

Evaluation of the Contribution of the Clinical Supervision Model to the Professional Development of a Science Teacher Candidate by the Three-Way Conferences

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Abstract

The aim of this research is to evaluate the contribution of the feedback given based on Clinical Supervision Model to the professional development of a science teacher candidate. In the study, feedback was given to the science teacher candidate throughout the academic year within the framework of Clinical Supervision Practices. The candidate gave lectures 3 times during a semester at the practice school. The lessons were observed by the stakeholders and feedback was given on the student's performance in the three-way conferences held afterwards. In the study, "case study", one of the qualitative research methods, was used. Audio recordings taken from three-way conferences were used as data collection tool. Content analysis of the collected data was made. In this context, codes were created from the transcript of the data obtained from the audio recordings, the codes were arranged and interpreted within the framework of common themes. In the study, it was concluded that Clinical Supervision practices contributed to the professional development of science teacher candidates in attracting students' attention to science lessons, teaching science concepts and classroom management.

Keywords: Teaching Practice, Clinical Supervision Model, Science Teaching, Science Teacher Candidate

Introduction

Teaching profession has an important place in Turkey as well as in the whole world. In the past, while the education of the teaching profession in the world and in our country was not dependent on certain standards, it showed different developments according to the countries in the process, and it was tied to certain standards and continued to change according to the age in line with these (MEB, 1998; Yurdakul, Gür, Çelik & Kurt, 2016). It has been observed that there has been an increase in the number of studies conducted to improve the quality of the teaching profession in our country in recent years (Ayvaci, Özbek, & Bülbül, 2019; Bulunuz, Gürsoy, Kesner, Baltacı Goktalay, & Salihoğlu, 2014; Eğmir, 2019). In all these research, studies are carried out to ensure that the candidates who will start teaching are more ready to start the profession before they graduate from the faculty, and new steps are taken by trying different supervision models (Aksu, Aksu, Apaydın, Kasalak, Tan, & Şenol, 2015; Bulunuz & Bulunuz, 2014; Bulunuz & Gürsoy, 2018; Kazu & Yenen, 2014; Yalın Uçar, & Dönmez Yapucuoğlu, 2021).

While pre-service teachers strengthen their field knowledge with the theoretical knowledge they learned at the faculty, they find the opportunity to apply the knowledge they learned in the theoretical courses in the school environment with the practice courses called “teaching practice I and II” (YÖK, 2018), which are compulsory in the last year, and thus gain professional experience. In this direction, teaching practice has an important place in the teacher training programs of today’s teachers (Noonis & Jernice, 2011; Tülüce & Çeçen, 2015). In these courses, students learn by experimenting with different teaching methods in schools, which are real teaching environments. Many complex emotions such as fear, excitement, anxiety, success and failure live together. This process, which he spends at school for a year, enables the student to take a step towards becoming a teacher who thinks about his/her strengths and openness to development, reflects and develops himself/herself (Yalın Uçar, 2012).

In order for teaching practice courses to be effective for science teacher candidate, they should be supported by other stakeholders in the school, namely practice instructors and practice teachers, and should receive objective and systematic feedback from them about their teaching skills (Bay, Şeker, & Alisinanoğlu, 2020). In order for the teaching practice course to provide teacher candidates with a full professional experience and to gain the necessary professional skills, all stakeholders involved in the process should be aware of their duties and responsibilities and carefully fulfill what is expected from them (Paker, 2018; Tonga, & Erden, 2021).

In our country, the preparation of the Faculty-School Cooperation Guidebook, which was a reform in those years, with the cooperation of YÖK-World Bank in 1997 and its implementation throughout the country, is an indication that more importance has been given to the teaching practice course (Candidate Teacher Guide, 1999). Although the studies carried out in those years brought about positive changes in teacher training programs, the desired improvement was not fully achieved. This situation pushed the researchers to work on finding solutions by identifying the problems in teacher education.

When the studies in the field are examined, it is seen that there are many studies in the literature

on the teaching practice course in recent years. In the findings of these studies, it is stated that the teaching practice courses in education faculties are not implemented as effectively as intended (Bozak, Özdemir, & Seraslan, 2016; Bulunuz&Bulunuz, 2016; Yıldız, 2012; Atmış, 2013; Çinkır & Nayır, 2014; Kırksekiz et al. al., 2015; Driver, Ünal, & Yıldırım, 2017). For example, in a study conducted by Bozak et al. (2016) with novice teachers who have just started their profession, they stated that education faculties are insufficient in preparing teacher candidates for the profession, they want to receive a practical education where they can spend more time with the students during their faculty years, and that the practice instructors who teach in education faculties Findings emerged such that the teaching practice should be from people who know and are well-trained, and that the time allocated to teaching practice courses should be increased. Yıldız (2012), on the other hand, emphasized that effective guidance could not be provided to teacher candidates by the practice teacher and the practice instructor in his research. In another study, although it was mentioned that the hours of the teaching practice course should be increased and an effective communication network could not be established between the teacher candidates and the stakeholders, it was stated that the teacher candidates could not reflect their pedagogical knowledge at the desired level in practice (Aslan, 2015). In addition, the practice teachers and practice schools do not show the necessary attention to the science teacher candidate, the science teacher candidate cannot receive enough feedback from the stakeholders, and the lack of communication between the practice instructor and the practice teacher are other factors identified. The fact that teacher trainees do not receive sufficient feedback on their field and professional skills during the teaching practice course causes them to experience a lack of self-confidence when they first step into the profession. For example, in a study conducted on 545 Science teachers in 71 different cities in Turkey, teachers stated that they could not gain sufficient professional experience at the university and this negatively affected their professional confidence (Akıncı, Uzun & Kışoğlu, 2015).

