T.C.

BURSA ULUDAĞ UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

THE DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHING

IMPLEMENTATION OF CLINICAL SUPERVISION MODEL IN ENGLISH LANGUAGE TEACHERS' PROFESSIONAL DEVELOPMENT: A CASE STUDY

MASTER'S THESIS

Mervenur AKSOY

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BURSA - 2024

BİLİMSEL ETİĞE UYGUNLUK

Bu çalışmadaki tüm bilgilerin akademik ve etik kurallara uygun bir şekilde elde edildiğini beyan ederim.

Mervenur AKSOY

28/06/2024

TEZ YAZIM KURALINA UYGUNLUK ONAYI

"Implementation of Clinical Supervision Model in English Language Teachers' Professional Development: A Case Study" adlı Yüksek Lisans tezi, Bursa Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü tez yazım kurallarına uygun olarak hazırlanmıştır.

Tezi Hazırlayan	**Danışman**
Mervenur Aksoy	Prof. Dr. Esim Gürsoy

İngiliz Dili Eğitimi Ana bilim Dalı Başkanı

Prof. Dr. A. Amanda YEŞİLBURSA

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

YÜKSEK LİSANS/DOKTORA BENZERLİK YAZILIM RAPORU

BURSA ULUDAĞ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI BAŞKANLIĞI'NA

Tarih: 28/06/2024

Tez Başlığı / Konusu: Implementation of Clinical Supervision Model in English Language Teachers' Professional Development: A Case Study

Yukarıda başlığı gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 102 sayfalık kısmına ilişkin, 28/06/2024 tarihinde şahsım tarafından *Turnitin* adlı benzerlik tespit programından (Turnitin)* aşağıda belirtilen filtrelemeler uygulanarak alınmış olan özgünlük raporuna göre, tezimin benzerlik oranı % 11 'dir.

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Danışman	**Tarih ve İmza**
Prof. Dr. Esim Gürsoy	28.06.2024

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Programı:	İngiliz Dili Eğitimi
Statüsü:	☒ Y.Lisans ☐ Doktora

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Yabancı Diller Eğitimi Anabilim Dalı'nda 802093005 numalı Mervenur Aksoy'un hazırladığı "İngilizce Öğretmenlerinin Mesleki Gelişiminde Klinik Danışmanlık Modelinin Uygulanması ve Etkilerinin İncelenmesi: Bir Durum Çalışması" konulu Yüksek Lisans tez savunma sınavı 28/06/23 günü 13.00-14.00 saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin başarılı olduğuna oybirliği ile karar verilmiştir.

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Enstitü	Eğitim Bilimleri Enstitüsü
Ana Bilim Dalı	Yabancı Diller Eğitimi
Bilim Dalı	İngiliz Dili Eğitimi
Tezin Niteliği	Yüksek Lisans Tezi
Sayfa Sayısı	xvii + 118
Mezuniyet Tarihi	28/06/2024
Tez Danışmaı	Prof. Dr. Esim GÜRSOY

İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ GELİŞİMİNDE KLİNİK DANIŞMANLIK MODELİNİN UYGULANMASI VE ETKİLERİNİN İNCELENMESİ: BİR DURUM ÇALIŞMASI

Öğretmenlik sürekli mesleki gelişim gerektiren bir meslektir. Bu nedenle mesleki gelişim, hizmet içi öğretmenlerin sürekli değişime ve zorluklara ayak uydurabilmeleri açısından büyük önem taşımaktadır. Klinik Danışmanlık Modeli, literatürün de önerdiği gibi öğretmenlerin mesleki gelişimlerini kolaylaştıracak değerli bir model olabilir. Bu nedenle bu çalışmada Klinik Danışmanlık Modeli'nin İngilizce Öğretmenlerinin mesleki gelişiminde uygulanması ve etkilerinin araştırılması amaçlanmıştır. Araştırmanın derinlemesine anlaşılması için nitel durum çalışması yöntemi kullanılmıştır. Tipiklik ve temsililik açısından amaçlı örnekleme türlerinden tipik durum örneklemesi kullanılmıştır. Bu nedenle çalışma, Türkiye'deki tipik bir özel okulda ilkokul ve ortaokul öğrencilerine ders veren İngilizce öğretmenlerinin katılımıyla gerçekleştirilmiştir. Veriler, aşamalar boyunca alan notlarının yanı sıra gözlem yoluyla ve aralarında dokuz öğretmenle yarı yapılandırılmış görüşmeler yoluyla 17 İngilizce öğretmeninin döngüsünden toplanmıştır. Veriler tümevarımsal olarak tematik analiz yoluyla analiz edilmiştir. Sonuçlar, Klinik Danışmalık Modeli'nin öğretmenlerin mesleki gelişimlerini ihtiyaçlarına ve

ilgilerine göre çeşitli şekillerde kolaylaştırdığını göstermiştir. Modelin öğretmenlere sınıf uygulamalarına ilişkin sistematik, yapıcı ve objektif veriler sunarak öğretmenlerin savunmacı davranışlar sergilemeden sınıf uygulamaları üzerine düşünmelerini sağladığı ve meslektaş dayanışmasına katkıda bulunduğu bulunmuştur. Modelin, öğretmenlerin öz farkındalığını ve özerkliğini artırdığı ve model boyunca mesleki gelişimlerinde aktif rol almalarına yardımcı olarak eylemlerinin sorumluluğunu üstlenmelerini ve eylem planlarıyla onları iyileştirmelerini sağladığı bulunmuştur. Modelin döngüsel doğası aynı zamanda takip değerlendirmelerine de olanak tanımıştır. Katılımcılar Klinik Danışmalık Modeli'ni geçmişte süpervizyon aldıkları tüm modellerden üstün bulmuşlardır. Ayrıca sonuçlar, Klinik Danışmanlık Modeli'nin nesnel veriye dayalı yapısı ve modelin aracılarına yüklediği roller sayesinde yansıtıcı öğretime büyük katkı sağladığını göstermiştir.

Anahtar Sözcükler: denetim, Klinik Danışmalık Modeli, mesleki gelişim, yansıtıcı Öğretim, öğretmen özerkliği.

ABSTRACT

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Degree Awarded	Master
Page Number	xvii + 118
Degree Date	28/06/2024
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IMPLEMENTATION OF CLINICAL SUPERVISION MODEL IN ENGLISH LANGUAGE TEACHERS' PROFESSIONAL DEVELOPMENT: A CASE STUDY

Teaching is a profession that requires continual professional development (PD). Thus, PD is crucial for in-service teachers to keep up with the constant changes and challenges. The Clinical Supervision Model (CSM) might be a valuable model to facilitate the PD of teachers as the literature suggests. Therefore, the present study aimed to implement the CSM in English Language Teachers' (ELT) PD and investigate its effects. The qualitative case study method was employed to get an in-depth understanding of the study. Typical case sampling among purposive sampling types was used for typicality and representativeness purposes. Therefore, the study was conducted in a typical private school in Turkey with ELTs teaching primary and lower secondary school students. The data were collected from 17 ELT's cycles through observation and semi-structured interviews with nine teachers among them in addition to field notes throughout the stages. The data were analyzed inductively through thematic analysis. The results indicated that the CSM facilitated teachers' PD in various ways based on their needs and interests. The model provided them with systematic, constructive, and objective data relating to their classroom practices which enabled teachers to reflect on their classroom practices without showing defensive behaviors and contributed to collegiality. The model increased teachers' self-awareness and autonomy and helped them take an active role in their PD throughout the model enabling them to take charge of their actions and improving them with action plans. The cyclical nature of the model also allowed for

follow-up evaluations. The participants found the CSM superior to all the models they were supervised with in the past. In addition, the results showed that the CSM contributed to reflective teaching immensely thanks to its objective data-driven nature and the roles that the model attributed to its agents.

Keywords: Clinical Supervision Model, professional development, reflective teaching, supervision, teacher autonomy.

ACKNOWLEDGEMENT

I would like to express my deepest gratitude to Prof. Dr. Esim Gürsoy, my thesis advisor, for her invaluable guidance, unwavering support, enlightening insights, and mentorship throughout the journey of my master's thesis. Her expertise, encouragement, and direction have been instrumental in shaping this research.

I am also immensely thankful to the esteemed members of the thesis committee for their time, expertise, and valuable feedback during the defense of my thesis. Their constructive criticism and scholarly input have greatly enriched the quality of this work.

Furthermore, I extend my heartfelt appreciation to my beloved husband, Furkan Aksoy, whose unwavering encouragement and steadfast support have been the cornerstone of my academic pursuit. I am forever grateful for his patience, understanding, and belief in me.

To my dear mother, Fadime Çoban, and father, Nihat Çoban, I owe a debt of gratitude for their endless encouragement, love, and sacrifices. Their support and belief in my abilities have been a constant source of strength and motivation throughout this journey.

I would also like to acknowledge the uplifting presence of my dear friends, Feride Küçük and Fatma Tunç. Their words of encouragement, unwavering support, and belief in my abilities have been a source of inspiration during challenging times.

