



Equipping the Classroom Teachers with Mentorship Tasks and Responsibilities *

Mustafa Bektaş¹, Asena Ayvaz Can²

Abstract

The aim of this study is to identify the effect of the program which is developed for equipping the classroom teachers with the tasks and responsibilities of the mentor teacher. The current study examines the classroom teachers' opinions about the program who are enrolled in Mentor Teacher Training Program (MTTP) and the effect of the program on the classroom teacher candidates' opinions about the fulfillment levels of the tasks and responsibilities of the mentor teachers. The study has been designed as a case study. The study group consists of mentor teachers and classroom pre-service teachers. At the end of the study, it is found that mentor teachers regarded the MTTP beneficial for them and they said MTTP that need to be improved. At the end of eight months of work, the gathered conclusions showed the effects of being an aware mentor teacher. It has been found that there are fewer problems between the pre-service teachers and the mentor teachers participating in the MTTP. In line with the suggestions of the participant teachers, the practicum dimension of the teacher training can be more productive by re-arranging and disseminating the program. This research is a guide for developing a mentor teacher training program.

Keywords

Teacher training
Teaching practicum
Mentor training
Mentorship

Article Info

Received: 10.25.2018
Accepted: 05.15.2019
Online Published: 10.30.2019

DOI: 10.15390/EB.2019.8251

Introduction

Teaching Practicum

A person needs to have many competencies for the development in a profession field. Besides teacher candidate's having the necessary competencies in the process of occupational development, it also essential experience these competencies. Teacher candidate can acquire this experience with direct experiences in the teaching practicum courses provided. By fulfilling the tasks and responsibilities in these lessons, pre-service teacher has the opportunity of discovering his/her strong sides, developing his/her inefficient and lacking sides.

Thanks to the cooperation between the faculties of education and practice schools, pre-service teachers gain the qualifications of the teaching profession, see their deficiencies in being a qualified

* This article is the extended version of the paper titled "Action Research: Gaining Cooperating Teacher Competencies to Cooperating Teacher through Mentor Training Program" and presented at the "2th International Conference on Interdisciplinary Research in Education".

¹ Sakarya University, Faculty of Education, Department of Elementary Education, Turkey, mbektas@sakarya.edu.tr

² Sakarya University, Faculty of Education, Department of Elementary Education, Turkey, aayvaz@sakarya.edu.tr

teacher and have a positive attitude towards the teaching profession (Bektaş, Ayvaz, & Horzum, 2011). This teaching experience, which the pre-service teacher has acquired during the practicum, offers pre-service teachers the opportunity to plan, implement, and evaluate. Again at this stage, pre-service teachers are transitioning from being a student to a professional educator. Hence, practices in teacher training are of great importance at undergraduate level (Vršnik Perše, Ivauš Grmek, Bratina, & Košir, 2015). According to the studies of Guyton and McIntyre (1990), it has been found that the implementations in schools are more effective than the theoretical information that has been gained in undergraduate education and this outcome stresses the importance of implementation in raising teachers.

The undergraduate Classroom Teacher Education Program in Turkey has 3 implementation classes; School Experience, Teaching Practicum-I, and Teaching Practicum-II. On the other hand, in the Classroom Teacher program that is in practice since 2018, there are two implementation courses; Teaching Practicum-I and Teaching Practicum-II. School Experience course consists of planned observations and activities in order for the pre-service teachers to get to know the school, the teachers, the curriculum and the students. On the other hand, Teaching Practicum-I and II courses are planned for the pre-service teachers to implement his/her knowledge-skills and improve them and for them to gain the necessary competencies that are demanded by his/her occupation (Sezer, 2010; Gedik & Göktaş, 2010; Efe, Hevedanlı, Maskan, & Gönen, 2012; Council of Higher Education (CHE), 1998). In the implementation courses, pre-service teachers do their implementations of their theoretical knowledge under the guidance of their mentor teachers. Mentor teacher has been defined as the classroom teacher or course teacher who is commissioned in the practicum school, has a teaching licence, chosen among the experienced teachers in his/her field, guiding the pre-service teacher in terms of gaining the necessary skills of the occupation (CHE, 1998). Mentor teacher is a person who is an experienced person, and s/he guides the pre-service teacher in an appropriate way (Herzog, Ivanuš Grmek, & Čagran, 2012). Johnson (2015) defined the mentor teacher as a guide, role model, and teacher. Rozelle and Wilson (2012), after their observations of mentor teachers, have found that, no matter if they were successful or unsuccessful, pre-service teachers were using strategies that were similar to their mentor teachers' in their implementations including the use of examples, anecdotes, and jokes. This outcome reveals that it is a necessity to identify the tasks and responsibilities of the mentor teachers in-depth, their levels of fulfillment of these tasks and responsibilities that have been identified and to present the competencies of the mentor teachers.

Role of Mentor Teacher

The quality of the experience that the pre-service teachers will gain depends on his/her mentor teacher and his/her endeavour in the process (Weasmer & Woods, 2003). Even though, perceiving the pre-service teachers' expectation correctly, the relationship between mentor teacher and the pre-service teachers, and the experience that the pre-service teachers gained have a great effect on pre-service teachers' benefits in the process, the mentor teacher's education on this subject and his/her experience effect the quality of the field experience to a large extend (Epps, 2010).

It would be false to state that an efficient teacher can be a mentor teacher as being a mentor teacher requires new skills other than being a teacher (Ambrosetti, 2014; Gareis & Grant, 2014; Feiman Nemser, Parker, & Zeichner, 1990). When the literature is reviewed, the tasks and responsibilities of the mentor teacher have been defined in many studies (Ganser, 1996; Koç, 2012; Mohan, 2011; General Directorate of Teacher Training and Education (GDTTE), 2018; CHE, 1998) focusing on being a mentor teacher (Akyıldız, 2018; Alger & Kopcha, 2009; Erbilgin, 2012; Gareis & Grant, 2014; Peker, Bulunuz, Onan, & Bulunuz, 2018; Sezen Yüksel, 2017; Süral, 2017; Yalın Uçar, 2015, 2017; Yılmaz & Namlı, 2017). Clifford (1999) defined the mentor teacher's roles as an experienced and competent person's instructiveness in terms of occupational and personal development to an inexperienced or incompetent person. According to Boudreau (1999), the mentor teacher should be a person who facilitates the pre-service teacher's adaptation to school environment, provider of an environment in which the pre-service

teacher can improve his/herself, can structure the implementation and have an exchange of ideas with (as cited in Leatham & Peterson, 2009). As reported by Roberts (2006), in order to be effective in completing his/her tasks and responsibilities, a mentor teacher should be a good trainer, able to give suggestions to the pre-service teacher in the process and providing him/her with a good classroom experience, in a good relations with the executives and his/her co-workers in his/her school. As stated in Enz and Cook's (1992) study, the mentor teachers who are going to educate pre-service teachers should be chosen among the people who have the qualification of a good educator and an executive. The mentor teachers should be good listeners, they should value the candidates' ideas and take care of them, and they should be able to teach their own school cultures and essential points of their jobs (Koerner, Rust, & Baumgartner, 2002).

Mentor teachers should realize that the field experience is a crucial phase in preparation of the pre-service teachers to his/her professional life. It is a prerequisite that the communication between mentor teacher and pre-service teacher must be well-established in order to establish the information exchange and to gain high-class experience. If the communication between mentor teacher and pre-service teachers based on a hierarchical structure, the experience -which the pre-service teachers would have- may depend on the mentor teachers will. Instead of this, if the mentor teacher is able to see the pre-service teachers as his/her co-worker they can decide together on the way the pre-service teachers' acquiring the experience, what is going to be taught and how and also on how they are going to overcome the problems they face (Montgomery, 2000). According to Johnston, Wetheril and Greenebaum (2002), the mentor teacher may be beneficial for the process not only by connoting his/her observations clearly about the mentor teacher's learning process but also keeping his/her status equal to mentor teacher's status or by putting him/herself into the mentor teacher's shoes (as cited in Liliane & Collette, 2009). As stated in Weasmer and Woods study (2003) mentor teachers may not be able to tell the pre-service teachers what to do or what not to do. In such cases, mentor teacher should ensure the pre-service teacher's understanding by making him/her do implementations. Thereby, in this process, the mentor teacher should not be apt to impose a ban to pre-service teacher, and s/he should let the pre-service teacher free to gain experience.

Edward and Collins (1996) stated that mentor teachers should have the necessary skills to listen to the pre-service teachers, being a role model in terms of general classroom management and teaching, analysing the pre-service teachers' implementation and argue on it, observing the pre-service teacher, talking on the pre-service teachers' own learning aims, reinforcing the candidate teachers while they are teaching, encouraging the observations that are focused on the classroom issues (as cited in Gökçe & Demirhan, 2005). The studies in the field resulted in displaying the efficient mentor teachers as less reactive and more proactive, they are more clear and specific in their communication with the pre-service teachers including feedback, there is consistency in their oral statements and their attitudes, they are more consonant and flexible, they are providing justifications for their actions and suggestions and in most cases, they are using positive problem solving approach (Henry & Beasley, 1996).

The mentor teacher should enable pre-service teacher's releasing him/herself from ineptitude and to tell his/her ideas about the experiences that the pre-service teachers had and argued. Such a climate would allow the trainee to become more active in a larger education team. It will also fortify the chance to establish good relations with colleagues in the future and exchange mutual knowledge and experience (Liliane & Collette, 2009).

Problems with Mentor Teacher

When the literature is reviewed, it is seen that a mentor teacher has various effects on the pre-service teachers' development (Coulon, 2000; Golland, 1998; Ganser, 1996; Gökçe & Demirhan, 2005; Guyton & McIntyre, 1990; Nagel & Smith, 1997; Rhoads, Samkoff, & Weber, 2013; Rozelle & Wilson, 2012; Stanulis, 1994; Veal & Rikard, 1998; Weasmer & Woods, 2003). In addition to this, Stanulis (1994) states that mentor teacher had difficulties while guiding the pre-service teachers. In this process,

although mentor teacher is making complex decisions, s/he is not aware of the reasons for those decisions. This inefficacy of mentor teacher paves the way for not being able to do the proper activities in classroom and not being able to choose the correct strategies while guiding the pre-service teachers (Seghers, 2000).