Teacher trainees do not go through a special observation process during the practice lessons, and they do not receive detailed feedback from the stakeholders regarding their fields (Demir, & Çamlı, 2011; Paker, 2008). It has been determined that these factors, which were determined as a result of the researches on teaching practice, cause negative effects in training qualified teachers (Aktağ, 2011; Alkan, Erdem & Şişek, 2013; Altındaş & Görgen, 2014; Dođru, Gençosman, Saka & Selvi, 2017).

The Clinical Supervision Model (CSM) was first developed in the United States in 1969 (Goldhammer, 1969; Cogan, 1973; Reavis, 1977), and strong communication between stakeholders with participatory, reflective thinking and evaluation philosophy that brings the stakeholders together. It is a teaching practice model based on trust and cooperation. It consists of preliminary interview, observation and data collection, data analysis, post-interview and reflection. Pre-interview is a process in which the student prepares the lesson plan, determines the materials, teaching techniques and methods to be used in the lesson, and gives the final shape to the plan by receiving feedback from the stakeholders regarding the preparation phase. It is the process in which the course of the application student is observed by other stakeholders and the performance is recorded in the observation and data collection process. In the data analysis part, the stakeholders evaluate the data obtained by taking notes during the observation or by recording the audio and identify the open and strong aspects of the course. The final interview and reflection processes are the processes where the stakeholders come together and the student of the practice expresses his/her thoughts about his/her lesson, and other stakeholders give indirect or direct feedback to the student about the strengths and areas of improvement of the lesson.

In the last 30 years, many research on CSM have been conducted especially abroad (Clifford, Macy, Albi, Bricker & Rahn, 2005; Glickman, Gordon, & Ross-Gordon, 2004; Goldhammer, Anderson, & Krajewski, 1993; Williams, 2007). These studies are studies in which CSM was introduced in general, and not studies in which the effectiveness of the model was investigated. In these studies, the difference of the model from other models is explained and it is

emphasized that CSM facilitates the students' ability to analyze and criticize their own teaching skills in line with the data collected by the stakeholders. For example, according to Smyth (1991), mutual cooperation and partnership between CSM stakeholders is seen as a prerequisite for providing high quality clinical supervision with effective counseling to the practice student.

The model has been recognized in our country since the beginning of the 2010s (Bulunuz & Gürsoy, 2018; Kazu & Yenen, 2014; Taşkın & Küçükođlu, 2016; Tok, 2011). Tok (2011) and Kazu and Yenen (2014) used the term "clinical practice" instead of CSM in their publications and discussed the strengths of this model along with the problems experienced in teaching practice courses. As the first experimental study in our country, it took its place in the literature with the Tubitak Evrena project named "Best teaching practices for classroom teacher training programs: Clinical Supervision Model", which was carried out for the first time between 2011 and 2015 (Bulunuz & Gürsoy, 2018). The results obtained from the project are in favor of the students who received feedback with CSM. It was determined that the increase in the CSM applied group was higher than the increase in the control group and the difference between the increases was statistically significant. In the study conducted by Gürsoy, Bulunuz, Baltacı-Göktalay, Bulunuz, Kesner, and Salihođlu, (2013) the effects of CSM training on the feedback given by the stakeholders to the practice student were investigated. Data were collected from classroom teachers and teacher trainee through questionnaires and interviews. The results reveal that there are statistical differences between the practice instructors who received and did not receive CSM training. Teacher trainee and practice teachers reported more positive opinions about the practice instructors who received CSM training.

In another study by Gürsoy, Kesner, and Salihođlu (2016), the performances of the practice instructors working in the experimental group of the project were compared with the performances of those in the control group, and the findings were again in favor of the experimental group. While the teacher trainee and classroom teachers in the experimental group put forward positive ideas about

the performance of the practice instructors who gave feedback using CSM techniques; It was concluded that the practice instructors in the control group did not regularly observe the teacher trainee, left them to their own devices and did not give objective feedback about their development (Gürsoy, Kesner & Salihoğlu, 2016). Taşkın and Küçüköğlü (2016) did not examine the effects of clinical practices on teacher candidates' perceptions of teaching self-efficacy. As a result of the research, it was stated that clinical practices in the sub-dimensions of student participation, teaching strategies and classroom management showed a significant difference in favor of the teacher candidates in the experimental group. At the end of the study, it was suggested that regulations focusing on practice should be made in teacher training programs in order to increase clinical practices.

This research was carried out within the scope of Teaching Practice II course in a state secondary school in Bursa. Within the scope of this course, a science teacher candidate who wanted to take part in the research voluntarily was given feedback based on observation data during a spring semester by using CSM. The science teacher candidate taught the science course three times, at the beginning, middle and end of the semester, and in the interviews held after each course, the student was given systematic feedback on the strengths and areas of improvement of the course. Both the stakeholders and the practice student reflected their thoughts on the strengths and developmental aspects of the course in the last interviews. All interviews were recorded. The aim of the research is to evaluate the professional development of a science teacher candidate in the framework of the three-way conference of CSM during the teaching practice process, in line with the feedback given by the stakeholders. The study sought answers to the following questions:

1. How is the professional performance of the science teacher candidate evaluated at the end of the first lesson through three-way conferences?
2. How is the professional performance of the science teacher candidate evaluated at the end of the second lesson through three-way conferences?
3. How is the professional performance of the science teacher candidate evaluated at the end of the third lesson through three-way conferences?