I am grateful to all those who have supported me in ways both seen and unseen. Your contributions, whether big or small, have made a significant difference in this endeavor.

Last but not least, I am deeply grateful to all the participants who generously contributed to this study. Your involvement and willingness to share your insights have been invaluable and have significantly enriched the depth and breadth of this research.

With heartfelt appreciation,

Mervenur Aksoy

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LIST OF ABBREVIATIONS

CSM:	Clinical Supervision Model
ELT:	English Language Teachers
INGED:	English Language Teachers' Association
INSET:	In-service Training
MONE:	Ministry of National Education
PD:	Professional Development

CHAPTER 1

INTRODUCTION

This chapter aims to provide some background information related to the study conducted on English language teachers' professional development through implementing the Clinical Supervision Model. This section will provide an explanation of the problem statement, research questions, significance, purpose, assumptions, and limitations of the study.

1.1. Statement of the Problem

In recent years, there has been a growing interest in teacher professional development. The challenges posed by the globalization of society and economy, technological advancements, and increased mobility have significantly impacted the field of education, elevating the demand for maintaining high standards and improving quality (Korkmazgil, 2015). Teaching, consequently, has become increasingly complex and demanding, necessitating educators to navigate through rapid changes and advancements. For instance, the integration of digital technologies into classrooms requires teachers to adapt their pedagogical approaches to engage students in the learning process effectively. In this respect, teachers need to update and enhance their skills through professional development initiatives (Craft, 2000, p. 6).

Professional development has been of importance not only for the successful implementation of educational reforms (Gokmenoglu et al., 2016; Guskey, 2002) but also to increase teacher quality, which in turn facilitates student learning (Ascher & Fruchter, 2001; Bayar, 2014; Birman et al., 2000; Boyle et al., 2004; Chaves & Guapacha, 2016; Hirsh, 2001; Hodge & Krumm, 2009; Vogt & Rogalla, 2009). Similarly, the professional development of teachers is considered to be one of the most critical steps to contribute to the performance of schools (Borko, 2004; Bolam, 2000; Guskey, 1994; Hargreaves, 1994). Effective professional development is seen as a way to maintain and increase the quality of teachers. The characteristics of effective professional development programs thought to contribute greatly to the educational environment as a whole, have been researched worldwide. Research suggests that professional development programs should be oriented to the needs of teachers and institutions, should

promote active participation of the teachers in the planning of the program and throughout the process, should cover a long time period unlike traditional one-shot conferences/seminars, should be collaborative, and interactive (Abadiano & Turner, 2004; Bayar, 2014; Birman et al., 2000; Collinson, 2000; Coolahan, 2002; Fraser et al., 2007; Middlewood et al., 2005; Ozer, 2008; Wagner, 2006).

According to Adams and Pierce (1999), having many years of experience does not guarantee successful teaching; experience is only useful when the teacher constantly self-reflects and adjusts classroom techniques to better respond to students' needs. Many researchers agree that incorporating reflective teaching into teachers' daily practices can significantly affect teacher development (Fernandez & Yoshida, 2012; Howe, 2006; Wichadee, 2011). Reflective teaching is an important approach that enables teachers to be aware of their experiences and analyze their own practices (Fatemipour & HosseingholiKhani, 2014) and is an approach to teaching and teacher education based on the statement that teachers can improve the quality of their teaching by critically reflecting on their teaching experiences. In addition, (Baily, 2012) defines reflective teaching as the process in which professionals carefully evaluate their own work, try to understand their motivations and justifications as well as their practices, and then try to improve their work. In this process, teachers engage in deliberate thinking while reflecting on their experiences to bring about positive changes in their teaching practices, unlike passively routinized procedures (Sze, 1999).

A reflective teacher is someone who evaluates the origins, principles, and outcomes of classroom activities. As a result of reflective teaching, the teacher can better understand classroom practices and take steps to improve them (Rose, 2007). Many textbooks used in teacher education have focused on promoting reflection (Pollard & Tann, 1997), and teacher education policy in many countries for many years has recognized the role of reflection, and self-evaluation for teachers (Holmes Group, 1986; HMI, 1987).

Gudeta (2022) reports that an effective method to develop reflective teaching among in-service teachers may be to encourage them to work together on reflection. At this point, the Clinical Supervision Model (CSM) draws attention as a model that brings teachers together as supervisors and supervisees to contribute to teachers' professional development. CSM is a model that includes a cyclical process, unlike one-shot traditional models, and is based on the reflective

teaching approach. CSM is a model that ensures the active collaboration of stakeholders in the educational environment in giving feedback to each other (Bulunuz & Bulunuz, 2016).

Although it has been used in the USA since the 1960s (Pajak, 2002), the CSM is a relatively new practice in Turkey, and as of 2018, it is used only with pre-service teachers. Equipped with partial practical knowledge thanks to the theoretical and one-year internship experience during their undergraduate education, pre-service teachers continue their in-service training needs when they start working. In addition, reflective thinking needs to develop with new situations encountered. CSM, whose efficiency was determined with pre-service teacher candidates (Bulunuz et al., 2014; Gürsoy et al., 2013; Gürsoy et al., 2016), can help in-service teachers gain reflective thinking skills at this point. This model provides a clear definition of the roles and responsibilities of the stakeholders and can provide a framework for more effective in-service training.

Despite these potential benefits, the model is only used with pre-service teachers in Turkey, but its use with in-service teachers is lacking. Therefore, there is no study that investigates the model's outcomes with in-service teachers in Turkey. Deriving from this gap, this study aims to implement CSM with in-service English language teachers and investigate its effect on the teachers' professional development.

1.2. Research Questions

Based on the gap in the literature, the present study aims to answer the following questions:

1. Does the Clinical Supervision Model benefit the professional development of in-service English language teachers?
2. To what extent and in what ways does the Clinical Supervision Model affect the professional development of teachers?
3. Does the Clinical Supervision Model contribute to reflective teaching?
    a. If the Clinical Supervision Model contributes to reflective teaching, what kind of contribution does it provide and how?
    b. What are the opinions of the supervisee teachers on the effect of the Clinical Supervision Model on reflective teaching?

c. What are the supervising teacher's views on the effect of the Clinical Supervision Model on reflective teaching?
d. Is there any agreement or disagreement between the opinions of the supervisee and the supervising teacher on the effect of the professional development of the Clinical Supervision Model in terms of reflective teaching?

1.3. Purpose of the Study

Since the beginning of the twentieth century, when John Dewey focused on generating knowledge via reflection, reflective practices have been investigated and explored in the corpus of educational literature (McAlpine et al., 2004). Teachers, according to Schön's (1984) model, have the ability to think reflectively on their teaching practices in the class, whether before, during, or after a lesson. Furthermore, he claims that when teachers engage in reflective thinking, they become more conscious of classroom activities and better able to analyze, think critically, and critique themselves. This eventually leads to improved teaching practices and professional development, as well as improved learning outcomes for students.

The CSM, based on reflective teaching pedagogy, promotes active use of reflective thinking. Therefore, this study primarily aims to implement the CSM with in-service English language teachers and examine its effects on their professional development. Accordingly, it aims to determine whether teachers benefit from the model in terms of reflective teaching, and if they do, to what extent, in what ways, and in which areas it affects their professional development. Additionally, it aims to gather the participants' views regarding the effectiveness of the model and determine agreements between their views.

1.4. Significance of the Study

Professional development is a concept that refers to a long-term and never-ending process that all professions go through. Teachers' professional development, among other professions, attracts the most attention from stakeholders and researchers since they educate generations. Therefore, in recent years, there has been a surge in interest in teacher education, highlighting the critical role of teachers in the educational system, with the assertion that "the quality of an education system cannot exceed the quality of its teachers" (Barber & Mourshed, 2007). Because of the complicated and demanding nature of the teaching profession, both novice and

experienced teachers may require help, advice, encouragement, and modeling from their colleagues to be effective teachers which paves the way for in-service training even though prospective teachers have received satisfactory teacher education.

In Turkey, to become a teacher, prospective teachers go through a four-year university education, which includes one year of school experience, and undergo an observation by a teacher educator from their university and a cooperating teacher. Following their graduation, when they start their profession, teachers might be observed a few times by their headmaster or a coordinator, mostly for inspection purposes rather than supporting their professional development. Therefore, according to Hopkins and Moore (1993), most teachers have negative expectations about supervision. They regard it as adversarial, with the only purpose of finding flaws in their teaching practice. Moreover, there is a scarcity of a standardized, systematic model which might be followed by supervisors while observing the classes. Teachers and supervisors are mostly unaware of what is being observed during the class, which becomes another stress factor for the teachers. However, the supervision process of teachers might be designed in such a way that it supports teachers' professional development rather than becoming a stress factor for them.

The "Clinical Supervision Model" is one such model that may provide the necessary structures for a more effective observation process. The roles and responsibilities of the stakeholders (teachers and supervisors) are clearly defined in this model. Goldhammer (1969) was the first to propose the concept of "clinical supervision" in the 1960s. The aim of clinical supervision is "to help teachers develop and improve through cooperative planning, observation, and feedback" (Acheson & Gall, 2003, s. 85). The model is designed to involve and include teachers in the process by giving them autonomy to decide what to observe and draw conclusions as a result of the objective data obtained from their observation.

