bölümünün fotokopi çekilmesine izin veriyorum ☐ Tezimden fotokopi çekilmesine izin vermiyorum
Yayımlama izni	☒ Tezimin elektronik ortamda yayımlanmasına izin Veriyorum

Hazırlamış olduğum tezimin belirttiğim hususlar dikkate alınarak, fikri mülkiyet haklarım saklı kalmak üzere Uludağ Üniversitesi Kütüphane ve Dokümantasyon Daire Başkanlığı tarafından hizmete sunulmasına izin verdiğimi beyan ederim.

Tarih : 12/09/2019

İmza :