Method

This study was carried out with a volunteer senior student who took the “teaching practice” course at Bursa Uludağ University, Faculty of Education, Science Teaching Department. The science lessons taught by the science teacher candidate within the scope of this course were given feedback by the stakeholders in accordance with the CSM throughout the semester. According to the feedback received by the other stakeholders in the CSM process, the candidate’s professional development and ability to teach science concepts to secondary school students were monitored.

In this study, “case study”, one of the qualitative research methods, was preferred. Merriam (1988) defined the case study as “a detailed and holistic description and analysis of a single person or entity, phenomenon or social unit” (p.120 cited by Seggie & Bayyurt, 2015). A person, an event, a program, or a model can be the research subject of the case study. For this reason, while determining the sample in case studies, various approaches are used to best reflect the purpose of the research. A case study can be defined as a detailed description and examination of a research topic, such as situation, time and place, in its real environment, based on large and comprehensive data sets (Creswell, 2007). The main feature that distinguishes the case study from other types of research is that the aim is not to reach a general conclusion, but to examine the person or a phenomenon in its original environment, describe and interpret it in detail (Seggie & Bayyurt, 2015).

Research Design

In this study, since it was aimed to examine a single situation in depth and describe it in detail, the “holistic single-case design” was used (Yin, 2002, p.20) In the study, the limits of the situation were formed from the experiences of teaching science during the teaching practice course.

Data Analysis

The data collected in the research were analyzed using content analysis. According to Seggie and Bayyurt (2015), content analysis is used to quantify the findings by detecting the existence of words, themes and characters in one or more texts. In

content analysis, unlike descriptive analysis, data that are similar to each other are determined and subjected to a detailed examination, and the findings are organized and interpreted within the framework of new concepts and themes (Yıldırım & Şimşek, 2018). The main purpose in content analysis is to gather similar data within the framework of certain concepts and themes and to interpret them in a way that the reader can understand (Çepni, 2014, p.185). The authors of the study also read the transcripts separately, and they brought their analyses together and presented them in a common framework.

Sampling Procedures

In this study, critical case sampling was preferred among purposive sampling methods. According to Patton (2001) purposive sampling allows for in-depth examination of situations with a rich knowledge and contributes to the explanation and revealing of facts and events in many cases. Critical situation sampling is expressed as a situation that clearly reveals an important phenomenon or has a special importance under normal conditions (Baltacı, 2018). The holistic situation described in this study, with its social and physical context, represents a “critical situation” that needs to be studied in particular, as there is a limited context that shows how the Clinical Supervision Model is experienced in science teaching and how it can be applied in similar situations.

Research Participants / Social Context

The social context of the research consists of: 1) The science teacher candidate who took the teaching practice course and participated in this research voluntarily; 2) The classroom teacher who guided the practice student in the practice school during the process, and 3) The supervisor who was assigned as a consultant from the university and guided the practice student within the scope of the teaching practice course.

Actually, two science teacher candidates volunteered with the CSM to receive feedback and take part in the research. So, these two candidates were given feedback using CSM within the scope of teaching practice course. Data were collected from both candidates. However, this article only includes the analysis of the data obtained from three three-way

conferences of a science teacher candidate. Because including the qualitative data of 3 last interviews of more than one candidate in one article will increase the word count of the article and cause an increase in the number of pages, only the data obtained from the interviews of one volunteer science teacher candidate (Nisa) are included.

The stakeholders that make up this social context are introduced below.

Nisa, The Science Teacher Candidate

Nisa (Code name), a senior science teacher, was born in Ordu / Ünye in 1997. After completing her primary and secondary education in Ordu, she graduated from the Anatolian Teacher High School, which is now called Ordu Science High School. She started her university education in 2015 by winning Bursa Uludağ University, Faculty of Education, Department of Science Education. She was in the group of the supervisor in the Teaching Practice II course and she wanted to take part in this research voluntarily. The Science lessons taught by the candidate (Nisa) during the term she took the Teaching Practice course were observed by other stakeholders within the scope of CSM, and extensive observation notes were taken by the stakeholders during the course. Nisa, who prepared her plan before the lesson day, shared the lesson plan with the classroom teacher and the practice instructor, arranged according to the feedback given and prepared the necessary course materials and prepared for the teaching process.

Classroom Teacher

She works as a science teacher in the state secondary school where the research was conducted and took part in the research voluntarily. During the semester Nisa was placed in her classroom, and the classroom teacher guided Nisa in every subject throughout the term. Within the scope of the teaching practice, she actively supported Nisa during the preparation stage for the lesson, preparation of the lesson plan, collection of objective observation data while Nisa was teaching the lesson, and written and verbal feedback given in the final three-way conferences right after the lesson.

Supervisor

Supervisor is a faculty member at Bursa Uludağ University, Faculty of Education, Department of Science Education. She is the coordinator of the Tubitak 1010 EvrenAVRENA project named “Good Teaching Practices for Classroom Teacher Training Programs: Clinical Supervision Model”, which was carried out within the scope of the “Teaching Practice” course with senior teacher candidates who will be classroom teachers at Bursa Uludağ University Education Faculty between 2012 and 2015. During the education period in which the research data were collected, she was assigned to the practice school to counsel science teacher candidates from the university, and she served as a “supervisor” in this research.