Although the CSM has taken its place in foreign literature (Reavis, 1977) since the 1960s, it is a rather new concept in our country. Additionally, despite its widespread use in education around the world, there is little evidence of the effectiveness of CSM. Although the model was originally designed for in-service teachers and school administrators, it has also been applied to pre-service teachers (Clifford et al., 2005).

Alongside its widespread use around the world with in-service and pre-service teachers, the implementation of the model is limited to pre-service teachers in Turkey. Between 2011 and 2015, a TÜBİTAK EVRENA project named “Best Practices for Classroom Teacher Training Programs: Clinical Supervision Model” was carried out in cooperation with Bursa Uludag University and Georgia State University. This project is the first experimental research in our country in which the effects of CSM on the professional skills of pre-service teachers are compared with traditional teaching practice (Bulunuz & Gürsoy, 2018). In addition, the Ministry of National Education (MoNE) started in-service training for cooperating teachers to expand the CSM throughout the country (Hürriyet Gazetesi, April 2018). However, the implementation of the model is limited to the pre-service teachers while it could be an effective model with in-service teachers in terms of their professional development.

This study demonstrates paramount significance by addressing the need for a systematic and structured model fostering collaboration among supervisors and in-service teachers. Through its execution, it provides invaluable insights into the compatibility of the proposed model with these identified needs. Moreover, this research pioneers the implementation of the model with in-service teachers, a dimension previously unexplored within the Turkish educational context. As such, the outcomes of this study present MoNE with crucial perspectives, potentially influencing decisions regarding the broader adoption of the model, encompassing both pre-service and in-service teachers.

1.5. Assumptions

The following assumptions are made regarding this study:

1. The respondents will have a thorough understanding of the questions that will be asked.
2. The respondents will provide honest and sincere expressions about their opinions and responses.
3. Teachers will continue to teach as usual while being observed, and the observer will not affect the flow of their lessons.

1.6. Limitations of the Study

Data was obtained from a small sample due to the nature of the research. As a result, the results of the study cannot be generalized to all in-service teachers in Turkey. Notwithstanding,

the study can be assumed as a guiding light to understand the nature of the implementation of the model with in-service teachers.

CHAPTER 2

LITERATURE REVIEW

This chapter aims to provide detailed information regarding the professional development of teachers, reflective practice, and the Clinical Supervision Model which are vital to comprehending the study's background.

2.1. Professional Development of Teachers

Professional development includes processes that contribute to the development of teachers' professional knowledge, skills, values, and attitudes in and out of school, and help teachers in creating effective and productive learning and teaching environments. It includes all of the activities organized to improve teachers' professional knowledge, skills, values, and attitudes to increase students' success and provide more productive learning opportunities (Guskey, 2003).

Continuous professional development among employees in educational organizations is essential for the acquisition of professional knowledge and skills. The rapid increase in the world of information and technology makes it a necessity for teachers to gain knowledge and skills related to the profession and to educate themselves (Başaran, 1994). Additionally, "in this age of fast technological and social advancements, student needs are diversifying continuously along with the fast-propagating knowledge" (Arslan & Kara, 2010). In light of the changing educational needs resulting from new technological, scientific, and social advances, it is essential for teachers to keep up with these changes and reflect them in their classrooms. The knowledge and skills obtained in schools cannot be kept up to date in the face of rapid changes in social, political, and economic fields and become obsolete very quickly. With these facts in mind, teachers should engage in professional development activities to keep up to date; otherwise, they may feel unable to meet the needs, interests, and deficiencies of their students. It is apparent that "teacher professional development is essential to efforts to improve our schools." (Borko, 2004) . Therefore, teachers need to constantly renew themselves.

In-service professional development activities and supporting teachers' professional development are the most basic elements of an effective and productive education. Teachers working in school environments where change and development are felt most intensely are

required to adopt an effective pedagogical understanding to be able to carry out activities for their professional development and renew themselves. When the problems that occur in the education process are examined and the reasons why the quality of education and training in schools is not at the desired level are investigated, the thought that teachers and administrators do not have the professional competence to fulfill the needs of the students emerges (Taymaz, 2012).

As a result of the rapid changes in the world and the fact that “teachers today remain in their positions for longer periods of time” (Guskey, 1986), teacher training alone will not suffice to ensure that teachers are competent throughout their careers. Therefore, teacher development is critical to the educational system's success. Freeman (1982, p. 21) draws a clear distinction between these two concepts, training and development that “training deals with the building specific teaching skills: how to sequence a lesson or how to teach a dialogue, for instance.” On the other hand, he underlines that the development is primarily focused on the individual teacher "on the process of reflection, examination, and change which can lead to doing a better job and to personal and professional growth” (Freeman, 1982, p. 21). In this line, after gaining basic teaching skills during training, a teacher should continue to develop these skills and knowledge by participating in professional development activities. Consequently, “the importance of in-service training (INSET) and continuing professional development for the teaching profession is increasingly acknowledged in countries throughout the world” (Fraser et al., 2007, p. 154). Desmarais (1992, p. 4) defines INSET simply as “any program or activity designed to have a positive influence upon the teaching and learning that is occurring within the school”. It is regarded as a critical aspect that influences teachers' professional development and adds to their knowledge improvement through an active role (Saiti & Saitis, 2006). It fulfills three major aims, according to Veenman et al. (1994, p. 303) “(1) to stimulate the professional competence and development of teachers; (2) to improve school practice; and (3) to implement political agreed-upon innovations in schools.” As a result, it indirectly seeks to “bring about a change in the learning outcomes of the students” (Guskey, 1986, p. 5).

Teachers' classroom practices, teachers' attitudes and beliefs, and students' learning outcomes are the three areas where professional development programs strive to create 'change' (Guskey, 2002). As a result, teachers seek professional development not only to improve student

learning but also to increase job satisfaction by efficacy and achievement in the classroom (Opfer & Pedder, 2010).

When the definitions related to professional development are evaluated, it is emphasized that professional development is primarily a process of renewal and updating, and efforts and activities to acquire the knowledge and skills that teachers need. However, it is emphasized that professional development not only provides knowledge and skills to the teacher but also reflects these knowledge and skills to the classroom environment and student success and behaviors. As for the way in which professional development activities are carried out, the idea of doing it mostly in the school environment, in the context of learning, and within the framework of the cooperation of the stakeholders in the school comes to the fore.

2.1.1. In-Service Training (Inset) of Teachers for Their Professional Development in the Turkish Context: OECD (2005) report suggests that "no matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers" (p.49). According to the research, in order to provide high-quality education, educational systems should ensure that teachers have access to high-quality in-service training opportunities. In-service education is defined as:

> Those education and training activities engaged in by secondary and primary school teachers and principals, following their initial professional certification, and intended mainly or exclusively to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively (Bolam, 1982, p. 3).

In-service education, as the description suggests, is primarily meant to improve teachers' professional skills and, as a result, the quality of education. INSETs, which are often provided by institutions, organizations, or authorities, are viewed as part of teachers' professional development activities in the current literature. Traditional INSETs consist of one-shot courses on the subject matter, pedagogy, or teaching methods, the content of which is selected by authorities without the involvement of teachers. However, there is currently a worldwide tendency to focus on the requirements and interests of teachers as well as the requirements of the time when it comes to planning the content and structure of INSETs.

INSET is legislated in Turkey by the National Education Principal Law (1973), item 48, and executed by the Ministry of National Education's In-Service Training Department. INSET is

structured, according to regulations, for the purpose of orienting teachers to their working environment, learning the information and skills required by innovations, or enhancing teachers' professional competence (Milli Eğitim Bakanlığı HizmetiçiEgitim Yönetmeliği, 1995), item 5. “In-service training activities used to be conducted solely at the national level until 1993 but these courses were very inadequate in terms of quality and quantity” (Bayrakcı, 2009, p. 17). Therefore, “in 1995 provincial administrations were given authorization and responsibility to organize such activities locally" (Altun T. , 2011, p. 853). This enabled provincial governments to adapt training to meet local needs and requirements. Universities, on the other hand, can form INSET after 1983 (Yükseköğretim Kurumları Teşkilatı Kanunu, 1983), item 5. This allowed the MoNE and Higher Education Institutions to collaborate, resulting in greater diversity and quality of training (Özer, 2004, s. 92).

Because of the complex and demanding nature of the teaching profession in the current age, not only novice but also experienced teachers may require support, advice, encouragement, and modeling from their colleagues in order to become more effective teachers (Hargreaves & Fullan, 2000; Musset, 2010; Ünal & Ünal, 2012). From this point of view, 'teacher education' is now viewed as a longer and more comprehensive process that begins with pre-service education and continues until retirement (Al-Weher & Abu-Jaber, 2007; Wallace, 1991).