Tüfekçi (1999) stated in her study that the personnel commissioned in the practicum school do not know their tasks and responsibilities enough; they are unable to prepare the necessary environment for the studies towards the application, they do not have enough information about the aim and method of the implementation. Caruso (1999) pointed out that the mentor teachers do not have enough information about how to do their responsibility of guidance for pre-service teachers, therefore; they find these implementations boring and time consuming, and they do not pay the necessary attention (as cited in Sılay & Gök, 2004). Koerner (1992) stated in his study that teachers think that the responsibility of guiding pre-service teachers is an additional burden to their already busy program, and they feel uneasy about the contradictory and inefficient rules which were established by the universities with regard to mentors' roles and responsibilities (as cited in Sinclair, Dowson, & Thistleton Martin, 2006). Anderson (2007) concluded at the end of his interview with 12 mentor teachers that they rejected their potential for influencing pre-service teachers' behaviour, but several mentor teachers felt a sense of responsibility towards the development of a pre-service teacher. At the end of many studies, it has been found that the mentor teachers are not aware of their tasks, they are oblivious to the practicum, and they do not devote enough time to pre-service teachers (Aslanargun, Kılıç, & Acar, 2012; Bulunuz & Gürsoy, 2018; Görgen, Çokçalışkan, & Korkut, 2012; Saka, 2019; Seçer, Çeliköz, & Kayılı, 2010).

Selection of Mentor Teacher and Mentor Training

The teachers who have been chosen as mentor teachers are skilled and professional educators who carry their wealthy experiences to the classroom every day. With the guidance s/he makes to the pre-service teachers, the mentor teacher makes a significant contribution to the future of his/her occupation. In line with the mentor teacher's preparation, knowledge and guidance, pre-service teacher has crucial teaching experiences (Hope College, 2016). However, not all match-ups of mentor teacher-pre-service teacher are successful. An unsuccessful match-up leads the way to the observation of ineffective teaching methods, and potentially they debar from the chance of learning the teaching methods of effective class teaching (Nguyen, 2009). Therefore, the pre-service teachers should do his/her teaching practicum under the guidance of a mentor teacher who took a special education on this subject.

In our country it has been pointed out that the selection of the mentor teacher will be made among the branch teachers and school counselors those who have the Teaching Practicum Training Certificate that is given by the Ministry of National Education (MNE) and actually entering classes except directors in the teaching practicum institution (MNE, 2018). GDTTE gives "Teaching Practicum Counseling Training Course" in the scope of Professional Development Program. The overall aim of this course is mentor teachers' presentation of the Clinical Supervision Model (CSM) to the teacher candidates in order to provide them the effective mentoring. The trainee who completes the course successfully is given a certificate (GDTTE, n.d.). In the 2018-2019 academic year, the pre-implementation of the CSM) that has been carried out by Council of Higher Education and MNE has been executed with a pilot project (Bulunuz & Bulunuz, 2015). CSM is a teaching practicum model that gathers the shareholders (teaching practicum personnel, mentor teacher and teacher candidate) in one place and based on the philosophy of contributor, reflective thinking and assessment (Bulunuz & Bulunuz, 2015). The CSM process comprise of the levels such as; pre-interview, observation and data gathering, data analysis, last interview and reflection (Bulunuz & Bulunuz, 2015; Bulunuz & Gürsoy, 2018).

Many universities choose the mentor teachers according to the criteria they are designated. For instance, in Saint John's University there are rock-bottom criteria for choosing mentor teacher that have been specified by the Minnesota Board of Teaching such as the pre-service teachers should be

successfully performed at least three years in his/her field of subject or in his/her level, should have the will to work responsively and constructively. Morris, Pannel, and Houston (1984) searched the most used methods and criteria in defining and choosing the teaching practicum coordinators and mentor teachers. According to the results of this study, they found the following features as criteria of choosing a mentor teacher; teacher should have at least a bachelor degree, s/he should join the program voluntarily, teacher should have at least three years teaching experience and should have a certificate in this field. Gaffey (1994) stated in his research that he conducted with 71 mentor teachers that doing this job willingly has a great importance among the necessary requirements in raising the pre-service teachers. Additionally, in the study these have been emphasized as facilitative agents that the university should guide the mentor teacher, they should send one candidate at one time and the candidate should be eligible.

A great number of English corporations have developed a mentorship system that they interviewed with mentors regularly and contributed to their occupational improvements (Herzog et al., 2012). In his 15 weeks research in the USA, Erbilgin (2012) provided training to the application teachers and at the end of the training he examined the change of guidance of mentor teachers. In his study, it was found that mentor teachers, who initially established a communication style based on evaluation, changed their way of communication by starting to use a communication style based on instructional, critical, and reflective thinking during the program. In their research, Gareis and Grant (2014) found that mentor teachers who received mentor training had significantly higher scores in understanding mentor teachers' roles than those who did not have mentor training. It was found that mentor teachers who were educated in mentorship strategies got significantly higher scores in "effective observation" and "evaluating pre-service teachers' performance" than those who did not. On the other hand, there was no significant difference between the scores of the teachers who received and did not receive mentorship training in "establishing effective relationships with pre-service teachers" and "communicating effectively with pre-service teachers" strategies. Yalın Uçar (2008) stated in her study that the Mentor Teacher Training Program has an effect on the mentor teachers' qualifications and attitudes. Bektaş and Ayvaz (2012) have determined that the pre-service teachers expect their mentor teachers to join a mentor program and highlighted the necessity to set a mentor teacher certificate program for teachers to meet this expectation. Morris et al. (1984) pointed out that the mentor teacher certificate program can be beneficial in terms of these aspects:

- improving the necessary knowledge, skills and attitudes of mentor teachers to fulfil their respective responsibilities in these complex roles
- searching for distinguishing qualifications in the choosing of a mentor teacher,
- determining the role of mentor teacher in practicum,
- increasing the effectiveness of practicum activities,
- transferring innovative ideas from preparation programs to classroom environment,
- ensuring that mentor teachers' taking their own responsibilities.

In our country, teaching practicum course oriented studies which involves teaching practicum personnel, mentor teacher, administrator and teacher candidate have been made (Akyıldız, 2018; Aslan & Sağlam, 2018; Bulut Albaba, 2017; Çelik, 2008; Çetinkaya & Kılıç, 2017; Dönmez Usta & Turan Güntepe, 2016; Gümüş et al., 2018; Gündoğdu, Altın, Üstündağ, & Altay, 2018; Koç & Yıldız, 2012; Kuter & Koç, 2009; Selvi, Doğru, Gençosman, & Saka, 2017; Süral, 2017; Taşdere, 2014; Yalın Uçar, 2015; Yılmaz & Namlı, 2017). In each of these studies it has been detected that there are various problems that have been experienced by the shareholders and solution suggestions have been tried to be invented. There are also researches that explain or try different models to reduce these problems and improve the efficiency of the teaching practicum course (Baltacı Göktaş et al., 2014; Bulunuz & Bulunuz, 2016; Bütün, 2015; Elçiçek & Bahçeci, 2016; Gömleksiz, Kan, & Öner, 2017; Gürsoy et al., 2013; Gürsoy, Kesner, & Salihoğlu, 2016; Kuzu & Yenen, 2014; Kuter, 2016; Ozan & Odabaşı, 2016; Peker et al., 2018; Taşgın &

Küçüköğlü, 2016; Tatlı & Bayramoğlu, 2015). However, the conduct of this study has been seen as essential because of the reason that there is no study which involves the use of a program that has been prepared in line with the analysis of the problems that the teacher candidates experienced.

In this study, the Mentor Teacher Training Program (MTTP) has been applied to pre-service teachers who were studying in the Classroom Teacher Education undergraduate program and to classroom teachers who are mentor teachers. The aim of the study is to determine the effect of the MTTP on the fulfilment levels of the tasks and responsibilities of the mentor teachers in the process of Teaching Practicum courses. In this study it has been revealed that the classroom teachers' opinion about the program who are involved in MTTP and if there is a difference in the opinions of the candidate teacher's towards the level of fulfillment of the tasks and responsibilities of those mentor teachers who were involved in this program and those who were not.

Method

Research Model

In this study, case study of qualitative research designs was employed. Case studies can be based on a mixture of qualitative and quantitative situations (Aytaçlı, 2012). Davey (1991) stated that there are six different types of case studies. In this study it has been benefitted from the case study which is based on the effects of the program. In such case studies, making inferences about the success and failure of the program which has been prepared indicates the effect of the program. In this study in which it is aimed that the indication of the MTTP's effect on the levels of the mentor teachers' fulfillment levels of their tasks and responsibilities has been preferred program effects case study.