Physical Context of the Research

The research was carried out in a public secondary school in Nilüfer, Bursa during the spring semester of the 2018-2019 academic year. The school has a science lab. The physical context of the research consists of the school where the science teaching senior student is a practice student for a term within the scope of the teaching practice course, the classroom where they actively teach the course, and the environments where the final interviews, which is one of the steps of CSM, will be made and the necessary feedback will be given to the practice student effectively.

Classroom Where the Candidate Taught her Science Lessons

The data collected for the research was carried out in an 8th grade classroom of the school. The physical conditions of this classroom are given in Table 1.

Table 1 Physical Characteristics of the 8th Grade Classroom

8/E Classroom
There are 29 students in the class. Two students sit in each row in the classroom.
There are boards with images on the walls in the classroom. Classroom layout is in line with teacher-centered teaching.

Classroom lighting is suitable for learning environment.
The walls of the classroom are painted.
There is a smart board in the classroom.
In the classroom, students sit in a classical seating arrangement.

The Silent Classroom / Room where the Three-way Conferences are Held

It is the quiet place where all the stakeholders involved in the process come together and give objective feedback on the lesson Nisa told, right after the three Science lessons Nisa told. Depending on the suitability of the school where the application was made, this place became one of the different spaces such as an empty classroom, guidance room, assistant principal’s room that day. In this place, there are tables and chairs around which stakeholders can sit and give feedback to the application student. Before the start of the feedback process, the mobile phone was made ready to take a voice recording and the last interviews were recorded with the mobile phone.

Results

Content analysis of the data obtained in this section was made. Theme, category, code and frequency values obtained as a result of the analysis are presented as a table. The three-way conferences were conducted by the supervisor. First, Nisa was given the right to speak and asked her to reflect on the strengths and weaknesses of her lesson. Then, the classroom teacher gave feedback on the notes he took during the lesson. At the end, the supervisor took the floor and gave objective feedback in line with the observation notes. In this section, first Nisa’s feedback on her own course performance, then the classroom teacher’s feedback and finally the supervisor’s feedback are presented respectively.

Evaluation of Teacher Trainee’s Professional Performance through Three-way Conferences at the End of the First Lesson

The statements of the Nisa about her teaching performance were analyzed in the last interview with the participation of other stakeholders after the first science lesson. Themes, categories, codes, and their frequencies values are presented in Table 2.

Table 2 Opinions of the Teacher Trainee on the First Lesson

Themes	Categories	Codes	Frequency	
Classroom Management	Time	During the lesson, the classroom was controlled.	1	2
		I just couldn't grow the last sample.	1	
	Student Behaviors	The class listened to me in silence.	1	1
Course Teaching	Planning	The lesson went as planned.	1	1
	Teaching Subject	I gave only 1 example at the attention stage.	1	4
		I planned to give the second example but forgot at that moment.	1	
		I didn't draw the definition, I just showed it over the figure.	1	
		Because I was excited, I had the student solve the first sample.	1	
	Linking to Past Topics	I made them remember by referring to past issues.	1	2
		I freed the students to write down what I said about the past topics in their notebooks.	2	
	Time Management	I couldn't spare enough time for the students to write down what was on the board in their notebooks.	1	1
	Communication with the students	I only let one student speak for the definition.	1	2
		I had the student solve the first example.	1	
	Material Usage	I wrote the important points in the corner of the board and prevented them from being deleted.	1	4
		I wrote the key points in the students' notebooks	1	
		I distributed photocopies to the students for the activity.	1	
I brought glasses and pencils to the classroom and explained the concept of breaking to the students.		1		
Total			16	16

When Table 2 is examined, while evaluating the lesson that Nisa told, she mentioned details such as classroom management and the teaching of the lesson. Nisa stated that she could use the time correctly during the lesson, but that her time was not enough for the last example. It was observed that the students in the class were pleased to listen to the lesson silently. Nisa stated that she had done the lesson as she had planned. She stated that he forgot to give the example he had planned only during the “attention stage”. She mentioned that it enables students to connect with past topics during the lesson. She allowed the students to write down what they wrote on the board about this. She gave feedback himself for not giving enough time for students to write down the other information he wrote on the

board. She stated that he solved this problem by writing in the corner of the board later in the lesson and preventing it from being deleted. She stated that he had a student solve the first example he asked the students in the class because he was “excited”. She stated that he saw this as a mistake. When Table 2 is examined, he mentioned the materials he used in the lesson. She demonstrated the phenomenon of breaking with an experiment by bringing a “glass and pencil” to the class. She distributed a photocopy of the worksheet to the students for them to do activities.

After Nisa, the classroom teacher took the floor and expressed the strengths and weaknesses of the lesson through observation notes. The findings are given in Table 3.

Table 3 Opinions of the Classroom Teacher on the First Lesson

Themes	Categories	Codes	Frequency	
Classroom Management	Time management	There were times when students could not listen to the lecture because they were not given enough writing time.	1	1
	Teacher's authority	Telling students that you can write if you want, misled them that you were in control.	1	2
		You should have increased your dominance by walking around the classroom.	1	
Course Teaching	Drawing the attention	It was O.K. to start your teaching performance with an activity.	1	1
	Teaching Lessons	It would be more accurate to define it through the figure.	1	3
		You should have gotten the definitions from a few students	1	
		You should have solved the first example	1	
	Linking to Past Topics	It was right that you reminded the past topics	1	1
	Motivation of Students	It was right to expect the answers to the questions you asked from the students.	1	1
	Evaluation	When there was no correct answer, it was correct that you corrected it by giving feedback.	1	3
		Choosing random students from the class notebook while solving the examples was positive	1	
		It was right that you waited until the number of fingers increased in the classroom.	1	
	Communications of students	Staying steady in front of the board, not wandering put distance between you and the student	1	1
Material Usage	You effectively used the board.	1	2	
	Handwriting and drawings were legible and easy to understand by students	1		
Total			15	15