In terms of ELT in Turkey, the 1997 education reform was a watershed moment. It was one of the most substantial improvements the Turkish school system has ever seen. Although English was first introduced to the Turkish educational system in the 17th century, it started to be taught in fourth grade in primary schools after the 1997 education reform (Kırkgöz, 2005; 2007; Uysal, 2012). ELT curriculum has been updated with a constructivist viewpoint and communicative approach as a result of the educational reform. As a result of the shift in ELT programs' curriculum, the MoNE has placed a greater emphasis on teacher development, with the goal of informing EFL teachers about the new curriculum and approaches, as well as providing them with the essential skills (Mirici, 2006). Kırkgöz (2007) explains that:

> Following the 1997 education reform, the MoNE gave high priority to teacher development initiatives. In order to facilitate the dissemination of curriculum innovation, the MoNE established the In-service English Language Teacher Training and Development Unit (INSET) to organize seminars, and conduct in-service training

> workshops for state primary and secondary teachers of English language. The MoNE also collaborated with a local association, The English Language Teachers' Association in Turkey, (INGED), and foreign associations: the British Council and the United States Information Agency to help facilitate the implementation process of the curriculum reform (p. 222).

Since then, the MoNE's In-Service Training Department has arranged and carried out in-service programs and facilities. These initiatives can be considered as beneficial advancements, as research shows that INSETs improve teacher performance and keep them up to date on current developments (Baki, 2000; Sandholtz, 2002). As a result, teachers play a critical role in society as change facilitators by propagating innovations, improvements, and reforms.

Although there are practical differences between private and public schools, in-service education given by the Ministry is a must for teachers in Turkey. Teachers generally receive a total of four weeks of education at the beginning of the school year, during the midterms, and at the end of the school year.

The Turkish Ministry of Education has a department set up to support and monitor teachers' professional development. INSETs are viewed as critical to assure teachers' professional and personal development, to help them adapt to teaching innovations, to raise their efficiency, and to prepare them for higher positions, in accordance with the MoNE's lifelong learning objectives (Ministry of National Education, 2018). It is noted that teachers require continuous support for their personal and professional development. As a result, the Ministry provides in-service training activities for all teachers employed by the central and provincial institutions.

Despite its well-known significance, recent investigations have revealed that Turkey's INSETs have a number of flaws (Atay, 2004; Bayrakcı, 2009; Çakıroğlu & Çakıroğlu, 2003; Özer, 2004; Uysal, 2012). The first concern addressed is the fact that the planning and organization of the courses were based on authorities' content choices instead of the teachers'. Instead of imposing irrelevant knowledge on teachers, Bayrakcı (2009) argues that INSETs should focus on what they already know and how that knowledge may be enhanced. This form of government-based INSET fails to meet its objectives because it ignores instructors' pre-existing beliefs and needs.

Second, research has identified the manner in which INSETs are implemented as a flaw (Bayrakcı, 2009; Özer, 2004). According to reports, the INSETs are based on traditional transmission methods, in which teachers are considered as "consumers" (Borg, 2011, p. 371). Traditional INSET transmission methods prevent teachers from reflecting on their own experiences and challenges, interacting and collaborating with their peers, and participating in the courses. Instead, INSET trainers are required to demonstrate content by demonstrating how to apply what has been taught, as well as providing opportunities for teachers to learn by doing throughout these sessions (Odabaşı- Çimer et al., 2010). Bayrakcı (2009), on the other hand, conducted interviews with both national and local authorities, and the findings revealed that the main concern for in-service training activities in Turkey is a paucity of professional staff to design and implement programs for teachers' professional development.

Karaaslan (2003) conducted a study to investigate teachers' attitudes toward professional development. The study aimed to provide insights into the participants' attitudes toward professional development and their perceptions of professional development activities, as well as the barriers to professional growth and development. Teachers were aware of the value of professional development and activities for professional growth, but they do not use these activities in a way that reflects the importance they previously accorded to them, according to the results. Furthermore, findings revealed that, in comparison to their peers, female teachers, younger teachers, and those with less experience in teaching value professional development activities highly. In addition, the research revealed that a high workload, a lack of self-motivation, and a lack of support from the institution where teachers work can all obstruct professional development.

In conclusion, while INSET is recognized as a critical component for the ongoing professional development of teachers in Turkey, several challenges impede its effectiveness. Despite significant strides made by the MoNE to enhance the quality and reach of INSET programs, issues such as the top-down approach to content planning, reliance on traditional transmission methods, and a shortage of professional staff for program design and implementation persist. Addressing these challenges requires a more inclusive approach that considers teachers' existing knowledge and needs, promotes interactive and reflective learning methods, and provides adequate resources and support for professional growth. Only then can

INSET truly fulfill its potential in equipping teachers to meet the evolving demands of the educational landscape and enhance the quality of education in Turkey.

2.1.2. Characteristics of Effective Professional Development Programs: According to OECD(2009, p. 49), effective professional development is a set of processes that are continuous, include training, practice, and feedback, and provide adequate time and follow-up support. Successful professional development programs should provide a structure that offers learning activities for teachers to use in the classroom and encourages professional development within learning communities. In this way, teachers will be able to contribute to student learning by having the opportunity to share and increase their knowledge and experience in a systematic way.

In the Turkish context, a number of research on INSET were conducted, some of which focused on a variety of aspects of INSET. According to studies on INSET programs, INSET programs were not designed with teachers' needs in mind (Ünal D. , 2010; Uysal, 2012; Koç, 2016), they lacked quality in terms of their relationship to teaching practice (Bellibas & Gumus, 2016) and they were made up of theory-based training sessions (Altun et al., 2007). Similarly, Uztosun (2018), who looked into INSET from the perspective of ELT teachers, discovered six major flaws in these programs: the restricted number of programs available, the lack of qualified trainers, a lack of practical focus, poor lecturing, inappropriate time and location, and the INSET offered's perfunctory nature. Bayrakcı's (2009) study supported Uztosun's findings, stating that the most critical concerns facing in-service training activities in Turkey were lack of professional staff, lack of collaborative partnerships between teachers, lack of feedback, and lack of a systematic in-service training model. Altun and Gök's (2010) study, on the other hand, offered some insight into how an ideal INSET training should be. INSET should be offered by a teacher with a Ph.D. in the same province as the school during the seminar period, according to teachers' comments. Furthermore, teachers should choose topics depending on their interests, and they should actively participate in the training. Arslan's study (1998), in particular, indicated that teachers desired additional practical knowledge in areas such as coping with classrooms that are crowded, teaching the four language skills, classroom motivation techniques, using teaching resources, teaching techniques, and approaches, and classroom management.

Teachers, according to Speck and Knipe (2001), do not favor professional development that is mandated by the authorities. Scholars emphasize the importance of a complete needs

analysis as the first step in INSET planning to deal with this issue (Odabaşı- Çimer et al., 2010). A well-designed and applied needs analysis for teachers can inform authorities about the difficulties, expectations, and concerns of teachers, as well as assist in determining course material.

According to Bedük (1997) and Özer (2004), it is “rather difficult to provide continuous and face-to-face training for all teachers” because there are so many teachers in schools that financial support for INSETs may be insufficient (p. 98). Online in-service education could be used to decrease dissatisfaction with the way INSETs are implemented and to enhance training channels.

In addition to logistical hurdles, it becomes increasingly evident that effective feedback sessions, follow-through, and follow-up mechanisms are essential for ensuring the lasting impact of training initiatives (Atay, 2004; Bayrakcı, 2009; Uysal, 2012). Moreover, given the uncertainties surrounding teachers' uptake of newly acquired skills and knowledge, as discussed in the preceding paragraph, the integration of online platforms for in-service education emerges not only as a pragmatic solution to logistical constraints but also as a strategic approach to enhancing the implementation and long-term effectiveness of training efforts.

Despite the fact that high-quality professional development is a critical component for improving education, some professional development initiatives do not yield the desired outcomes. Many teachers are either hesitant or unable to attend professional development to keep up with the current innovations, according to Cantrell and Cantrell (2003). The reason behind this is that some teachers still consider professional development events to be mandatory. They also believe that continuing education has little effect on their teaching (p. 107). Cantrell and Cantrell (2003) point out that a one-size-fits-all approach to meeting the demands of all teachers often fails. They go on to say that teachers are hesitant to participate in professional development programs because they believe they are unrelated to their needs (p.105).

Some of Cantrell and Cantrell’s points are supported by Corcoran (1995). According to Corcoran, the majority of professional development mostly consists of formal activities such as courses or workshops. He goes on to say that these formal activities occur numerous times throughout the academic year and are, in general, unrelated to teachers' professional development needs. These programs, according to Corcoran, lack "any follow-up" training component, as indicated by the researchers above.

Another feature that is highlighted by many researchers is the collaborative nature of professional development programs (Avalos, 2011; Çınarbaş & Hoş, 2018; John & Gravani, 2005; Wolter, 2000) because "teachers value a collegial atmosphere, supportive leadership, time and space to share and learn from each other" (Bezzina, 2006, p. 421).

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

- Be designed based on teachers' needs and interests
- Relate to practice rather than focusing only on theory
- Take place at an appropriate time and place
- Be provided by professionals on the related subject
- Promote collaboration between teachers
- Provide follow-through and follow-up evaluations regarding the program
- Be systematic
- Promote active participation of the teachers rather than being one-way
- Foster reflection (self-valuation)

Policymakers should design professional development programs based on these features to increase the efficiency of PD programs according to the literature.