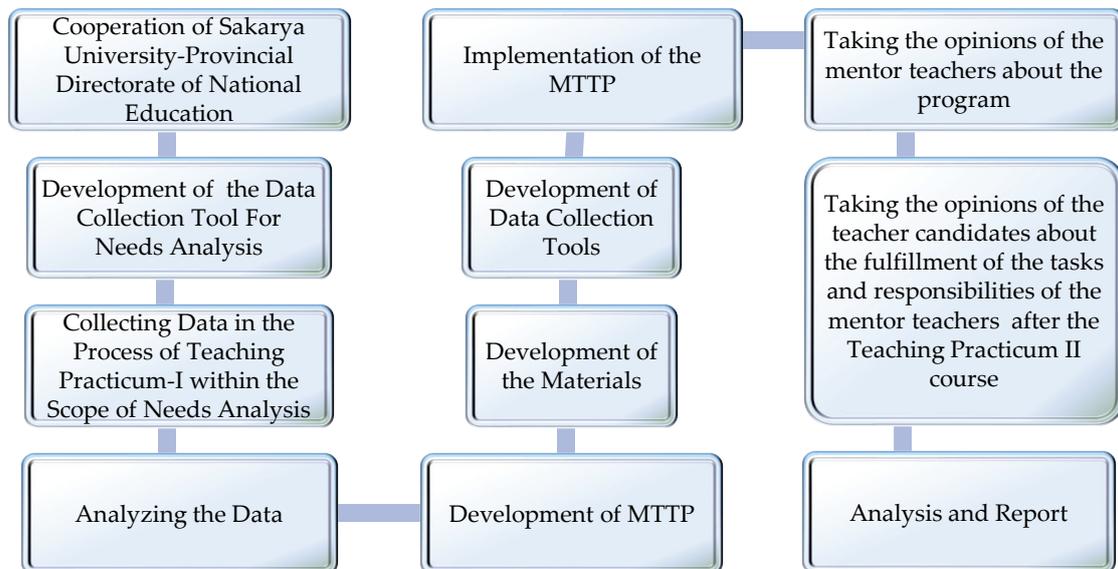


Figure 1. The Process of Case Study

Participants

There are two different study groups consisting of mentor teachers and pre-service teachers. Firstly, the researcher worked with 18 classroom teachers who were chosen according to criterion sampling technique in order to gain the tasks and responsibilities of mentor teachers to classroom teachers. The criterion of the study was the classroom teachers should be the mentor teachers of the 4th grader pre-service teachers who study at the Sakarya University Education Faculty Department of Primary Teaching Classroom Teaching Department, and they should be teaching in one of the four schools that were selected for the study. 22 classroom teachers eligible to this criterion were found. However, four of the teachers were on vacation leave in the process; therefore, they could not join the MTTP, and the program was conducted with 18 classroom teachers.

12 of the teachers were male, and six of them were female. 10 of the teachers were education faculty graduates, six of them were graduates of teacher training high school, one teacher was a graduate of education institution, and one teacher was a graduate of faculty of science and literature. Two of the teachers had never taken the responsibility of being a mentor teacher, 16 of the teachers had been mentor teachers approximately for five terms. All of the teachers pointed out that they were doing their job willingly, but one of the teachers did not recommend this profession to anyone. 16 of the teachers thought that the teaching profession does not take the credit it needs. None of the teachers studied above the bachelor's degree.

Secondly, the researcher worked with 97 classroom pre-service teachers to prove the effectiveness of the MTTP. To make the study more reader-friendly, the group with 53 classroom pre-service teachers who took the Teaching Practicum Course II under the guidance of mentor teachers who joined the MTTP program will be referred as "Group A" from now on, and the other group with 44 classroom pre-service teachers who took the course under the guidance of the mentor teachers who did not joined the MTTP program will be referred as "Group B".

Instruments

Focus Group Interview: In the scope of need analysis, focus group interviews have been made with the classroom teacher candidates. In these interviews, 32 teacher candidates told the problems that they had with the mentor teachers. Each session last approximately 50 minutes. The interviews have been recorded with the voice recording device.

Interview: 18 classroom teachers' opinions about the MTTP have been taken after the implementation of the MTTP. This interview last approximately 50 minutes. Two questions have been asked for the teachers to state their opinions for the benefit and improvement of the program. The interview has been recorded via video recording.

MTTP Evaluation Form: While developing the form, firstly the literature has been scanned and four questions have been invented. These four questions have been given their last shapes by taking opinions of the three field experts. This form is used in the last session of the MTTP for the classroom teachers' assessments of the program.

"MTTP Evaluation Form" was developed for the classroom teachers in order to determine their opinions about the program. In this form, there were seven questions regarding their personal and professional features, and there were four more questions about the program. The questions about the program are as follows:

- Is MTTP a beneficial program?
- If MTTP is beneficial, what are its benefits?
- Are there any features of MTTP that need to be improved?
- What are the features of MTTP that need to be improved?

Mentor Teacher Task and Responsibility Questionnaire (MTTRQ): This questionnaire is developed in order to measure the level of fulfilment of the mentor teachers' tasks and responsibilities in Teaching Practicum courses. For this, first of all, the literature was reviewed, and an item pool was created. To choose the items from the item pool, experts were consulted for content validity and face validity. Five field experts were consulted for their opinions about the content of the scale and construct validity. The questionnaire which was designed by taking expert opinion was applied to 13 pre-service teachers as a pre-application, and it was finalized by fixing the incomprehensible questions in terms of face and content. After the necessary regulations were done, the questionnaires Cronbach Alpha factor was analyzed and was found as .88.

In the first section of the developed questionnaire, there was one question to identify whether the pre-service teachers were in group A or group B, in the second section there were 21 items to identify whether the pre-service teachers fulfill the tasks and responsibilities of their mentor teachers. The grading for 21 items in the questionnaire was "Yes (1)" and "No (2)". This questionnaire is applied to classroom teacher candidates when the Teaching Practicum II course is over. The implementation last approximately 30 minutes.

Procedure

This study was conducted with Provincial Directorate of National Education within the scope of Faculty-School cooperation protocol. After this, needs analysis studies were done by doing focus group interviews with the pre-service teachers, and the related literature was reviewed with regard to the studies which were about revealing the responsibilities of the mentor teachers and the content of the mentor teacher education program. According to Fish (1995) mentor teacher training program should include the tasks and responsibilities of the mentor teacher and the pre-service teachers, legal subjects, establishment of cooperation, the relation between hypothesis-implementation, the strategies that would reinforce the pre-service teachers' personal and professional development, observation, the strategies of evaluating an observed class etc. Subsequently, the problems of the classroom pre-service teachers with their mentor teachers were detected. For this, focus group discussions were held with 32 classroom pre-service teachers. These discussions took place in five sessions, and in each session the data was recorded. The results of the need analysis were taken into consideration while developing the mentor teacher training program. These results are displayed on Table 1.

Table 1. The Results of the Need Analysis of the Problems that Pre-Service Teachers Had with Their Mentor Teachers in the Process of Teaching Practicum I

Theme	f
Planning/Briefing	13
Observation/Evaluation	28
Transfer of Authority	19
Personal Features	5
Total number of Pre-service Teachers	32

At the end of the focus group discussions the problems that the pre-service teachers had with their mentor teachers were categorized under four themes; planning/briefing, observation/evaluation, transfer of authority, personal features. While these themes were being specified, Fish's (1995) program subjects were taken into consideration. According to the findings, it was found that the pre-service teachers were having problems with their teachers in the process of "observation/evaluation" the most. The testimony of one of the pre-service teachers TC12 "My mentor teacher never wanted to see the plans I did. Sometimes while I was planning, I was asking questions on the subjects which I was not good at, and the teacher was replying in haste. This situation did not develop my planning skill. I planned with what I learned at the university." can be given as an example to the theme of "planning/briefing", the testimony of TC4 "For most of the time, my mentor teacher was leaving the class and was not observing me." the testimony of TC7 "Instead of observing me my mentor teacher was filling in the class book and was not giving me feedback." can be given as an example to the theme of observation/evaluation, the testimony of TC15 "Sometimes my mentor teacher interrupted my speech while I was teaching and continued to teach him/herself." can be given as an example to the theme of "transfer of authority", the testimony of TC23 "Because my mentor teacher had a very angry personality, I was afraid to ask questions to him/her." can be given as an example to the theme of "personal features". It has been identified that this problem is present in many studies that have been conducted (Aslanargun et al., 2012; Baştürk, 2009; Gökçe & Demirhan, 2005; Görgen et al., 2012; Kocadere & Aşkar, 2013; Mays Woods, 2003; Paker, 2008; Sarıçoban, 2008).

After the needs analysis, the pre-service teachers who experienced the same problems were asked to write case studies that were according to the theme's content and contained mostly the common situations which were seen after the data analysis. This was carried out for every theme. The case studies written by the pre-service teachers were inspected with the academic members of Classroom Teacher Education Program, firstly. Then, they were examined in terms of language and fluency with three academic members of Turkish Language Teacher Education Program. The case studies were given their last shapes according to the feedbacks from the experts.

In determining the frame and the duration of the program, in terms of rearranging the content five experts were consulted; three were the members of Classroom Teacher Education Program, one of them was a member of Department of Education of the Computer and Teaching Technologies (DECTT), and one of them was a member of Department of Education Sciences (DES). Moreover, third grader pre-service teachers' contributions were received for the preparation of the necessary environment in the process of implementation of the program.

MTTP was conducted in Sakarya University Education Faculty with five field experts, 18 classroom teachers, and seven classroom teachers who provided additional services. The program consisted of seven sessions in total six hours, 50 minutes for each session. Sessions are grouped under three main headings. First of all, briefing sessions (sessions 1, 2 and 3), workshop sessions (sessions 4, 5 and 6) and finally assessment session (7th session) were carried out.

Briefing Sessions: In the first three sessions, four educators gave briefing to the mentor teachers. In this briefing, mentor teachers have been provided with the information about the items below;

1. teacher training model,
2. the importance of implementation in training teachers,
3. the importance of the guidance of mentor teachers towards pre-service teachers in the implementation studies,
4. the aim, importance, necessity, content and time of the Mentor Teacher Training Program;
5. having standardized definitions of the terms about implementation studies,
6. the tasks and responsibilities of mentor teachers,
7. the models of an efficient mentor teacher

While these information are being shared in the first two session it have been benefitted from the presentations that are prepared by the two educators which includes the first five items that have been stated above and from the videos in which the classroom teacher candidates' statements of the mentor teacher activities they liked. In the third session, two educators carried out the studies that encapsulate the sixth and seventh items that are stated above. In this session, mentor teachers have been asked to draw two papers from the bell glass which included the teacher candidates' expectations from the mentor teacher. Mentor teacher has been expected to share their experiences and ideas in line with the expectations they drew from the bell glass.

