

1. The practice teachers selected for practice students have attended the 5-day “Teacher Practice Consultancy Trainer Training Course” organized by the Ministry of National Education (MEB) Directorate General of Teacher Training and Development. In this course, teachers were provided with comprehensive and practical training on the "Clinical Consultancy Model" (Clinical Consultancy Model: A Guide to Good Teaching Practices; Bulunuz & Gürsoy, 2018). Teachers who have received this certification have been informed on how to provide consultancy to practice students in line with the model within the scope of the teaching practice course, how to manage the consultancy process, and the interview techniques that can be used in the observation and feedback process. In accordance with the protocol signed between YÖK and MEB, teachers who have not attended this course are no longer assigned practice students in their classrooms. This protocol gives teachers much more responsibility than before in the professional development of practice students.

2. The “Regulation on Teaching Practice in Educational Institutions Affiliated with the Ministry of National Education” states that “In each semester, the practice student will teach at least 4 (four) lessons in the presence of the practice teacher during different weeks” (For the full regulation on Teaching Practice in Schools affiliated with MEB, [click here](#)). However, the course schedule indicates that practice students will be allowed to teach lessons for 10 weeks. Within these 10 weeks, 4 weeks will be selected in collaboration with the practice student and practice teacher. The practice student will plan and deliver lessons during these 4 weeks and receive feedback on their performance from other stakeholders. Additionally, the practice instructor and the practice teacher, "if deemed necessary," may ask the practice student to teach more than 4 lessons and observe their performance. Practice students are required to complete a self-assessment form for each lesson they deliver during the semester to evaluate their own performance.

### Self-Assessment Forms

Furthermore, they are required to attend and observe the lessons of their peers in the same classroom and evaluate their peers' teaching skills using the peer evaluation form.

### Peer Evaluation Forms

3. During this process, the practice instructor will observe each practice student at least twice. If necessary, the instructor may observe the student more frequently. For techniques to be used during the observation of practice students, refer to: *Clinical Consultancy Model: A Guide to Good Teaching Practices; Bulunuz & Gürsoy, 2018*. The feedback sessions on the days the practice instructor observes the student should be conducted with the practice teacher, practice instructor, and the practice student together. (For techniques that can be used during final feedback sessions, refer to: *Clinical Consultancy Model: A Guide to Good Teaching Practices; Bulunuz & Gürsoy, 2018*). During the pandemic period, these feedback sessions will also be conducted via online platforms.

### Evaluation Form Used in Teacher Practice Courses

4. Every time a practice student teaches a lesson, the practice teacher provides written feedback through the evaluation form available in MEBBİS, which is also provided by the student to the teacher. These feedbacks are entered into MEBBİS after each lesson. At the end of the semester, the evaluation form used by the practice instructor to assess the student (<https://uod.meb.gov.tr/>) is submitted to the practice teacher, and the data is entered into the MEBBİS system.

### Attendance and Absenteeism in Teacher Practice

In the Teacher Practice course, a 100% attendance requirement is enforced. If the practice student misses the practice for any important reason, such as illness, they must compensate for the missed day or hour on another day, with prior notice to other stakeholders. The practice teacher is responsible for tracking the student's attendance. The teacher confirms the student's participation in the practice school activities by signing the relevant hours on the attendance chart sent to them. Ensuring that the experience is conducted systematically and properly, and that the faculty and school cooperate throughout the process, plays a key role in training future teachers.

### Practice Student Weekly Lesson Plan Form