2.2. Reflective Practice

Reflective practice has a Cartesian foundation that is based on the idea that knowing about oneself may be a useful source of knowledge generation. (Fendler, 2003). Reflective practice is not a new concept in the area of learning and teaching in general, and language learning and teaching in particular, dating back to the ideas of certain prominent thinkers (Dewey, 1933; Mezirow, 1991). Reflective thinking is defined by Dewey (1933), the most pioneering figure in the discipline of reflection, as "an active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the conclusion to which it tends" (p. 9). Thus, reflective thinking is associated with the practice of thinking, analyzing, and making a judgment as to what has occurred and is occurring (Norton, 1997).

Since the beginning of the twentieth century, when John Dewey focused on generating knowledge via reflection, reflective practices have been investigated and discussed in the corpus of educational literature (McAlpine et al., 2004). Reflective practices have received much interest in the last two decades since they are such a crucial component of any effective teacher education program. This is because these activities assist teachers in problem-solving and making proper decisions, as well as developing critical thinking (Odeh et al., 2010).

Schön is one of the pioneering scholars who proposed an in-service teacher training model based on improving teachers' abilities to use reflective processes in their teaching. Since teaching is a complex process; teachers must think, evaluate, and reflect on every part of their teaching process through reflective teaching. The concept of reflection lies at the heart of reflective teaching. As a result, it's critical to define what reflection consists of first. Reflection, according to Schön (1983), includes reflection-in-action and reflection-on-action. The former refers to using one's professional knowledge base to think about what one is doing while performing the action (Rolfe et al., 2001). Reflection-on-action, on the other hand, entails thinking about action after it has been completed, with the goals of developing and expanding one's understanding of a phenomenon, as well as evaluating and examining one's knowledge base, according to Schön (1983). Teachers, according to Schön's (1983) model, have the ability to think reflectively on their teaching practices in the classroom, whether before, during, or after a lesson. Furthermore, he claims that when teachers engage in reflective thinking, they become more conscious of classroom practices, making them better able to analyze, think critically, and evaluate themselves. This reassures teachers about the necessity of correcting undesirable behaviors, which in turn leads to improved teaching practices and professional development, along with improved student learning (Mustafa, 1992). Reflective thinking allows individuals to analyze their previous knowledge and generate new knowledge based on their experiences, assisting teachers in their professional development (McAlpine et al., 2004; Finlay, 2008).

Reflective teaching entails critically analyzing teaching practice, developing suggestions for improving it, and putting those ideas into action (Akbari, 2007). It is a process of broadening and deepening the variety of questions a teacher asks regarding teaching practice by using a systematic and organized approach, as well as engaging with other teachers who have similar questions (i.e. pursuing collegial support) (Robertson & Yiamouyiannis, 1996). Thus, reflective

teaching is “a cycle of thought and action based on professional experience” (Wellington, 1991, s. 4).

Teachers gather and use feedback to assess and improve their teaching process, therefore reflection might be considered as a continuous formative evaluation process. Florez (2001) claims that reflective thinking is a four-stage process: 1. Getting an understanding of what is going on inside the classroom by collecting descriptive data; 2. analyzing the collected data; 3. Planning how activities are selected and what are the available options; 4. Evaluating the plan, which would then include a new point of view and perspectives aimed at improving instructional practices.

Zeichner and Liston (1996) claim that there are distinguishing features between teachers who practice reflective thinking from the ones who do not. They propose that teachers who practice reflective teaching set up frameworks and offer solutions to issues that arise during classroom practices. These teachers are also engaged in constructing the aims and outcomes of their actions, as well as testing assumptions and values that they bring to the classroom. Teachers who do not reflect on their teaching practices are more likely to teach how they were taught, resulting in the replication of inadequate teaching strategies (Braun Jr & Crumpler, 2004).

According to Farrell (2008), teachers who engage in reflective teaching become more aware of their actions in the classroom. It has an impact on their pedagogical choices and the possible consequences of those decisions, leading to them becoming more active and confident in their professional development. Instrumental to achieving critical reflective teaching are four tools: ‘‘students’ eyes, colleagues’ perceptions, personal experiences and theory, and research’’ (Brookfield, 2017, p. 7). This is relevant to Kumaradivelu's (2006) claim that reflective teaching can be beneficial if teachers' own conceptions are renegotiated in light of research and theory, as well as mentoring and dialogue.

Despite the fact that the term 'reflective practice' suggests one's own teaching efforts, it is actually carried out in two ways. Self-reflection and collaborative reflection are two types of reflection (Güngör, 2016). Teachers' attempts to understand their class practices through data collection techniques such as keeping journals, audio/video recording of a lesson, employing checklists, and developing teaching portfolios are examples of self-reflection (Kayaoğlu et al.,

2016). Collaborative reflections, on the other hand, might be valuable for teachers who find it difficult to reflect on their own classroom practices (Çakır, 2010; Yesilbursa, 2011).

There are various techniques for collaborative reflection such as mentoring, peer coaching, and study groups (Diaz-Maggioli, 2003). Teachers require a more competent supervisor who has taught in similar contexts in the field to provide satisfactory feedback which puts the attention on the supervision processes.

In conclusion, reflective practice is a cornerstone of effective teaching and professional development. Rooted in the ideas of prominent thinkers such as Dewey and Schön, reflective practice encourages teachers to critically analyze their teaching methods, make informed decisions, and continuously improve their instructional strategies. By engaging in both self-reflection and collaborative reflection, teachers can gain deeper insights into their classroom practices and develop more effective teaching approaches. The benefits of reflective practice extend beyond individual growth, fostering a culture of continuous improvement and critical thinking within the educational community. As the next section will discuss, a supervision model that promotes reflective practice can further enhance teachers' professional development, ensuring that they are well-equipped to meet the evolving challenges of the educational context.

2.3. Clinical Supervision Model

The Clinical Supervision Model was first developed in the United States by Goldhammer (1969) and Cogan (1973) and has been used effectively in many parts of the world for years. Cogan (1973) developed and endorsed Clinical Supervision by emphasizing the importance of interactions among those involved in observations. Clinical supervision can be compared to teamwork because the supervisor and the supervisee are involved in every step of the process. The supervision process implemented in this model is a collaborative effort that requires communication and cooperation. Furthermore, Clinical Supervision's primary goal is to improve the teaching skills of the teacher who will be supervised. The observed teacher whose class is watched is recognized as a specialist who is committed to improving teaching efficacy by focusing on strengths and needs.

Clinic is a word derived from the ancient Greek words klinein and kline (Etymonline, n.d.). It is called klinein, which means sloping, kline, which is used as a sofa or bed, and clinicus in Latin. In the past, the word clinic was used in the sense of bathing the patient in his bed. In

medicine, the word clinic expresses the necessity of benefiting not only from learned information but also from observations and data in the treatment of patients. Considering its meaning in teaching, ‘clinic’ refers to the acquisition of professional skills based on observations and data in the real environment and is based on collecting information by direct observation of the classroom in order to improve teaching.

Clinical supervision is a formative observation that consists of planning the observation, implementing the observation, and giving comments on the observation with the goal of improving teachers' expertise (Paba, 2017). According to Goldhammer et al., (1980) supervisors are required to receive training to be able to use certain strategies to lead teachers to reflect on their teaching. Clinical supervision, unlike many other types of supervision, has the goal of development rather than evaluation. Clinical supervision is intended to support teachers in being more reflective and open to receiving feedback from others (Beach & Reinhartz, 2000). Similarly, Glickman and Tamashiro (1980) state that because clinical supervision helps teachers improve themselves and become better teachers, it is considered to have a domino effect on students.

One of the main goals of in-service teacher training is to ensure that teachers are effective and that students achieve their goals (Balta et al., 2015). Clinical supervision also seeks to provide high-quality education to both teachers and students. In-service teacher education is projected to be more powerful when integrated with Clinical supervision because Clinical supervision necessitates continual contact among stakeholders and is more effective in supplying teachers with current developments and changes in the area.

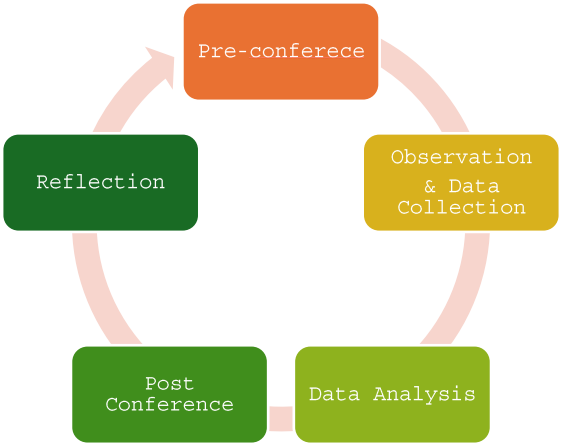
However, the lack of adequate information for the teacher about what the supervisor will observe in the classroom significantly reduces the effectiveness of the observation process. This information gap makes it difficult for both the supervisor and the supervised teacher to benefit from the process. Acheson and Gall (1997, p. 8) emphasize that for the observation process to be productive for both parties, it is crucial to have predefined clear objectives and expectations. The supervisor should conduct observations based on specific criteria to identify the areas where the teacher needs improvement. Similarly, the teacher should be aware of what will be observed, so they can make the most of the feedback provided. In this way, the observation process

contributes to the professional development of the teacher and allows the supervisor to carry out their supervision processes more effectively.