Workshop Sessions: In the fourth session, under the guidance of the four educators, the workshops were conducted by stressing the tasks and responsibilities of the mentor teacher in the light of the four separate case studies prepared according to experts' opinions. Each teacher joined the necessary group by choosing the workshop s/he wanted to work with (planning/briefing, observation/evaluation, transfer of authority, personal features). Each group did the activities that were about the workshops they chose under the guidance of the educator. In the group work process, the teachers came up with solutions to the problems in the case studies which were between the pre-service teachers and their mentor teachers. They wrote the problems they detected and their solution suggestions on the pre-prepared activity sheets. In the fifth and the sixth sessions, the teachers shared the problems they detected and the solution suggestions they invented with the teachers who are in the other groups. In the end of these sessions, a common activity sheet has been developed in which the problems decided by the teachers and solution suggestions took place for each exemplary situation.

Assessment Session: General assessment has been made regarding the MTTP that has been applied in the seventh session. The opinions of the teachers towards the program have been taken in this session. While the teachers were sharing their opinions, voice recorders were used in order not to lose any data. Moreover, in this session the MTTP Evaluation Form was distributed to be filled out the later on. Thus, it was ensured that the teachers could tell their ideas more openly. These forms were collected from the teachers after one week. At the end of the program, certificates were distributed to

the teachers who completed the program. After the MTTP, the educational term started in the university, and during 14 weeks, the teachers those who attended the MTTP and those who did not guided the students throughout the Teaching Practicum II process. This process continued during the term. At the end of the Teaching Practicum I process, the mentor teachers who attended the MTTP and those who did not were evaluated with the MTTRQ.

Data Analysis, Validity and Reliability

Descriptive analysis was used in analyzing the qualitative data. The data was coded with letters as mentor teacher MT, pre-service teachers TC and numbers according to their placements in the study. For instance, it was coded as TC11 (11th mentor teacher). The literature was reviewed, and experts' opinions were received in order to increase the reliability of the study, and the MTTP Evaluation Form was prepared. In order to increase the transmissibility of the study, it has been remained faithful to the nature of the data with the direct citations. In order to maintain the consistency of the study, in the analyzing of the data, the coding was done by the two experienced expert researchers who worked separately about the qualitative data subject. The coding was compared, and their reliability percentages were calculated. The Reliability=Consensus/(Consensus+Dissensus) X100 formula was used on the coding done by the two researchers for reliability purposes (Miles & Huberman, 1994). The consensus between coders was found 97%. As the consensus percentage above 90% is regarded as reliable, the study was considered to be reliable in terms of data analysis. To provide the confirmation of the study, the data collection tools, raw data, and the coding were kept by the researchers to be presented for future inspections when it is found necessary.

In the analysis of the qualitative data, the Chi-square test with two variables was used. In the analysis of the Chi-square test, the significance level was taken as .05. Moreover, in a situation of the expected value is less than 5 by looking at the stigma number if it is not over %20 chi-square analysis (Tabachnick & Fidell, 2007), if it is over % and frequency analysis have been done.

Results

To take their opinions about program, four questions were asked to teachers who attended the program. First of all, it was asked "if the MTTP is beneficial or not", and 18 out of 18 teachers who attended the program told that it was beneficial. Second question was "What are the benefits of the MTTP". The given answers are provided with the codes on Table 2.

Table 2. The Findings Regarding the Benefits of MTTP according to Mentor Teachers' Opinions

Theme In terms of	Codes	f
Pre-service teacher	Learning what their problems are	15
	Learning how to meet their needs	12
	Learning what their expectations are	8
	Learning what their responsibilities are	3
Mentor Teacher	Learning what their tasks and responsibilities are	16
	Noticing the necessity of attending this program	13
	Learning how to mentor	9
	Noticing the necessity of the right communication	9
	Learning what the corrects/faults/minuses are	5
	Finding the opportunity to empathize with	5
	Finding the opportunity to share the experiences	3
Teacher Training	Finding the opportunity to assess the importance of teaching practices	12

In line with the answers of the mentor teachers who attended MTTP, the benefits of the program were gathered under three themes which in terms of pre-service teacher, mentor teacher and teacher training. MTTP has been found beneficial by the mentor teachers for the learning of, when it is looked from the perspective of teacher candidates, the problems the teacher candidate has, the expectations of the teacher candidate, how to meet their expectations and what are the responsibilities of the teacher candidate. MTTP has been found beneficial when it is looked from perspective of the mentor teacher for items of, learning what the tasks and responsibilities of the mentor teacher are, noticing the necessity of attending this program, learning how to mentor, noticing the necessity of the right communication, learning what the corrects/faults/minuses are, finding the opportunity to empathize with, finding the opportunity to share the experiences. MTTP has been found beneficial from the perspective of teacher training for it provides the opportunity for the assessment of the importance of teaching practices. Mentor teachers' exemplary statements for the codes can be given as; MT11's *"I learned what the expectations of the teacher candidates are from us. I found the opportunity to assess the teaching practices I did until now."*, MT4's *"I received information about the faults that are made in the implementation in general and what the expectations are according to the questionnaire findings that has been applied to the teacher candidates and how meet the these expectations."* And MT13's *"We learned the expectations of our candidate friends from us. We saw the faults we made. We learned what we should do. We saw that implementation program is more important than we guess with the academic evidence."*

18 classroom teachers pointed out that program has features that need to be improved as an answer for the third question *"Are there any features of MTTP that need to be improved?"*. Fourthly, the opinions of the mentor teachers who involved in MTTP about the features of program that need to be improved are asked and findings are given on Table 3.

Table 3. The Findings Regarding the Features of MTTP That Needs to be Improved according to the Opinions of Classroom Teachers

Theme	Codes	f
From the perspective of the attendees	Numerical limitation of the attendance of the mentor teachers	15
	Other shareholders sitting out the program	12
From the perspective of the program	Short time for the program	18
	Shortage of the variety of the methods for the study of the exemplary situations	9
	Not categorizing the program into different titles (administrator, teacher, instructor etc.)	5
	Lack of coordination among the staffs in the program	3

The opinions of the mentor teachers regarding the improvement of the MTTP have been gathered under two themes; attendees and program. When it is looked from the perspective of the attendees 15 of the classroom teachers stated that this program should be applied to all of the teachers, 12 of them stated that the other shareholders should be involved in this program as well. When it is looked from the perspective of the program, 18 of the classroom teachers stated that a short amount of time spared for the program, 9 of them stated that there is a shortage of the variety of the methods for the study of the exemplary situations, 5 of them stated that the program have not been categorized into different titles (administrator, teacher, instructor etc.) and 3 of them stated that there is a necessity for the improvement of the program for the reason of lack of coordination among the staffs in the program. Mentor teachers' exemplary statements for the codes can be given as; MT1's *"It is beneficial to improve this program and applying it to all of the teachers in a more detailed way."*, MT3's *"The program should have more time and the interns, the instructors and mentor teachers should attend to program together."*, MT8's

"Increasing the coordination of all of the attendants in this program." MT13's "Since the reading of the case studies in this program takes a lot of time, different methods such as drama can be tried."

The opinions of teacher candidates in the groups A and B, at the end of the Teaching Practicum II process, about the mentor teachers' fulfilling their tasks and responsibilities are shown on Table 4.

Table 4. The Findings Regarding Mentor Teachers' Fulfilling Their Tasks and Responsibilities according to Pre-Service Teachers

MTCEQ Items		Group A		Group B		sd	χ^2	p
		No	Yes	No	Yes			
1. S/he planned stable meeting hours.	f	7	37	34	19	1	22.93	.000*
	%	15.9	84.1	64.2	35.8			
2. Introduced me as a teacher to other teachers and school staff.	f	13	31	18	35	1	.22	.642
	%	29.5	70.5	34	66			
3. Introduced me as a teacher to the class in which I would be doing my implementation.	f	3	41	24	29			
	%	6.8	93.2	45.3	54.7			
4. Informed me about the personal differences about the students in the classroom in which I would be doing my implementation.	f	6	38	23	30	1	10.16	.001*
	%	13.6	86.4	43.4	56.6			
5. Informed me about the information technologies that could be found in the school.	f	14	30	16	37	1	.30	.863
	%	31.8	68.2	30.2	69.8			
6. Helped me in my planning of the education-teaching activities.	f	12	32	22	31	1	2.14	.143
	%	27.3	72.7	41.5	58.5			
7. Showed me exemplary activities about the lesson I was planning to perform.	f	11	33	18	35	1	.92	.337
	%	25.0	75.0	34	66			
8. Checked the lesson plans and the tools I had prepared.	f	11	33	29	24	1	8.76	.003*
	%	25	75	54.7	45.3			
9. Observed me while I was performing.	f	4	40	15	38	1	5.63	.018*
	%	9.1	90.9	28.3	71.7			
10. Gave me feedback at the end of my performance.	f	9	35	25	28	1	7.54	.006*
	%	20.5	79.5	47.2	52.8			
11. Criticized me in the classroom environment (in front of the students).	f	40	4	25	28	1	20.81	.000*
	%	90.9	9.1	47.2	52.8			
12. Criticized me in a constructive way.	f	10	34	25	28	1	6.23	.019*
	%	22.7	77.3	47.2	52.8			
13. Evaluated my education-teaching activities.	f	9	35	13	40	1	.23	.633
	%	20.5	79.5	24.5	75.5			
14. Informed me about my evaluation results.	f	13	31	15	38	1	.02	.893
	%	29.5	70.5	28.3	71.7			
15. S/he was patient.	f	7	37	7	46	1	.14	.706
	%	15.9	84.1	13.2	86.8			
16. S/he was sincere.	f	8	36	21	32	1	5.27	.022*
	%	18.2	81.8	39.6	60.4			
17. S/he was caring.	f	8	36	7	46	1	.45	.500
	%	18.2	81.8	13.2	86.8			

Table 4. Continued

MTCEQ Items		Group A		Group B		sd	χ^2	p
		No	Yes	No	Yes			
18. Possessing effective communication skills.	f	7	37	5	48	1	.93	.335
	%	15.9	84.1	9.4	90.6			
19. Saw me as his/her colleague.	f	4	40	4	49			
	%	9.1	90.9	7.5	92.5			
20. S/he was an eligible teacher model.	f	9	35	10	43	1	.038	.845
	%	20.5	79.5	18.9	81.1			
21. S/he was eager to tell his/her opinions about to teach what and how.	f	9	35	25	28	1	7.54	.006*
	%	20.5	79.5	47.2	52.8			

*=p<.05

The opinions of the pre-service teachers in the A and B groups related to the guidance of the teachers in the application of Teaching Practice II showed a significant difference in some items (p<.05). In the presentation of the findings, statistically significant items are presented first.