From Table 3, it was seen that the classroom teacher gave feedback about “classroom management” and “lecturing”. The teacher said that Nisa left the students very free in terms of classroom management. She stated that statements such as “you can write if you want” against students put students in a dilemma about who is “in control” in the classroom. She did not pay attention to “mobility” in the classroom and found it necessary to “increase her dominance” by walking around the classroom more. She found it right for the lesson to do activities for the step of drawing attention. She found it necessary to get the answers to the questions he asked from a few students. She warned Nisa that she had to solve the first example herself as a teacher in the classroom. He stated that it is the right approach to make connections with past issues. She positively

evaluated the effective use of the board and the smooth writing and drawings while using the board. On the other hand, he stated that waiting until the number of students raising their hands in the classroom increases and randomly selecting students from the class notebook to give a word contributes positively to the classroom management and motivation of the students. When the correct answer to the questions he asked did not come, the application student who gave “feedback” to the students found it successful in this regard. She gave feedback Nisa’s always standing in front of the board in terms of classroom management and positive communication. At the end of the first meeting, the supervisor shared her evaluations based on the observation notes. Table 4 presents the analysis of the supervisor’s feedback to Nisa.

Table 4 Opinions of the Supervisor on the First Lesson

Themes	Categories	Codes	Frequency	
Classroom Management	Mobility	You should pay attention to mobility in the classroom	1	1
Classroom Management	Planning	You did not apply the attention-grabbing example you wrote in the lesson plan in class.	1	1
	Drawing attention	Drawing attention part wasn't enough	1	3
		For the attention part of the lesson, you better need to use an activity, animation, video or different materials in the next lesson.	1	
		Make us feel the attention part in the next lesson.	1	
	Motivation	I think that you motivated the students in the lesson.	1	1
	Evaluation	It was correct that you put a plus on those who spoke during the lesson.	1	2
		It was correct that you randomly selected students from the classbook.	1	
	Time management	You should have spent more time on the photocopy you handed out	1	1
	Communications of students	You should have promised a few more students for the activity you did on the attention part.	1	3
		Your instructions were clear, students tried to answer.	1	
		It was nice that you learned to call some of the students by their names.	1	
	Material Usage	The copy papers you handed out for the event had to be legible.	1	3
		The way you used the board was nice	1	
It was correct to write the information on the board that you will never delete at the top right.		1		
Total			15	15

As seen in Table 4 above, the supervisor, like the classroom teacher, also gave feedback the student about mobility in the classroom and stated that he should pay attention to this in the next lessons. The supervisor stated that Nisa was not quite sufficient in drawing attention. Suggestions have been made for the use of activities, animations and videos in relation to the attention-grabbing step. She gave feedback on the importance of this step by saying “show us” the step of drawing attention. She stated that removing random students from the class notebook, giving a plus to those who answered correctly and knowing the names of some students were motivated for

the lesson. She found Nisa’s use of the blackboard correct and gave feedback the fact that the handouts were not “readable”.

Evaluation of Teacher Trainee’s Professional Performance through Three-way Conference at the End of the Second Lesson

After the second science lesson, Nisa’s statements about her teaching performance were analyzed in the final conference with the participation of other stakeholders. Theme, category, code and their frequency values are presented in Table 5.

Table 5 Opinions of the Teacher Trainee on the Second Lesson

Themes	Categories	Codes	Frequency	
Classroom Management	Mobility	I couldn't move around much in the classroom as I had to use the board.	1	3
		While the students were taking the test, I walked among them..	1	
		I cannot walk around the classroom because standing in front of the blackboard gives me support while I am teaching.	1	
Course Teaching	Planning	I planned the lesson more carefully this time.	1	2
		I did the lesson as planned..	1	
	Motivation	Students willingly participated in the lesson.	1	1
	Time Management	I gave enough time for students to write.	1	1
	Evaluation	Less time left than planned for the evaluation phase.	1	2
		I was able to ask two questions during the evaluation phase.	1	
	Communications of students	I tried to find the passive students in the class from the notebook and add them to the lesson.	1	2
		I know the names of active students.	1	
Material Usage	I thought the students might get confused if I said word for word while writing on the board.	1	1	
Total			12	12

When Table 5 is examined, it is stated that Nisa planned the second lesson more carefully and fully complied with her plan. However, she stated that she did not spare enough time for the evaluation phase. Nisa stated that she motivates the students enough and tries to involve all students in the lesson. Despite the warnings at the end of the first lesson, she did not show enough improvement in classroom mobility.

Although Nisa is aware of this shortcoming, she explained the reason for this by having to use the board. She stated that she received “power from wood” while giving lectures.

After Nisa, the classroom teacher expressed the strengths and weaknesses of the lesson throughout her observation notes. The findings are given in Table 6.