2.3.1. Stages of the Clinical Supervision Model: The CSM is a five-stage model that uses observation and feedback to support teachers in their professional development (Acheson & Gall, 2003). Bulunuz and Gürsoy (2018) have a clear explanation of the stages of the CSM in their book, which sheds light on this section. The CSM requires the supervisor to provide systematic feedback to the teacher in order to help her/him develop professionally through the process. Before and after the observation of the teachers' teaching, the two stakeholders, the supervisor and the teacher, collaborate. The model promotes collaboration while also providing the opportunity for reflection. CSM is not a one-shot deal. It is cyclical and includes five stages. CSM cycle includes the following stages: pre-conference, observation and data collection, data analysis, post-conference, and reflection, including many techniques in each stage (Figure 1), which will be explained further in the following sections.

Figure 1

Stages of Clinical Supervision Model



2.3.1.1. Pre-Conference*:* At this stage, the teacher shows the lesson plan that the supervisor will observe to the supervisor before the lesson (Bulunuz & Gürsoy, 2018). Sharing the lesson plan with the supervisor in advance will allow them to share ideas about the various components of the plan and improve it. This feedback, which will be given before the lesson, is an important precaution in order to avoid any mistakes that may occur during the lesson.

During the pre-conference stage, the teacher takes the supervisor's general opinion and suggestions concerning the objectives of the lesson, the teaching strategies to be used, the classroom management, and assessment methods. The teacher makes the necessary adjustments on the lesson plan in line with the preliminary feedback he/she will receive from the supervisor. In this process, the general framework of the lesson that will be taught by the teacher is determined. Some components of the lesson plan that the teacher will use in the lesson are reviewed:

- Objectives of the lesson
- Teaching methods to be used in the lesson
- Questions to be asked to students during the lesson
- Precautions to be taken when there are students who will disrupt the order of the lesson
- The assessment methods to be used at the end of the lesson are discussed.

Additionally, the supervisor can ask questions to the teacher in the pre-conference stage such as;

- What points would you like me to pay particular attention to while observing the lesson you will teach today?

- In what aspects you would like me to observe you?
- In light of other lessons, you've taught before, how will you strive to compensate for the deficiencies in this one? (If this isn't the supervisor's first observation of the lesson)
- Could you share these with me?
- Which of these aspects would you like me to focus on?
- What should I note about the course of the lesson and the events that take place during my observation?

  a) How many times you let students answer,

  b) What kind of answers you get when you ask the students a question,

  c) Shall I take a note of every sentence that comes out of your mouth,

  d) Your mobility in the classroom, etc.?

  e) Which areas would you like me to pay special attention to while observing your class?

  f) Do you have any special suggestions on this matter?"

This process leads to mutual understanding and harmony between the teacher and the supervisor. The fact that the teacher does not have enough information about what the supervisor will observe in the classroom reduces the effectiveness of the process and causes it to be not useful for the supervisor and the supervised (Acheson & Gall, 1997, p. 8). In other words, knowing about what is going to be observed during the observation process increases the effectiveness of the process. Therefore, the pre-conference stage of the model is of great importance to obtain efficiency. The pre-conference, whether face-to-face or online, is very important for the overall effectiveness of the CSM process for the teacher and the success of the other stages to follow.

2.3.1.2. Observation and Data Collection: The ‘observation and data collection’ is the stage where the supervisor and the teacher thoroughly observe the lesson (Bulunuz & Gürsoy, 2018). The teacher's entire performance is recorded using a video camera, an audio recorder, or taking notes in a notebook from the beginning to the end of the lesson during this process (Houk, 1999). All the records and the notes taken by the supervisor during the observation constitute the data about the teacher's lesson. The supervisor writes down the methods and techniques used by the teacher, the participation of the students, the teacher's strengths and open areas for improvement, and suggestions, if any, in his notebook without interfering in the lesson in any way. It is very important that the supervisor not only listens to the lesson but also takes notes in his notebook so that he can give more effective feedback to the teacher during the post-conference. It's critical for the supervisor to keep his notes as objective as possible throughout this stage of the cycle. The supervisor should refrain from making subjective or subjective remarks regarding the teacher's performance.

The model offers various techniques to ensure that the supervisor experiences an effective and objective data collection process (Bulunuz & Gürsoy, 2018). These techniques can be adapted and tailored to the specific areas that the teacher being observed wishes to focus on. Additionally, these techniques allow the stakeholders to obtain extensive data to grasp a better understanding of the classroom. For instance, if the supervisor aims to focus on teacher-student interactions, the teacher-student dialogue technique can be utilized where all questions posed by both teachers and students throughout the lesson are recorded without any modifications.

Another technique is the verbal flow technique which involves noting details such as which students respond to the teacher’s questions and how often, as well as identifying students who do not participate at all, on a classroom map. In using this technique, the supervisor begins by drawing a map of the classroom, indicating the positions of the blackboard, the teacher’s desk, and the students’ seating arrangement. Symbols are then used to represent different interactions: for example, a backward arrow might indicate a question from the teacher to a student, while a forward arrow could signify a question from a student to the teacher. Additionally, plus, minus, and zero symbols can be used to indicate student participation, with a plus for those who participate, a minus for those who do not, and a zero for those who do not respond to questions. These symbols can be placed within the boxes representing students on the classroom map, with details about the lesson’s flow annotated alongside them. Moreover, these

symbols can be refined and developed further by the supervisor. This technique allows both the supervisor and the teacher to gain insights into which students are being questioned by the teacher, who is responding, who is not, and the overall participation levels in the class. It also helps identify which students are active and which are not engaged in the lesson.

The student behavior coding technique aims to gather data on the level of student engagement in the lesson and to identify students who are talking or disrupting the class. In this technique, the supervisor assigns a specific letter to each type of student behavior and uses these letters to promptly record behaviors without missing any. For example, A could denote that the student is actively listening to the lesson; P could signify that the student is attentively but passively listening; H might indicate that the student is seeking help from the teacher; I could show that the student is not engaged with the lesson; S could mean that the student is talking to a peer; and AD could represent that the student is highly distracted or sleeping in class. Additionally, the supervisor can note the timing of these behaviors, for example, "Ali - 5 I" (indicating that Ali is not engaged with the lesson at the 5th minute). This technique enables the supervisor to systematically track and analyze student behaviors throughout the lesson, providing valuable insights into student engagement and classroom dynamics.

The classroom traffic technique can be utilized to observe the teacher's movements within the classroom and assess whether the space is being actively used. At the beginning of the lesson, a map of the classroom is drawn, and as the lesson progresses, the supervisor notes the movements of the teacher and students by numbering their positions on the plan. Additionally, the teacher's transitions from one desk to another can be indicated using long arrows. This technique allows for the identification of which desks the teacher visits most frequently, which students receive more interaction, and whether the teacher engages with the entire class or only a select group of students. By analyzing these patterns, the technique provides valuable insights into classroom dynamics and the teacher's interaction strategies.

The interaction analysis technique records how the teacher responds to student answers in the classroom. It seeks to answer questions such as: Does the teacher encourage the student’s response? Does he ignore it? Does he ask a follow-up question? Does he critique the answer? How does he react to incorrect answers? This technique provides insights into the teacher's interaction patterns and their effectiveness in fostering a supportive learning environment.

Lastly, the general observation/review technique involves the comprehensive recording of events observed during the lesson. In this technique, the supervisor objectively notes all occurrences from the beginning to the end of the lesson. This approach aims to provide a general perspective on what transpires during the class, offering a holistic view of classroom dynamics and practices.

All these techniques enable the collection of detailed and as objective data as possible during the observation process. By using various methods such as coding student behaviors, mapping classroom traffic, and analyzing interactions, supervisors can gather comprehensive information that reflects the actual dynamics of the classroom. During the pre-observation conference, the specific focus areas determined should guide the selection of the most appropriate technique. It is essential to choose and, if necessary, adapt these techniques to suit the particular context and objectives of the observation. This careful selection and adaptation process is crucial for ensuring the accuracy of the data collected, thereby facilitating a more effective and insightful evaluation. Ultimately, these detailed and objective observations contribute to a thorough understanding of classroom practices and support the professional development of teachers by providing comprehensive feedback.

2.3.1.3. Data Analysis: Data analysis is the stage where the supervisor organizes the performance records of the teacher and all the data collected about the lesson, determines the strengths of the lesson, aspects that need to be developed, and strategies to be suggested (Bulunuz & Gürsoy, 2018). According to Hopkins and Moore (1993), the supervisor should start with the strengths of the class, asks the teacher to analyze his strengths based on the data, asks the teacher to analyze his open areas for improvement, analyses and shares his objective opinions about open areas for improvement based on the data.