As one of the items in MTCEQ "*Planned stable meeting hours.*" showed significant difference for the pre-service teachers in group A ($\chi^2(1)=22.93$, p<.05). 84.1% of the pre-service teachers in group A said their mentor teachers planned stable meeting hours; on the other hand, the percentage in group B was only 35.8%. For the item of "*Informed me about the personal differences of the students in the classroom*", there was a significant difference for the experiment group ($\chi^2(1)=10.16$, p<.05). The %86.4 of the pre-service teachers in group A said they had been introduced as a teacher to the class in which they were going to do their implementations, in the group B this percentage was found as 56.6%. For the item of "*Checked the lesson plans and the tools I had prepared.*", there was a significant difference for group A ($\chi^2(1)=8.76$, p<.05). The 75% of the pre-service teachers in group A said the mentor teacher checked their lesson plans and the tools they had prepared, in group B the percentage was 45.3%. For the item of "*Observed me while I was performing.*", there was significant difference for group A ($\chi^2(1)=5.63$, p<.05). The 90.9% of the pre-service teachers in group A said that their mentor teachers observed them while they were performing, in group B the percentage was 71.7%. For the item of "*Gave me feedback after my performance.*", there was a significant difference for the pre-service teachers in group A ($\chi^2(1)=7.54$, p<.05). The 79.5% of the pre-service teachers in group A said their mentor teachers gave feedback after their performances; the percentage for group B for this item was 52.8. As a negative item for mentor teachers "*Criticized me in the classroom environment (in front of the students).*", there was mean significant difference for group A ($\chi^2(1)=20.81$, p<.05). The 9.1% of the pre-service teachers in group A said their mentor teachers criticized them in the classroom environment, in group B the percentage for this item was 52.8. For the item of "*Gave constructive feedback.*", there was a significant difference for the pre-service teachers in group A ($\chi^2(1)=6.23$, p<.05). The 77.3% of the pre-service teachers in group A said that their mentor teacher gave constructive feedback, the percentage in group B for this item was 52.8. For the item of "*S/he was sincere.*", there was a significant difference for the pre-service teachers in group A ($\chi^2(1)=5.27$, p<.05). The 81.8% of the pre-service teachers in group A said their mentor teacher was sincere to them, in group B the percentage was 60.4. For the item of "*S/he was eager to tell his/her opinions about what to teach and how to teach.*", there was a significant difference for the pre-service teachers in group A ($\chi^2(1)=7.54$, p<.05). The 79.5% of the pre-service teachers in group A stated that their mentor teacher was eager to tell his/her opinions about what to teach and how to teach, in group B the percentage for this item was 52.8.

It has been identified that the mentor teachers who attended to MTTP, introduce candidate as a teacher to the class s/he will be doing his/her implementation (%93.2-%54.7), introduce the candidate teacher as a teacher to the other teachers and to the school personnel (%70.5-%66), help them with the planning of the education-training activities (%72.7-%58.5), show related activities to the teacher candidate about his/her planned lesson (%75-%66) and assess the education-teaching activities (%79.5-%75.5) at a higher rate than those who did not attend.

It has been reached to the conclusion that the mentor teachers who attended MTTP consider the teacher candidate as a colleague (%90.9-%92.5), giving information to the teacher candidates about the information technologies (%68.2-%69.8), informing the teacher candidate about results of assessment (%70.5-%71.7), they are patient (%84.1-%86.8), they are caring (%81.8-%86.8), they have effective communication skills (%84.1-%90.6), they are competent teacher models (%79.5-%81.1) at approximately same rate with the mentor teachers who did not attend.

Discussion, Conclusion and Suggestions

The pre-service teachers have problems with their mentor teachers in the practicum under the various topics that can be taken as different issues. In this study, the problems that have been gathered with the need analysis the pre-service teachers have with their mentor teachers are classified under four themes; planning/briefing, observation/evaluation, transfer of authority, and personal features. When the literature has been examined results obtained in the study of need analysis shows consistency with the study results which have found that in line with the theme of Planning/Briefing, the mentor teachers do not provide enough guidance for the teacher candidates in the process of planning the lesson and their levels of checking the prepared lesson plan and materials are low (Baştürk, 2009; Gökçe & Demirhan, 2005; Paker, 2008), in line with the theme of "observation/assessment" mentor teachers usually do not attend the classes and do not observe the teacher candidate, their levels of giving information about the results of the assessment and giving reinforcer to teacher candidate are low (Aslanargun et al., 2012; Gökçe & Demirhan, 2005; Paker, 2008), in line with the theme of "transfer of authority" the mentor teacher feels the need of correcting the teacher candidate by interfering the lesson (Mays Woods, 2003), in line with the theme of "personal features" the communication between mentor teacher-teacher candidate is weak, mentor teachers are not good listeners and mentor teachers cannot be a good model, cannot be aware of his/her responsibilities and cannot be volunteer to collaboration (Görgen et al., 2012; Kocadere & Aşkar, 2013; Sarıçoban, 2008).

If the mentor teacher interrupts, corrects, or asks him/her questions in classroom or in front of the students, the mentor teacher hinders the pre-service teacher's development and establishment of a harmonious communication with the students. The mentor teacher can prevent this situation by checking the plans that the pre-service teacher prepared beforehand (Cooperating Teacher Informational Guide, 2012). As it can be seen, there are some reasons for the emergence of every problem, and there are some things that should be done to prevent the problem. Within the scope of this research, in order to prevent the problems encountered between the pre-service teachers and the mentor teachers determined during the Teaching Practice I course as well as other problems identified in the literature for the themes determined in the research, MTTP was developed and mentor teachers were trained. In line with this, scientific studies have also suggested that mentor teachers should be trained (Akçamete, Aslan, & Dinçer, 2010; Aslan & Dayıoğlu Öcal, 2012; Bektaş & Ayvaz, 2012).

After the training, mentor teachers' opinions about MTTP were examined and they stated that they would be more efficient in mentorship process by expressing that education was efficient. 1600 pre-service teachers and 750 mentor teachers attended the training program which was developed by Riggs and Sandlin (2002). At the end of the study, they reached the conclusion that mentor training is effective in terms of classroom management, discipline, and developing professional approach. In her

study, Yalın Uçar (2008) found that mentor teachers participating in the program increased their competence and attitudes towards mentorship at the end of the program developed for mentor teacher training. Gareis and Grant (2014) found in their studies that the mentor teachers' self-efficacies who attended the mentorship training were higher than those who did not. The results for the benefits of the program obtained from this study overlap with the Gareis and Grant's (2014), Yalın Uçar's (2008) and Riggs and Sandlin's (2002) studies. In addition, the mentor teachers stated that the MTTP should be improved in terms of participant and program. Peker et al. (2018) and Peker (2018), in their research, found that, as a requirement of model A, all stakeholders simultaneously took part in the process, and that prospective teachers gained many professional achievements such as transparency, reflective thinking, versatility and objectivity in the Teaching Practicum courses. In this respect, the result obtained from these studies can be an example of teachers' views on enriching the stakeholder and program content for improving the program.

At the end of the Teaching Practicum II class, there were differences between the mentor teachers who attended the MTTP and those who did not in terms of stable meetings, introducing the pre-service teacher to primary school students as teacher, informing the pre-service teachers about the personal differences about the students in the classroom, checking the lesson plans and the materials that the pre-service teacher had prepared, observing the pre-service teacher while s/he was performing, giving feedback, not criticizing the pre-service teacher in the classroom, criticizing constructively, being sincere and eager. First, at the end of the study, according to opinions of the pre-service teachers, the differences which have occurred between the mentor teachers who attended the MTTP and those who did not were classified and argued under five titles, then the similarities were discussed.

Firstly, it is found that the mentor teachers who did not attend the MTTP do not hold stable meetings enough; on the other hand, the mentor teachers who attended the MTTP plans meeting hours with their pre-service teachers. The planning of meeting hours is essential for pre-service teachers in professional development in terms of guiding the pre-service teachers, giving feedback about his/her performance and improvement, his/her expectations, wishes or suggestions. This situation increases the communication between mentor teacher and pre-service teacher as well as the sincerity. Mentor teachers may prepare a meeting schedule with their pre-service teachers at the beginning of the term. Faculty staff responsible for practicum should follow this schedule, and this schedule should be taken into consideration for choosing the mentor teacher in the new term.

Secondly, it is found that the mentor teachers who did not attend the MTTP give insufficient information about the personal differences of the students, those who attended the MTTP gives the necessary information to pre-service teachers. Sandholtz and Wasserman (2001) pointed out in the results of their studies that pre-service teachers sweat in seeing the personal differences of the students. According to this, the mentor teachers should give information about the personal differences of the students, share their experiences about how they point out those differences, be a guide about how to plan the teaching regarding those differences. The mentor teachers who attended the MTTP, as stated in the literature guided the pre-service teachers to plan and to implement with the information they gave.

Thirdly, it has been found that the mentor teachers who did not attend the MTTP are inefficient in checking the lesson plans and the materials which the pre-service teacher prepared, as for the mentor teachers who attended the MTTP do this checking efficiently. Thanks to this control, the pre-service teacher did not confront with the interference situation to his/her class. As a result of this, the mentor teachers who did not attend the MTTP criticize the pre-service teachers in the classroom environment (in front of the students), those who attend the MTTP make their criticisms outside the classroom and

constructively. Besides, mentor teacher's checking of the lesson plans and the materials will make the pre-service teacher feel safe.