Table 6 Opinions of the Classroom Teacher on the Second Lesson

Teams	Categories	Codes	Frequency	
Classroom Management	Mobility	You didn't move around the classroom much while teaching.	1	3
		It was good that you walked around the classroom after handing out the test.	1	
		You walked around the class more actively than in the last lesson.	1	
Course Teaching	Drawing Attention Part	The question you used in the attention part was effective.	1	1
	Teaching Part	You set your tone very well.	1	2
		It was right that you changed the tone of your voice where you would emphasize.	1	
	Linking to past topics.	It was very true that you made connections with daily life.	1	1

Course Teaching	Making relationships with daily life.		1	1
	Motivation	It was nice of you to make several jokes.	1	3
		Your jokes motivated the students.	1	
		The students asked you to come to the next lesson.	1	
	Time management	You gave students enough time to write in their notebooks.	1	1
	Evaluation	It was right that you pretended to be looking for a random student and asked questions from the notebook.	1	2
		It was very correct that you pretended to be looking for a random student and asked questions from the notebook.	1	
	Students' Communication	Your communication with the students was better this time.	1	2
		It was nice that you knew the names of most of the students.	1	
	Material Usage	It was effective that you wrote the topic title on the board as soon as you entered the classroom.	1	2
You should have told the students what you wrote on the board, word for word.		1		
Total			18	18

In the interview held at the end of the second lesson, the classroom teacher found that Nisa used effective questions in the attention-grabbing step and was successful in relating the subjects to daily life. The classroom teacher, who stated that her communication with the students was effective, stated that she found it useful to adjust the tone of voice, to make lots of jokes and to know the names of the majority of the students. She said that the students in the class expressed to him that they wanted Nisa to

come to the next lesson again. On the other hand, the classroom teacher mentioned the subject of mobility in the classroom for the second time. She stated that Nisa walked around the classroom more compared to the first lesson, but it would be better if she increased it more. At the end of the second meeting, the supervisor shared her evaluations based on the observation notes. Table 7 presents the analysis of the supervisor's feedback to Nisa.

Table 7 Opinions of the Supervisor on the Second Lesson

Themes	Categories	Codes	Frequency	
Classroom management	Mobility	You should pay attention to mobility.	1	1
	Behaviours of students	You warned the students who disturb the peace of the lesson.	1	1
Course Teaching	Drawing the attention	You tried to get the students' attention by asking a question.	1	2
		You should use a video, animation, or a riddle in the attention part of your lesson.	1	
	Motivation	You were able to motivate the students.	1	1
	Misconceptions	It was wrong to say, "We'll look at it later," in response to the student's incorrect answer, which contains a misconception..	1	2
		You ignored a student's wrong answer, even though the students objected.	1	
Time management	You gave students enough time to write down the information on the board in their notebooks.	1	1	

Course Teaching	Communication with students	It was great to involve most of the students in the lesson.	1	1
	Material Usage	You used the board very well.	1	3
			1	
		You should be careful about using technological devices as materials.	1	
Total			18	18

The supervisor found it positive that Nisa warned the students who tend to disturb the peace of the lesson in the second last meeting. The strengths of the course are: 1) Nisa’s motivation to students, 2) Giving students enough time to record the information on the board in their notebooks; 3) It has shown that most of the students participate in the lesson. The supervisor did not find it sufficient to simply ask questions at the attention step. She suggested using more attention-grabbing things like video, animation, or riddles. The supervisor gave feedback the posting of the misconception he identified in the students by saying “we will look at it

later”. She suggested Nisa to use more technological materials in the course. She reminded Nisa that she needed to be more mobile in the classroom during the lesson.

Evaluation of Teacher Trainee’s Professional Performance through Three-way Conferences at the End of the Third Lesson

The statements of the Nisa about her teaching performance were analyzed in the last conference with the participation of other stakeholders after the third science lesson. Theme, category, code and their frequency values are presented in Table 8.

Table 8 Opinions and Thoughts of the Teacher Trainee on the Third Lesson

Themes	Categories	Codes	Frequency		
Classroom Management	Classroom Arrangement	In the lab, students were sitting very close to each other.	1	2	
		Girls and boys sat in groups.	1		
Course Teaching	Class Domination	I lost control of the classroom because students were sitting too close to each other.	1	3	
		The students chatted among themselves.	1		
		When the male students talked a lot among themselves, I tried to involve them in the lesson by asking questions.	1		
	Planning		Since I would use technological materials, I planned the lesson in the laboratory.	1	2
			I had to explain the topics that were not in the lesson plan.	1	
	Drawing Attention Step to the Lesson		I managed to draw attention by bringing fresh flowers to the classroom.	1	3
			I made a connection with daily life at the attention step.	1	
			The questions I asked in the attention step got the students very excited.	1	
	Lecturing the course		It was more of a question-and-answer course.	1	2
			I had to raise my tone towards the end of the lesson.	1	
Making a connection with daily life		I could not connect with the past topics at the beginning of the lesson because I thought that time would not be enough.	1	1	

Course Teaching	Material Usage	Since the students did not bring notebooks and pensils to the science lab, I just wrote on the board.	1	2
		Since the school's internet did not open Youtube, I opened the video from my own computer.	1	1
	Theoric Background	I couldn't give a clear answer to a student's question, because I don't know.	1	1
Teacher Psychology	Personal Feelings	I was very excited while teaching the lesson.	1	1
Total			12	12

Nisa taught her third and last lesson in the science laboratory of the school. When the table above is examined, it was seen that Nisa had problems with classroom management in the lesson, since she taught her last lesson in the science laboratory of the school, not in the classroom. It is seen in Table 8 that the fact that the students sit very close to each other and in groups of girls and boys in the laboratory caused Nisa difficulties in controlling the lesson. In order to prevent this situation, Nisa stated that she tried to involve male students who talked a lot in class by asking questions. She said that she had to raise her voice towards the end of the lesson. She taught in the science laboratory because she did not have a projector in the classroom. Nisa had to use her own computer because the school's internet

did not open the video she prepared. She stated that the lack of technological infrastructure here causes loss of motivation and time. She stated that she brought live flowers to the class for the attention step, which excited the students. Nisa stated that she could not pay attention to the lesson plan while she was teaching the lesson. She stated that the lesson proceeded mostly in the form of a question-answer activity, and she could not answer a question from a student because she did not know. Nisa used the expression "I was very excited" while evaluating her last lesson in general. After Nisa, the class teacher expressed the strengths and weaknesses of the lesson through observation notes. The findings are given in Table 9.