2.3.1.4. Post Conference: Post-conference is the stage in which the supervisor and teacher participate together and provide systematic feedback about the lesson (Bulunuz & Gürsoy, 2018). Firstly, the teacher is encouraged for reflection on the lesson such as 'what went well during the class, what kind of changes are needed to be implemented to make the lesson a better one, etc,?'. Secondly, the supervisor shares his/her feedback and suggestions based on the data about the lesson. The supervisor should help the teacher determine what should be improved in his/her lesson. After identifying the weaknesses in the lesson, the teacher should decide himself about compensation strategies, with the help of the supervisor. At the end of the post-conference, the aspects that need to be improved and the points that should be paid attention to in the following lessons are determined jointly by the teacher and the supervisor and clearly noted. The supervisor should carefully evaluate whether the teacher pays attention to these points in the next lesson. In addition, the teacher creates an "action plan" by notifying his/her supervisor about the areas that should be improved and/or areas he/she wants to be observed in the following observation.

The model suggests several methods and techniques that can be utilized during the post-conference stage. In this phase, there are four main methods and various techniques. The first method which is trust establishment is predicated on the notion that for the teacher to effectively consider and implement feedback received from the supervisor regarding the lesson, he must first have trust in the supervisor. Without a trust relationship between the teacher and the supervisor, feedback will be limited to mere criticism of the lesson. To foster a trusting environment, the model proposes various techniques. Among these, the first is building rapport/harmony/alignment. To achieve this, various recommendations are made. For instance, indirectly rephrasing a sentence spoken by the teacher, encouraging the teacher to reiterate their

response, and sitting in a parallel position to the teacher while providing similar responses are some of the suggestions. Another technique for trust establishment involves the use of positive expressions. This technique underscores the importance of the language employed by the supervisor when providing feedback to the teacher, emphasizing the need for a positive approach to avoid creating a negative atmosphere. Additionally, it is based on the belief that the language used by the supervisor will influence the teacher's response or inclination to defend themselves, thereby affecting the dialogue dynamics.

Another valuable method to be employed during the post-conference stage is the questioning method. This method aims to prompt the teacher to reflect on the lesson and consider different perspectives. The primary goal of the supervisor at this stage is to encourage the teacher to think in detail about his actions; thus, the questions posed by the supervisor can be even more valuable and impactful than the answers provided. Some questions that the supervisor might ask to stimulate the teacher's reflection on their lesson include: What do you think were the strengths of your lesson? If you could change one thing about your lesson, what would it be? The X activity took longer than you had planned; why do you think that was? Asking such questions ultimately helps the teacher critically analyze their lesson, identify areas for improvement, and take an active role in implementing measures for more effective teaching.

The third method is the ‘Rationale Request’ method, which aims to help the teacher articulate the teacher’s responses more clearly and includes two techniques. The first technique is clarification of expression where the supervisor seeks to make a word or phrase used by the teacher during feedback more explicit. For example, if the teacher says, "I think the students understood the lesson well," the supervisor might ask, "What does 'understood well' mean to you?" The second technique is Restatement, where the supervisor summarizes what the teacher has said during the conference under main headings. For example, "Today in your lesson, you implemented ..... techniques with the aim of ..... and you stated that these techniques helped you achieve your goal by .....". In sum, this method and its techniques ensure that the teacher’s thoughts are clearly expressed and understood which can be utilized both during the pre-conference and post-conference stages of the model.

The final method, the supportive method, aims to help the teacher gain a high level of self-confidence which can be achieved through various techniques. The first technique is the generation of options. In this technique, the supervisor assists the teacher in identifying and

resolving issues faced in the classroom by exploring different solutions. For example, the supervisor might remind the teacher of techniques used successfully in previous lessons and ask if a similar approach could be applied in the current situation. The supervisor could also encourage the teacher to view problems from the students' perspective to find solutions or ask the teacher how he addressed a previous student's misbehavior and whether a similar strategy could be effective now. These techniques help the teacher develop problem-solving skills and boost their confidence in handling classroom challenges.

The second technique is the 'Assignment of Responsibility'. In this technique, the supervisor provides the teacher with a series of alternative suggestions regarding an incident that occurred during the lesson, asking the teacher to choose one of them, thereby placing full responsibility on the teacher. The final technique is the encouragement technique which aims to make the teacher aware that, during the conference, he should avoid using ambiguous or unclear expressions in his feedback on his own lesson. If the teacher uses difficult-to-understand or ambiguous expressions in their feedback, the supervisor should provide opportunities to clarify these expressions through additional questions. This approach helps ensure clear communication and a better understanding of the feedback provided. Ultimately, through all these methods and techniques, supervisors aim to encourage teachers to reflect on their lessons, analyze and evaluate their teaching, and gain confidence in their decision-making process. This approach helps teachers to become more self-reliant and thoughtful about their instructional practices.

2.3.1.5. Reflection: In the reflection stage, which is the last step of the model, both the teacher and the supervisor evaluate the lesson in as much detail as possible (Bulunuz & Gürsoy, 2018). The teacher and the supervisor complete the CSM cycle by being informed about the measures that should be taken for a more effective lesson from that point forward. The last evaluation regarding the process is completed by the supervisor and the teacher at this stage.

In short, the characteristics of the CSM can be summarized as follows:

CSM;

- aims to improve teachers' classroom instruction,
- supports teachers' professional development
- draws data from the actual classroom environment rather than an unsubstantiated value judgment

- supports collegiality and collaboration
- helps supervisors to provide constructive feedback using certain strategies which prevent defensive behaviors from teachers
- helps teachers to reflect on their teaching using objective data
- is systematic and defines its participants' roles
- has a cyclical nature
- enables teachers to improve themselves based on their needs

2.3.2. Previous Studies on the Clinical Supervision Model: In Ağaoğlu's (1997) study titled "Clinical Supervision in Education", Clinical supervision is reported to be more successful than current practices in the training of novice teachers. In addition, the researcher suggests that the CSM should be applied, and the effectiveness of the model should be observed with in-service teachers other than novice teachers.

In his article, Pajak (2001) highlights that feedback derived from classroom observation serves as a foundational component of Clinical Supervision, supporting educators at every stage of their careers, from those just beginning their careers to seasoned professionals. He further explains that such feedback is instrumental in refining teaching methodologies. Pajak emphasizes the substantial impact of clinical supervision on the professional development of educators, benefiting individuals across all levels of experience. By underscoring its importance, Pajak emphasizes the pivotal role of clinical supervision in elevating teaching standards and fostering educational advancements.

Powell (1983) investigated whether the attitudes of teachers in schools where clinical supervision is practiced are more favorable than those in schools where traditional supervision is dominant. According to the results of the study, teachers in schools where clinical supervision is successfully implemented and supported by the administration have a more positive attitude toward supervision. In addition, teachers stated that they believed in the benefit of supervision and that those who supervised were well-versed in the profession.

The aim of the study, which examined teacher evaluation processes in Massachusetts public schools by Kempton (1991) was to determine the clinical supervision cycle, the use of annotated assessments, common language characteristics, and how teachers evaluate pre-interview as developed by Goldhammer. The main focus of Kempton's study (1991) which

investigated supervision processes in Massachusetts public schools, was to discover communication characteristics utilized in the model, and how teachers evaluated pre-conference. According to the results of the research, teachers find the evaluation process based on clinical supervision useful. Apart from that, the teachers who participated in the pre-conference stage reported that they were less concerned about the observation than those who did not.

Zepeda and Ponticell (1998) investigated the needs and desires of 114 primary and secondary school teachers in Oklahoma and Texas for supervision, as well as the benefits that supervision provides. For this, teachers were asked to write down their best and worst supervisory experiences and the practices of management that support or hinder their development in terms of supervision. The results obtained for the best and worst experiences are grouped under five main categories. Accordingly, the results included in the “best supervision practices” category are as follows: 1) Praise and appreciation from the supervisor increase the teacher's self-confidence, 2) Guiding and supporting the teacher, 3) regarding the teacher as a professional in the supervision process, 4) enabling teachers to take charge of their own professional development and change, 5) Ensuring a more beneficial supervision process for the teacher and the students by making frequent classroom visits. According to the research, the results in the "worst supervision practices" category are as follows: 1) Supervision that merely consists of filling out checklists with classroom visits once or twice a year 2) regarding supervision as a routine process that is useless for teachers and supervisors 3) Giving a wish list to the teacher until the next observation, 4) the intrusive attitude of the supervisor towards the teacher, 5) using supervision as a weapon to control teachers. As a result, it can be claimed that the "best" supervision practices overlap with the CSM, whereas the "worst" supervision practices overlap with traditional supervision models.

Hişmanoğlu and Hişmanoğlu (2010) conducted a case study about clinical supervision focusing on supervision and professional learning in the context of English as a foreign language. Their study aimed to find out how English teachers considered clinical supervision. The study included 42 English instructors who taught English at three institutions in North Cyprus preparatory schools. A pre-questionnaire, post-questionnaire, and interviews were utilized to collect data. Their findings revealed that the supervisors reinforced the positive sides of the English instructors' work while also assisting them in identifying weaknesses and devising solutions.