Fourthly, it is found that the mentor teachers who did not attend the MTTP are inefficient in observing and giving feedback to pre-service teachers, those who attended to MTTP give feedback by observing the pre-service teacher. In many studies, it is seen that the mentor teachers are not observing while the pre-service teachers are performing and are not giving feedback to pre-service teachers. The results acquired from this study show consistency with the studies of Gündoğdu, Coşkun, Albez, and Bay (2010), Paker (2008) and Kuter (2009). The mentor teachers' observations and their evaluations of the results of their observations are crucial for the development of the pre-service teachers (Oral, 2003). There is a positive effect of giving feedback to pre-service teachers on their pedagogic attitudes (Coulon, 2000; Rhoads et al., 2013). Harmandar, Bayrakçeken, Kıncal, Büyükkasap, and Kızılkaya (2000) reached the conclusion that the feedback given to pre-service teachers create change of attitude in the wanted way. The implementation of the mentor teachers who attended the MTTP and the statements in the literature show that the feedback given by the mentor teachers will contribute to the development of the pre-service teachers.

Fifthly, the pre-service teachers found the mentor teachers who attended the MTTP sincerer. It is found that the pre-service teachers who expect their mentor teachers to be eager to tell his/her opinions on what to teach and how to teach have met their expectations in the teachers those who attended the MTTP (Bektaş & Ayvaz, 2012). Thus, both studies reinforce each other.

It has been identified that the mentor teachers who attended to MTTP introduced the teacher candidates as a teacher to the classes they are going to implement and considers the teacher candidate as a colleague at a higher rate. The relation between mentor teacher and teacher candidate is an essential component in teacher candidates' pre-service trainings. Understanding this relation is crucial for facilitating the improvement of the teacher candidate. According to Montgomery (2000) in order to facilitate this relation between mentor teacher and teacher candidate, there should be a "colleague relation. Mentor teachers' consideration and introducing the teacher candidates as teachers is a sign for the beginning of this relation.

It has been reached to conclusion that the mentor teachers who attended to MTTP introduces the candidate teacher as a teacher to the other teachers and to the school personnel at approximately the same rate with those who did not attend and giving information to the teacher candidates about the information technologies, helping them with the planning of the education-training activities, showing related activities to the teacher candidate about his/her planned lesson, assessing the education-teaching activities, informing the teacher candidate about results of assessment, they are patient, they are caring, they have effective communication skills, they are competent teacher models.

Koç (2012) classifies the roles of the mentors as academic supporter, psychological supporter, social supporter, self-trainer, and organizer. Providing feedback to pre-service teachers about his/her teaching performance, planning of the lesson, willing to give facilitative information are in the academic supporter role of the mentor teacher. In the light of this, the results acquired from this study, in short, show that the mentor teachers who attended the MTTP give more academic support to pre-service teachers when they are compared to the teachers who did not attend.

Whether they attended the MTTP or not, it is found that the mentor teachers provided pre-service teachers with exemplary activities, evaluated the pre-service teachers, patient, a skilled teacher model who has the skill to communicate effectively. This finding shows consistency with the findings of the study conducted by Gareis and Grant (2014). Based on these results, the following suggestions were developed.

The 21st century will require special skills for the new generations. There are many studies on what this century skills are, and they are still being conducted (Bybee & Fuchs, 2006; Dumont & Istance, 2010; Ministry of National Education, 2009; Saavedra & Opfer, 2012a, 2012b; Silva, 2009). Teachers play a huge role in gaining these skills to society. When it is thought that teachers should have these skills in the first place, the importance of the implementation in teacher training and the importance of mentor teachers' guidance to pre-service teacher in implementation are increasing. Therefore, the process of choosing mentor teachers should be done consciously. Mentor teachers should be chosen among the teachers who have the same field of expertise and be aware of his/her tasks and responsibilities by joining the MTTP and among those who gained the necessary features. Thus, implementations can be done nationwide by all of the institutions where teachers are being trained by adopting the program into their fields.

In the future studies, MTTP can be applied with the attendance of all the shareholders. Thus, it can be possible to improve the empathy towards the processes both, the learning of the tasks and responsibilities among the shareholders and actualization of these tasks and responsibilities.

In the scope of the teaching practicum course, mentor teacher and teacher candidate can be included into MTTP with specific timelines. Thereby, it can be contributed to the solution process by planning various studies about failed tasks and responsibilities.

A more diverse MTTP can be developed by merging a meta-analysis which will be applied to the studies that are in the literature and with the findings from the studies that will be conducted with more attendants with the teacher candidates. With this way, in the scope of teaching practicum course, the teacher candidates can be provided with a more effective experience.

In this study the problems with the mentor teacher the teacher candidate have are merged into five categories; planning/briefing, observation/assessment, transfer of authority and personal features. Trainings can be organized with the attendance of all the shareholders about MTTP regarding these themes. By this way, it will be possible the reflection of the outcomes of the shareholders in the process of teaching practicum course with the trainings that will be organized in the scope of special themes.

References

- Akçamete, G., Aslan, B., & Dinçer, Ç. (2010). *Uygulama öğretmenlerinin mentörlük becerilerinin değerlendirilmesi*. Paper presented at 2. Uluslararası Öğretmen Yetiştirme Politikaları ve Sorunları Sempozyumu, Ankara.
- Akyıldız, S. (2018). Uygulama öğretim elemanları ile uygulama öğretmenlerinin görev ve sorumluluklarını yerine getirme düzeylerinin incelenmesi. *Asya Öğretim Dergisi*, 6(1), 21-39.
- Alger, C., & Kopcha, T. J. (2009). eSupervision: A Technology framework for the 21st century field experience in teacher education. *Issues in Teacher Education*, 18(2), 31-46. Retrieved from <https://www.learntechlib.org/p/68116>
- Ambrosetti, A. (2014). Are you ready to be a mentor? Preparing teachers for mentoring pre-service teachers. *Australian Journal of Teacher Education*, 39(6), 29-42.
- Anderson, D. (2007). The role of cooperating teachers' power in student teaching. *Education*, 128(2), 307-323.
- Aslan, B., & Dayıoğlu Öcal, S. (2012). A case study on mentoring in a teacher development program. *Journal of Education and Future*, 2, 31-48.
- Aslan, M., & Sağlam, M. (2018). Öğretmenlik uygulaması dersinin öğretmen adaylarının görüşlerine göre değerlendirilmesi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 33(1), 144-162.
- Aslanargun, E., Kılıç, A., & Acar, F. E. (2012). Uygulama öğretmenlerinin öğretmen adaylarına rehberlik düzeyleri. *Elektronik Sosyal Bilimler Dergisi*, 11(39), 1-21.
- Aytaçlı, B. (2012). Durum çalışmasına ayrıntılı bir bakış. *Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 3(1), 1-9.
- Baltacı Göktaş, S., Kesner, J., Uzun, A., Bulunuz, N., Gürsoy, E., & Bulunuz, M. (2014). Redefining a teacher education program: Clinical supervision model and ULUDAGKDM. *International Journal on New Trends in Education and Their Implications*, 5(2), 1-11.
- Baştürk, S. (2009). Öğretmenlik uygulaması dersinin öğretmen adaylarının görüşlerine göre incelenmesi. *İlköğretim Online*, 8(2), 439-456.
- Bektaş, M., & Ayvaz, A. (2012). öğretmen adaylarının öğretmenlik uygulaması dersinden beklentileri. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 8, 209-232. doi:10.17860/EFD.27551
- Bektaş, M., Ayvaz, A., & Horzum, M. B. (2011). *Sınıf öğretmenliği öğretmenlik uygulaması öğretim elemanı için öğretmen adayı gözlem formu geliştirme çalışması*. Paper presented at 10. Ulusal Sınıf Öğretmenliği Eğitimi Sempozyumu, Sivas.
- Bulunuz, N., & Bulunuz, M. (2015). Öğretmen eğitiminde klinik danışmanlık modeli ve mevcut uygulamaların değerlendirilmesi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 38, 131-141.
- Bulunuz, N., & Bulunuz, M. (2016). Öğretmen adaylarının mesleki gelişimi için iyi öğretmenlik uygulamaları: Klinik danışmanlık modeli. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 29(2), 401-429.
- Bulunuz N., & Gürsoy, E. (Ed.). (2018). *Klinik danışmanlık modeli: İyi öğretmenlik uygulamaları kılavuzu*. Ankara: Anı Yayıncılık.
- Bulut Albaba, M. (2017). Teacher learning during transition from pre-service to novice EFL teacher: A longitudinal case study. *Novitas-ROYAL (Research on Youth and Language)*, 11(2), 142-154.
- Bütün, M. (2015). Öğretmenlik uygulaması dersinde ders imcesi modelinin değerlendirilmesi: Sorunlar ve çözüm önerileri. *Adıyaman Üniversitesi Eğitim Bilimleri Dergisi*, 5(2), 136-167.
- Bybee, R. W., & Fuchs, B. (2006). Preparing the 21st century workforce: A new reform in science and technology education. *Journal of Research in Science Teaching*, 43(4), 349-352.
- Clifford, E. (1999). Mentors and proteges: Establishing systems of assisted performance in preservice teacher education. *Early Child Development and Care*, 156(1), 35-52.