Table 9 Opinions and Thoughts of the Classroom Teacher on the Third Lesson

Themes	Categories	Codes	Frequency	
Classroom Management	Dominate the Class	Your class dominance wasn't very good.	1	1
Course Teaching	Planning	You should plan, considering that the school's internet may not open some sites.	1	3
		Not knowing that students wouldn't bring notebooks to the lab interrupted your plan.	1	
		You should watch the video you will transmit beforehand and prepare for the questions that the students may think of.	1	
	Teaching Performance	You didn't adjust your tone very well while teaching.	1	1
	Relating the subject to daily life	Relating the subject to daily life was not very effective.	1	1
	Material Usage	The sound from your computer was insufficient.	1	1
	Theoric Background	You could not give a clear answer to the question asked by one of the students.	1	1
Total			8	8

The classroom teacher told Nisa that she had deficiencies in “classroom dominance” regarding this lesson she taught in the science laboratory. She warned Nisa that she should always consider the possibility that the school internet may not be able to open some sites while planning. The classroom teacher told the student to do research on the content of the videos he would use in the lesson, emphasizing that he would be prepared for the questions that might come from the students. However, she stated

that Nisa was inadequate in associating the lesson with daily life, she had difficulty in adjusting the tone of her voice during the lesson, and the sound coming from her computer was insufficient for the students to hear.

At the end of the third meeting, the supervisor shared her evaluations based on the observation notes. Table 10 presents the analysis of the supervisor’s feedback to Nisa.

Table 10 Opinions and Thoughts of the Supervisor on the Third Lesson

Themes	Categories	Codes	Frequency	
Classroom Management	Classroom Management	You lost control of your classroom when you taught in the Science lab.	1	2
		You have to manage the classroom by increasing or decreasing the tone of your voice.	1	
Course Teaching	Planning	While planning the lesson, you should have planned according to the characteristics of the laboratory.	1	1
	Theoric Background	You glossed over a student's question by giving the wrong answer..	1	2
		When there is a question that you do not know, you should answer it correctly by researching it if necessary.	1	
Total			5	5

In the third interview, the supervisor advised Nisa, who lost her control due to the processing in the laboratory, to try to maintain control by increasing or decreasing the tone of voice in these situations. She emphasized that the general characteristics of the laboratory should be taken into account while planning the lesson. The application instructor warned Nisa, who ignored the answer to the student’s question. Even if there is a question that she does not know, the supervisor warned Nisa that she should answer it correctly by researching it.

Discussion and Conclusion

In the three-way conferences held within the scope of the research, it was determined that Nisa has made progress in some areas in the lessons, and that there are still aspects that are open for improvement in some areas, from the reflections she has made in the lessons she teaches, and the feedbacks given by other stakeholders to Nisa. The results obtained from the feedbacks given by the three stakeholders about Nisa’s course in the three-way conferences are given below (Nisa, the classroom teacher, the supervisor), respectively.

It has been determined that Nisa generally acts objectively while evaluating herself in the three-way conferences held after the lectures she gave. In the feedback he gave in the triple interview held after the first lesson he taught, it was seen that he mostly included the aspects of the lesson that she thought were strong, and also mentioned the points that she saw lacking in the lesson. It was stated that she worked by adhering to the lesson plan, she made connections with the past topics, but he did not give enough time for the students to write the information on the board in their notebooks. He stated that because he was a little excited during the lesson, he forgot some of the details he had planned and could not complete it. For example, he stated that he gave only one example in the attention-grabbing phase, and that he forgot to give the second example even though he had planned it. He also said that he could not give more than one student the right to speak in certain parts of the course because he was excited about giving the students a voice.

The classroom teacher gave generally positive feedback about the first lesson taught by Nisa and

noted many strong aspects of the lesson. On the other hand, he stated that the course was open to improvement in several aspects. He stated that he did not give enough time to the students to write, and therefore some students could not listen to the lesson effectively. She said that it was not right for her to give students the initiative to write the information on the board in her notebooks or not. She underlined that she usually lectures by staying at the same point in the classroom, that she needs to be more active in the classroom, so she has difficulty in gaining dominance.

The supervisor, who took the floor after the classroom teacher, went through the notes she received and first listed the strengths of Nisa's course similar to the topics that the classroom teacher had mentioned, then emphasized the developmental aspects of the course and made suggestions. Unlike the other two stakeholders, he stated that although the attention-grabbing part of the lesson was included in the plan, it could not be implemented effectively, and that sufficient number of students were not given the right to speak in this part of the lesson. Thus, Nisa received detailed information from both her teacher and instructor about the strengths and deficiencies of her first lesson in the feedback given in the triple interview after her first lesson.