- Cooperating Teacher Informational Guide. (2012). Office of educator development and clinical practice, University of Louisville Cooperating teacher informational guide. Retrieved from <http://louisville.edu/education/fieldplacement/forms/The%20Role%20of%20the%20COOPERATING%20TEACHER.doc>
- Coulon, S. C. (2000) The impact of cooperating teachers' task statements on student teachers' pedagoji behaviors. *College Student Journal*, 34(2), 284-297.
- Council of Higher Education. (1998). *Fakülte-okul işbirliği*. Retrieved from <https://www.yok.gov.tr/Documents/Yayinlar/Yayinlarimiz/Fakulte-Okul-Isbirligi.pdf>
- Çelik, M. (2008). Pre-service EFL teachers' reported concerns and stress for practicum in Turkey. *Eğitim ve Bilim*, 33(150), 97-105.
- Çetinkaya, E., & Kılıç, D. (2017). Öğretmenlik uygulaması dersinin etkililik düzeyinin okul yöneticisi, sınıf öğretmeni ve öğretmen aday görüşlerine göre incelenmesi. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 21(2), 561-571.
- Davey, L. (1991). The application of case study evaluations. *Practical Assessment, Research & Evaluation*, 2(9). Retrieved from <http://pareonline.net/getvn.asp?v=2&n=9>
- Dönmez Usta, N., & Turan Güntepe, E. (2016). Okul deneyimi ve öğretmenlik uygulaması derslerine ilişkin öğretmen adaylarının görüşleri. *Journal of International Social Research*, 9(42), 1214-1223.
- Dumont, H., & Istance, D. (2010). Analysing and designing learning environment for the 21st century. *The Nature of Learning: Using Research to Inspire Practice*. OECD Publications.
- Efe, R., Hevedanlı, M., Maskan, A. K., & Gönen, S. (2012). *Okul deneyimi ve öğretmenlik uygulaması* (R. Efe, Ed.) (2nd ed.). Ankara: Anı Yayıncılık.
- Elçiçek, M., & Bahçeci, F. (2016). öğretmenlik uygulaması dersi için tasarlanan moodle tabanlı bir sistemin kullanılabilirliğinin incelenmesi. *Eğitim Teknolojisi Kuram ve Uygulama*, 6(2), 120-133.
- Enz, B. J., & Cook, S. J. (1992). *Student teachers' and cooperating teachers' perspectives of mentoring functions: Harmony or dissonance?*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Epps, R. B. (2010). *Cooperating teacher effectiveness as perceived by student teachers and cooperating teachers in Ohio agricultural education*. Columbus, OH: The Ohio State University. Retrieved from https://etd.ohiolink.edu/rws_etd/document/get/osu1280772093/inline
- Erbilgin, E. (2012). Matematik uygulama öğretmenlerinin rehberlik işlevlerini geliştirmek. *X. Ulusal Fen Bilimleri ve Matematik Eğitimi Kongresi*. Niğde. Retrieved from http://kongre.nigde.edu.tr/xufbmek/dosyalar/tam_metin/pdf/2391-30_05_2012-15_25_58.pdf
- Feiman Nemser, S., B. Parker, M., & Zeichner, K. (1990). *Are mentor teachers teacher educators?*. Paper presented at the Annual Meeting Of The American Educational Research Association, Boston. Retrieved from <http://ncrtl.msu.edu/http/rreports/html/pdf/rr9211.pdf>
- Fish, D. (1995). *Quality mentoring for student teachers*. London: David Fulton.
- Gaffey, C. (1994). *Effects of a training program on practicum supervisor knowledge and performance* (Unpublished doctoral dissertation). Macquarie University in Sydney, New South Wales, Australia.
- Ganser, T. (1996). The cooperating teacher role. *Teacher Educator*, 31, 283-291. doi:10.1080/08878739609555121
- Gareis, C. R., & Grant, L. W. (2014). The efficacy of training cooperating teachers. *Teaching and Teacher Education*, 39, 77-88. doi:10.1016/j.tate.2013.12.007
- Gedik, N., & Göktaş, Y. (2010). Öğretmenlik uygulaması, In İ. H. Demircioğlu (Ed.), *Aday öğretmenler için okul deneyimi ve öğretmenlik uygulaması* (2nd ed., pp. 67-98). Ankara: Anı Yayıncılık.

- General Directorate of Teacher Training and Education. (2018). *Uygulama öğrencilerinin millî eğitim bakanlığına bağlı eğitim öğretim kurumlarında yapacakları öğretmenlik uygulamasına ilişkin yönerge*. Retrieved from http://oygm.meb.gov.tr/meb_iys_dosyalar/2018_06/25172143_YYnerge.pdf
- General Directorate of Teacher Training and Education. (n.d.). *Mesleki gelişim programı*. Retrieved from <http://oygm.meb.gov.tr/dosyalar/StPrg/Kurslar/2.01.01.05.027%20%C3%96%C4%9Fretmenlik%20Uygulamas%C4%B1%20Dan%C4%B1%C5%9Fmanl%C4%B1%C4%9F%C4%B1%20E%C4%9Fitim i%20Kursu.docx>
- Golland, J. (1998). A lesson plan model for the supervision of student teaching. *Education*, 118(3), 376-381.
- Gökçe, E., & Demirhan, C. (2005). Pre-service teachers and supervising teachers' opinions about activities of teaching practice in elementary schools. *Ankara University, Journal of Faculty of Educational Sciences*, 38(1), 43-71.
- Gömleksiz, M. N., Kan, A. Ü., & Öner, Ü. (2017). Etkili öğretmenlik eğitimi perspektifinde öğretmenlik uygulaması dersine eleştirel bir yaklaşım: Nitel bir inceleme. *Tarih Okulu Dergisi (TOD)*, 10(XXXII), 927-954.
- Görgeç, İ., Çoçalışkan, H., & Korkut, Ü. (2012). Öğretmenlik uygulaması dersinin öğretmen adayları, uygulama öğretmenleri ve uygulama öğretim üyeleri açısından işlevselliği. *Muğla Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 28, 56-72.
- Guyton, E., & McIntyre, D. J. (1990). Student teaching and school experiences. In W. R. Houston (Ed.), *Handbook of research on teacher education* (pp. 514-534). New York: Macmillan.
- Gümüş, N., Özbaş, B. Ç., Gülersoy, A. E., Duman, D., Türker, H., Avcı, G., & Dikicigil, Ö. (2018). Sosyal bilgiler öğretmenlerinin "Öğretmenlik Uygulaması" dersine ilişkin görüş ve önerileri. *Electronic Turkish Studies*, 13(11), 593-613.
- Gündoğdu, K., Altın, M., Üstündağ, N., & Altay, B. (2018). Öğretmen adayları öğretmenlik uygulamasında yeterli mi? (Bir olgubilim çalışması). *Adnan Menderes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 5(1), 150-166.
- Gündoğdu, K., Coşkun, Z. S., Albez, C., & Bay, E. (2010). Sınıf öğretmeni adaylarının öğretmenlik uygulamasına ilişkin görüşleri ve beklentileri. *Bayburt Eğitim Fakültesi Dergisi*, 5(1-2), 55-67.
- Gürsoy, E., Bulunuz, N., Baltacı-Göktalay, Ş., Bulunuz, M., Kesner, J., & Salihoğlu, U. (2013). Clinical supervision model to improve supervisory skills of cooperating teachers and university supervisors during teaching practice. *HU Journal of Education*, 1, 191-203.
- Gürsoy, E., Kesner, J. E., & Salihoğlu, U. M. (2016). Clinical supervision model in teaching practice: does it make a difference in supervisors' performance?. *Australian Journal of Teacher Education*, 41(11), 61-76. doi:10.14221/ajte.2016v41n11.5
- Harmandar, M., Bayrakçeken, S., Kincal, R. Y., Büyükkasap E., & Kızılkaya, S. (2000). Kâzım Karabekir Eğitim Fakültesinde okul deneyimi uygulaması ve sonuçlarının değerlendirilmesi. *Millî Eğitim Dergisi*, 148, 3-6.
- Henry, M. A., & Beasley, W. W. (1996). *Supervising student teachers the professional way* (5th ed.). Terre Haute, IN: Sycamore Press.
- Herzog, J., Ivanuš Grmek, M., & Čagan, B. (2012). Views of mentors on primary education student teaching. *Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje*, 14(1), 25-47.
- Hope College. (2016). *Hope University's handbook for cooperating teachers*. Retrieved from <https://hope.edu/academics/education/resources/student-teaching-handbook.pdf#search=%20Cooperating%20Teachers>.
- Johnson, W. B. (2015). *On being a mentor: A guide for higher education faculty*. New York, NY and London: Routledge.
- Kazu, İ. Y., & Yenen, E. T. (2014). Öğretmen yetiştirmede yeni bir yaklaşım: Klinik uygulama. *İlköğretim Online*, 13(3), 796-805.