Nisa planned her second lesson in line with the feedback given to her after the first lesson and tried not to make similar mistakes in her new lesson. She stated that she wrote and implemented the lesson plan in more detail and care this time. She stated that she used the board very often in the lesson and that standing in front of the board gave him confidence. In line with the feedback given to her previous lesson, she said that this time she gave the students enough time to write, and that she could ask more questions in this lesson during the evaluation phase. The common issue addressed by both the classroom teacher and the supervisor regarding the second lesson was that Nisa was indifferent to the answers given by some students in the lesson, did not immediately correct the mistakes of the students who gave wrong answers, and did not make such an effort.

These results show that Nisa was able to take precautions for her second lesson in line with the

feedback given to her first lesson, and that she corrected some of her deficiencies in the second lesson, taking into account the warnings. The results suggest that some, but not all, of Nisa's teaching skills have improved from the first lesson to the second lesson. As can be seen, thanks to this model, Nisa is able to identify the deficiencies in her teaching skills and her ability to analyze and criticize her professional skills improves (Clifford, Macy, Albi, Bricker & Rahn, 2005; Glickman, Gordon, & Ross-Gordon, 2004; Goldhammer, Anderson, & Krajewski, 1993; Williams, 2007). At the same time, this result can be interpreted that pre-service teachers need time to fully develop on the subjects they lack.

Nisa taught her third lesson in the science laboratory because the projector in the classroom was faulty. However, as she had no previous teaching experience in the science laboratory, Nisa had difficulties in both planning and applying the lesson in this lesson, and she expressed this difficulty objectively in the tripartite conference. While they were teaching in the science laboratory, they had difficulty in controlling the students, and some students had difficulty in following the instructions given by the noise in the classroom. This situation was also expressed by the classroom teacher and the supervisor at the conference. From this, it can be deduced how important it is for the teacher trainee who take the teaching practice course to give lectures not only in the classroom but also in other environments (such as science laboratories, school gardens, museums or science centers) in terms of their professional development. Thus, students will have the opportunity to teach science concepts to students both in and out of school environments.

When the feedback given by the practice instructor was examined, it was seen that the classroom teacher mostly mentioned the points that she did not mention or overlooked and guided Nisa to use more scientific methods in the lesson. In order for the teaching practice course to provide teacher candidates with a full professional experience and to gain the necessary professional skills, all stakeholders involved in the process should be aware of their duties and responsibilities and carefully fulfill what is expected from them (Peker, 2018; Tonga & Erden, 2021). In the third lesson, the instructor

who warned the student about the problems in the laboratory said that the student should prepare the lesson plan according to the environment in which the lesson will be taught, and that she should restore it by using the tone of her voice at the points where he lost her classroom dominance. It is thought that the feedback given by the practice instructor to Nisa may be effective in increasing the student's skills in both classroom dominance and the teaching of the course. In order for teaching practice courses to be effective for teacher trainee, they should be supported by other stakeholders in the school, namely practice instructors and classroom teachers, and should receive objective and systematic feedback from them about their teaching skills (Bay, Şeker & Alisinanoğlu, 2020).

Although the findings of this study are not so new in the world, they are consistent with the results of studies showing that CSM is effective (Clifford, Macy, Albi, Bricker & Rahn, 2005; Ebmeir & Nicklaus, 1999; Pajak, 2002; Reavis, 1977; Susi, 1992). The results obtained from the aforementioned research are important in that they will guide the studies to increase the quality of pre-service education, which started with the changes made within the scope of the National Education Development Project, and accordingly the teaching practice courses, in the long term.

As a result, within the scope of CSM, Nisa received objective feedback about the course performance from two other stakeholders throughout the semester, and by taking into account the feedback given to her continuously, she tried not to repeat a deficiency in that course in the next course and to improve herself. It is stated in many studies that the objective feedback given by the stakeholders will contribute positively to the teaching skills of the teacher trainee, and how the teacher trainee who do not receive sufficient feedback from the stakeholders will be adversely affected by this situation when they become teachers (Aktağ, 2011; Alkan, Erdem & Şişek, 2013; Altındaş & Gorgen, 2014; Bay, Şeker & Alisinanoğlu, 2020; Demir, & Çamlı, 2011; Doğru, Gençosman, Saka & Selvi, 2017; Paker, 2008). Therefore, the results obtained from this study show parallelism with the results of other studies conducted in this area above. Nisa is a practice student who is

aware of her shortcomings within the framework of the feedback given by the stakeholders in accordance with the clinical supervision model and can sincerely reflect these shortcomings to the stakeholders in the tripartite meetings. She is open to development and can mirror her teaching skills. Stakeholders are in active communication and are aware of each other. The only and only goal is to contribute to the professional development of the stakeholders by giving active and systematic feedback to the practice student. The results of this research, similar to the studies above, show that the clinical supervision model is a teaching practice model based on strong communication, trust and cooperation among stakeholders, with a participatory and reflective philosophy that brings together the stakeholders in the teaching practice course (Goldhammer, 1969; Cogan, 1973; Reavis, 1977).

Suggestions

Reviewing the Findings of this Study, Two Suggestions can be made for Further Research

In this research, the data obtained from the 3 three-way conferences held with the aim of giving objective feedback on the teaching skills of only 1 science teacher candidate were analyzed qualitatively. A larger number of students with different professional skills can be included in future studies. These candidates can be given feedback by using CSM and the effect of this model on candidates' development can be examined.

The opinions of science teacher candidates, who has different professional development levels, about CSM can be examined through semi-structured interviews. Thus, the experiences of the candidates about CSM and their views and thoughts about getting feedback with this model will be determined.

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