- Kocadere, S. A., & Aşkar, P. (2013). Okul uygulamaları derslerine ilişkin görüşlerin incelenmesi ve bir uygulama modeli önerisi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 28(2), 27-43.
- Koç, C., & Yıldız, H. (2012). The reflectors of teaching experiences: Diaries. *Eğitim ve Bilim*, 37(164), 223.
- Koç, E. M. (2012). Idiographic roles of cooperating teachers as mentors in pre-service distance teacher education. *Teaching and Teacher Education*, 28(6), 818-826. doi:10.1016/j.tate.2012.03.007
- Koerner, M., Rust, F. O., & Baumgartner, F. (2002). Exploring roles in student teaching placements. *Teacher Education Quarterly*, 29(2), 35-58.
- Kuter, S. (2009). A multi-level analysis of the teacher education internship in terms of its collaborative dimension in Northern Cyprus. *International Journal of Educational Development*, 29, 415-425.
- Kuter, S. (2016). İşbirlikli mentorluk penceresinden öğretmen adaylarının ve öğretmenlerin mesleki gelişimi. *Eğitim ve Bilim*, 41(183), 129-145.
- Kuter, S., & Koç, S. (2009). A multi-level analysis of the teacher education internship in terms of its collaborative dimension in Northern Cyprus. *International Journal of Educational Development*, 29(4), 415-425.
- Leatham, K. R., & Peterson, B. E. (2009). Secondary mathematics cooperating teachers' perceptions of the purpose of student teaching. *Journal of Mathematics Teacher Education*, 13, 99-119.
- Liliane, P., & Colette, G. (2009). Analysis of the dynamics of the sharing knowledge between cooperating teacher and teacher-in-training: The partners' respective roles. *US-China Education Review*, 6(6), 71-80.
- Mays Woods, A. (2003). The role of the host teacher in the student teaching experience. *The Clearing House*, 76, 176-177.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded Sourcebook* (2nd ed.). Thousand Oaks, CA: Sage.
- Ministry of National Education. (2009). A teacher education model for the 21st century, a report by the National Institute of Education, Singapore. Retrieved from https://www.nie.edu.sg/docs/default-source/te21_docs/te21_executive-summary_14052010---updated.pdf?sfvrsn=2
- Ministry of National Education. (2018). Öğretmen adaylarının milli eğitim bakanlığına bağlı eğitim-öğretim kurumlarında yapacakları öğretmenlik uygulamasına ilişkin yönerge. Cilt 81, Sayı 2729, Ankara. MEB Yayınları.
- Mohan, R. (2011). *Teacher education*. New Delhi: PHI Learning Pvt. Ltd.
- Montgomery, B. (2000). The student and cooperating teacher relationship. *Journal of Family and Consumer Sciences Education*, 18(2), 7-15.
- Morris, J. E., Pannell, S. K., & Houston, W. R. (1984). Certification of supervising teachers: A process for improving teacher effectiveness. *The Teacher Education*, 20(3), 7-15. doi:10.1080/08878738409554855
- Nagel, N. G., & Smith, C. R. (1997). Working with student teachers. *Teaching for Excellence*, 17(2), 1-2.
- Nguyen, H. T. (2009). An inquiry-based practicum model: What knowledge, practices, and relationships typify empowering teaching and learning experiences for student teachers, cooperating teachers and college supervisors?. *Teaching and Teacher Education*, 25, 655-662. doi:10.1016/j.tate.2008.10.001
- Oral, B. (2003). Öğretmenin hizmet öncesi ve hizmet içi eğitimi. *Elektronik Sosyal Bilimler Dergisi*, 5(5), 1-9.
- Ozan, Ş., & Odabaşı, H. F. (2016). Sosyal medyada öğretmenlik uygulaması danışmanlık sürecine ilişkin öğrenci görüşleri. *Journal of Kırşehir Education Faculty*, 17(1), 599-613.
- Paker, T. (2008). Öğretmenlik uygulamasında öğretmen adaylarının uygulama öğretmeni ve uygulama öğretim elemanının yönlendirmesiyle ilgili karşılaştıkları sorunlar. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 1(23), 132-139.

- Peker, H. (2018). *Öğretmen yetiştirme modeli olan klinik danışmanlık modelinin bir sınıf öğretmeni adayının fen bilimleri öğretiminden nasıl uygulandığının betimlenmesi* (Unpublished master's thesis). Bursa Uludağ University, Bursa.
- Peker, H., Bulunuz, M., Onan, B., & Bulunuz, N. (2018). *Klinik danışmanlık modeli ile bir sınıf öğretmeni adayını fen öğretimine hazırlama süreci ve paydaşların rolleri*. Paper presented at Uluslararası Necatibey Eğitim ve Sosyal Bilimler Araştırmaları Kongresi, Balıkesir.
- Rhoads, K., Samkoff, A., & Weber, K. (2013). Student teacher and cooperating teacher tensions in a high school mathematics teacher internship: The case of Luis and Sheri. *Mathematics Teacher Education and Development*, 15, 108-128. Retrieved from <http://libaccess.mcmaster.ca/login?url=http://search.proquest.com/docview/1651843559?accountid=12347>
- Riggs, I. M., & Sandlin, R. A. (2002). *Professional development of mentors within a beginning teacher induction program: How does the garden (mentors) grow?* Paper presented at the Annual Meeting of the Educational Research Association, New Orleans.
- Roberts, T. G. (2006). Developing a model of cooperating teacher effectiveness. *Journal Agricultural Education*, 47(3), 1-13.
- Rozelle, J. J., & Wilson, S. M. (2012). Opening the black box offield experiences: How cooperating teachers' beliefs and practices shape student teachers' beliefs and practices. *Teaching and Teacher Education*, 28, 1196-1205. doi:10.1016/j.tate.2012.07.008
- Saavedra, A. R., & Opfer, V. D. (2012a). *Teaching and learning 21st century skills: Lessons from the learning sciences*. Asia society: New York. Retrieved from <https://www.aare.edu.au/data/publications/2012/Saavedra12.pdf>
- Saavedra, A. R., & Opfer, V. D. (2012b). Learning 21st century skills requires 21st century teaching. *The Phi Delta Kappan*, 94(2), 8-13. doi:10.1177/003172171209400203
- Saka, M. (2019). Fen bilgisi öğretmenlerinin okul deneyimi ve öğretmenlik uygulaması derslerine yönelik değerlendirmeleri. *İlköğretim Online*, 18(1), 127-148.
- Sandholtz, J. H., & Wasserman, K. (2001). Student and cooperating teachers: Contrasting experiences in teacher preparation programs. *Action in Teacher Education*, 23(3), 54-65, doi:10.1080/01626620.2001.10463075
- Sarıçoban, A. (2008). Okul deneyimi ve öğretmenlik uygulaması derslerine ilişkin uygulama öğretmenleri ve öğretmen adaylarının görüşleri. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 28(3), 31-55.
- Seçer, Z., Çeliköz, N., & Kayılı, G. (2010). Okul öncesi öğretmenliği okul uygulamalarında yaşanan sorunlar ve çözüm önerileri. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 7(1), 128-152.
- Seghers, M. (2000). *Reflections of cooperating teachers regarding strategies for future supervisory assignments*. Paper presented at National Forum of Teacher Education Journal-Electronic.
- Selvi, M., Doğru, M., Gençosman, T., & Saka, D. (2017). Fen bilimleri öğretmen adaylarının okul deneyimi ve öğretmenlik uygulaması derslerine ilişkin görüşlerinin etkinlik kuramına göre incelenmesi. *Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi*, 36(1), 175-194.
- Sezen Yüksel, N. (2017). Öğretmen adaylarının uygulama öğretmeni değerlendirmelerinin uygulama deneyimine göre incelenmesi. *Elektronik Sosyal Bilimler Dergisi*, 16(32), 1048-1062. doi:10.17755/esosder.293181
- Sezer, A. (2010). Okul deneyimi. In İ. H. Demircioğlu (Ed.), *Aday öğretmenler için okul deneyimi ve öğretmenlik uygulaması* (2nd ed., pp. 67-98). Ankara: Anı Yayıncılık.
- Sılay, İ., & Gök, T. (2004). *Öğretmen adaylarının uygulama okullarında karşılaştıkları sorunlar*. Paper presented at XIII. Ulusal Eğitim Bilimleri Kurultayı, Malatya.
- Silva, E. (2009). Measuring skills for 21st-century learning. *The Phi Delta Kappan*, 90(9), 630-634.

- Sinclair, C., Dowson, M., & Thistleton Martin, J. (2006). Motivations and profiles of cooperating teachers: Who volunteers and why?. *Teaching and Teacher Education*, 22, 263-279. doi:10.1016/j.tate.2005.11.008
- Stanulis, R. N. (1994). Fading to a whisper: One mentor's story of sharing her wisdom without telling answers. *Journal of Teacher Education*, 45(1), 31-38.
- Süral, S. (2017). Sınıf öğretmenliği öğretmen adaylarının öğretmenlik uygulaması dersindeki uygulama öğretmenleri hakkındaki düşüncelerinin incelenmesi. *Bilecik Şeyh Edebali Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 2(1), 277-299.
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston, MA: Pearson.
- Taşdere, A. (2014). Sınıf öğretmen adaylarının öğretmenlik uygulaması dersine yönelik yaşadıkları sorunlar ve çözüm önerileri. *Turkish Studies-International Periodical for the Languages, Literature and History of Turkish or Turkic*, 9(2), 1477-1497. doi:10.7827/TurkishStudies.6254
- Taşgın, A., & Küçüköğlü, A. (2016). The effect of clinical practice on teacher candidates' self-efficacy perceptions. *Çukurova University Faculty of Education Journal*, 45(2), 265-286.
- Tatlı, Z., & Bayramoğlu, A. (2015). Öğretmenlik uygulaması sürecinin dijital öyküler ile yansıtılması. *Öğretim Teknolojileri & Öğretmen Eğitimi Dergisi*, 4(2), 16-28.
- Tüfekçi, S. (1999). Öğretmenlik uygulamasının değerlendirilmesi. *Dokuz Eylül Üniversitesi Eğitim Fakültesi Dergisi*, 10, 211-216.
- Veal, M. L., & Rikard, L. (1998). Cooperating teachers' perspectives on the student teaching triad. *Journal of Teacher Education*, 49(2), 108-119. doi:10.1177/0022487198049002004
- Vršnik Perše, T., Ivauš Grmek, M., Bratina, T., & Košir, K. (2015). Students' satisfaction with teaching practice during pre-service teacher education. *Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje*, 17(2), 159-174.
- Weasmer, J., & Woods, A. M. (2003). The role of the host teacher in the student teaching experience. *The Clearing House*, 76(4), 174-177.
- Yalın Uçar, M. (2008). *Uygulama öğretmenliği eğitiminin, uygulama öğretmenliğine ilişkin yeterliliğe ve tutuma etkisi* (Unpublished doctoral dissertation). Hacettepe University, Ankara.
- Yalın Uçar, M. (2015). Uygulama öğretmenlerinin perspektifinden "uygulama öğretmeni" yeterlikleri. *Elektronik Sosyal Bilimler Dergisi*, 14(52), 54-68. doi:10.17755/esosder.74563
- Yalın Uçar, M. (2017). Uygulama öğretmenlerinin görev, rol ve eğitim gereksinimlerine ilişkin algıları. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 32(1), 46-62. doi:10.16986/HUJE.2016015870
- Yılmaz, A., & Namlı, S. (2017). Öğretmenlik uygulaması dersine katılan uygulama öğretmeni ve öğretmen adaylarının mesleki yeterliklerine ilişkin görüşleri. *International Journal of Human Sciences*, 14(3), 3061-3077. doi:10.14687/jhs.v14i3.4223