The study by Kazu and Kurtoğlu (2019) examines secondary school teachers' views on clinical practice in teacher education programs using metaphor analysis. Data from 71 teachers during the 2017-2018 academic year revealed diverse experiences and attitudes. It was found that teachers generally perceive clinical practice as crucial and transformative for professional growth. Positive views highlight opportunities for practical learning, skill enhancement, and student interaction. Conversely, negative views relate to poor supervision, insufficient constructive feedback, and stress from high expectations. The findings emphasize the necessity of effective supervision and balanced feedback to support professional development. Improving clinical practice quality in teacher education is vital for enhancing future teachers' readiness and confidence.

Moradi et al. (2014) explored the perspectives of 34 Iranian English teachers on clinical supervision. The data on the participants' perceptions of observation made by a supervisor was collected using a questionnaire and semi-structured interviews. They discovered that the participants in the study were attempting to appear nice to the supervisors who were observing them. These observations were also said to be superficial, with the majority of the observers just looking for teachers' flaws.

Related to the implementation of the CSM with pre-service teachers in Turkey, Gürsoy et al., (2013) conducted a study reporting the results of a TUBITAK-Evrena project. The study aimed to assist teacher candidates in developing basic teaching skills while pursuing their education at education faculties. The CSM was used as a solution for the project. The project researchers provided the CSM training to the supervisors from the university and cooperating teachers in order to increase the quality of supervisory skills of cooperating teachers and supervisors. The impact of that training on the quality of supervision, communication skills, feedback, and professional behavior of university supervisors was evaluated in this study. Questionnaires and an interview were utilized to collect data from teacher trainees and cooperating teachers for the study. According to the results, there were statistically significant differences between supervisors who received the CSM training and those who did not. CSM-trained supervisors were considered better by teacher trainees and cooperating teachers. These results imply that CSM can help improve supervisory skills.

As a part of the same TUBITAK-Evrena project conducted by Gürsoy et al., (2013), Bulunuz et al., (2014) investigated the impact of CSM implementation on the performance of

teacher candidates. The teaching performance of a group of pre-service teachers that implemented the CSM and a group that implemented the traditional method was compared using an experimental model. Videotaped teaching performances were scored by independent raters. T-tests and analysis of variance were used to compare the scores. In comparison to the control group, the CSM group scored significantly higher in the first and second videotaped teaching contexts. These findings partially support the view that the CSM is a useful practice for improving teaching practice. The experimental group, which used CSM, consistently had higher teaching ratings, and the lack of a significant difference in the improvement was found to be most likely due to the short amount of time spent using CSM.

As opposed to the results that partially supported the effectiveness of CSM in the previous study, another study conducted by Gürsoy et al., (2016) investigating pre-service teachers' and cooperating teachers' views related to supervisors adopting CSM during teaching practice offers stronger insights into the issue. Participants in the experimental groups (comprised of 108 cooperating teachers and 191 teacher trainees) and control groups (comprised of 32 cooperating teachers and 100 teacher trainees) provided quantitative and qualitative data for the study. The findings revealed that the experimental groups' ratings of their university supervisor are statistically significantly higher than the control groups, implying that the CSM should be implemented in teaching practice. The results suggest that CSM helped teacher trainees develop critical understanding in their professional growth and systematized teaching practice.

In conclusion, the research underscores the effectiveness of the Clinical Supervision Model in enhancing teacher development and improving teaching practices. By providing feedback, fostering self-reflection, and offering supportive supervision, CSM contributes significantly to educators' professional growth. Its implementation across various contexts highlights its potential to enhance supervisory skills, elevate teaching performance, and cultivate critical thinking among teachers. Overall, Clinical Supervision emerges as a valuable model for fostering continuous improvement and enhancing educational quality.

CHAPTER 3

METHODOLOGY

3.1. Design of the Study

In the present study, a qualitative study design informed by an exploratory case study approach (Creswell, 2007) was employed to find answers to the research questions. Qualitative research looks into how people make sense of their world (Creswell & Creswell, 2018). It also enables researchers to perform in-depth research on a wide range of issues (Yin, 2015). Qualitative research focuses on "how" and "what" questions and is conducted to investigate issues, explain behaviors, or obtain extensive information about a topic while taking into account the opinions of participants (Creswell, 2013). Qualitative methods are deemed to be more effective in gaining a deeper grasp of "the complex reality of a given situation" (Mack et al., 2005, p. 2). Another significant benefit of qualitative approaches is that they provide a full investigation of context-related characteristics that influence human actions, interaction patterns, and how they make sense of their lived experiences (Yilmaz, 2013). Therefore, in line with the constructivist worldview, the qualitative approach was considered appropriate for the present study because the present study is the first study that implements CSM with in-service English language teachers in Turkey and aims to investigate the issue in-depth by taking the teachers' experiences, thoughts, and feelings into account.

A case study design was selected from among the various sorts of qualitative approaches for the current investigation as it has the following qualities. A case study "explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, documents and reports), and reports a case description and case themes" (Creswell, 2013, p. 97). Case study "involves the study of an issue explored through one or more cases within a bounded system" (Creswell, 2007, p. 73). In accordance with Creswell, Yin (2003) defines a case study as an empirical investigation into a phenomenon in its real-life setting, particularly when the boundaries between phenomenon and context are blurred and numerous sources of data are employed. Accordingly, the current study embraces a case study design to gain a detailed, in-depth understanding of the phenomenon by a group of teachers

through various data collection techniques which will be explained in detail in the following sections.

3.2. Context and Participants

3.2.1. Context: The significance of qualitative research is based on the full description of a specific setting and the context that emerges from it (Creswell & Creswell, 2018). Qualitative research is often implemented to learn about people's perceptions in a certain setting or context. It's rare to be able to separate people's perceptions of a topic from the context in which it occurs (Creswell, 2013). Given that a case study is a detailed investigation of a current phenomenon in its real-life setting (Yin, 2018), this section of this research describes the case's specific contexts in detail.

The present study was conducted at a well-known private school that offers preschool and K-12 education where students receive extensive English language education and qualified English language teachers work. The school has 25 English language teachers who work in three different buildings based on the levels they teach as preschool teachers, primary and secondary school teachers, and high school teachers. Each level has a group leader who has fewer lesson hours compared to other teachers and is responsible for the teachers in their levels. Besides the group leaders who will be called supervisors in this study, there is also an academician mentoring the English language department who is responsible for their continuous professional development.

Based on the researchers' observations, the group of language teachers has built strong communication among the teachers teaching the same level. They have cozy teachers' rooms where they get together and work on their lesson plans. Although the teachers have coursebooks that are well-prepared and rich in content, teachers prepare slideshows to enrich their classes. Everyone within the same level uses the same material and follows the same lesson plan based on their learning outcomes. A teacher is chosen as the responsible teacher for preparing activities and slideshows to be used in the classes each week. Although one teacher prepares the week's lesson plan, he/she exchanges ideas with the teachers and the group leader which becomes the product of many minds. This process makes the lesson plans even more enriched and helps the teachers cooperate and embrace the plans as they all become the producers of the plans.

3.2.2. Participants: In line with the research questions, for the related research, typical case sampling was used in order to best represent the case, which is one of the purposive sampling types (Miles & Huberman, 1994). Therefore, a typical private school in Bursa, Turkey, was chosen to conduct the study. The researcher and the thesis advisor of the present thesis organized an intensive one-week training related to the CSM, which took place 2 weeks before the education year started in the conference hall of the school for reachability purposes. All the English language teachers attended the five-day training so that they all could learn about the CSM and be comfortable during the process. As mentioned above, the sample included three group leaders and 22 English language teachers with mixed age and experience years in the field. Once the training was complete, group leaders and the teachers decided to implement the CSM voluntarily throughout the school year.

In order to observe the classes, as CSM requires, group leaders observed the teachers' classes following the CSM cycle. However, one of the group leaders withdrew from the study due to her heavy schedule, which limited the study to two group leaders and 15 teachers. Therefore, the researcher was able to attend and complete 15 teachers' CSM cycles from the primary school teachers (teaching 1st, 2nd, 3rd, and 4th graders) and lower secondary school teachers (teaching 5th, 6th, 7th, and 8th graders) based on the Turkish Education System (Eurydice, 2023). In addition, the researcher interviewed the two group leaders (supervisors) and seven teachers at the end of the semester. The distribution of participants attending interviews over the mentoring groups and their demographics can be found in Table 1.

Table 1

Demographics of the Participants Attending Interviews

Participants	Genders	Level They Teach	Their Supervisors
D1	Female	Primary School	None
T1	Male	Primary School	D1
T2	Female	Primary School	D1
T3	Female	Primary School	D1
D2	Female	Lower Secondary School	None
T4	Female	Lower Secondary School	D2

T5	Female	Lower Secondary School	D2
T6	Female	Lower Secondary School	D2
T7	Female	Lower Secondary School	D2

Note. D1 and D2 are the supervisors. Therefore, their supervisors are not included in the table.

3.3. Data Collection

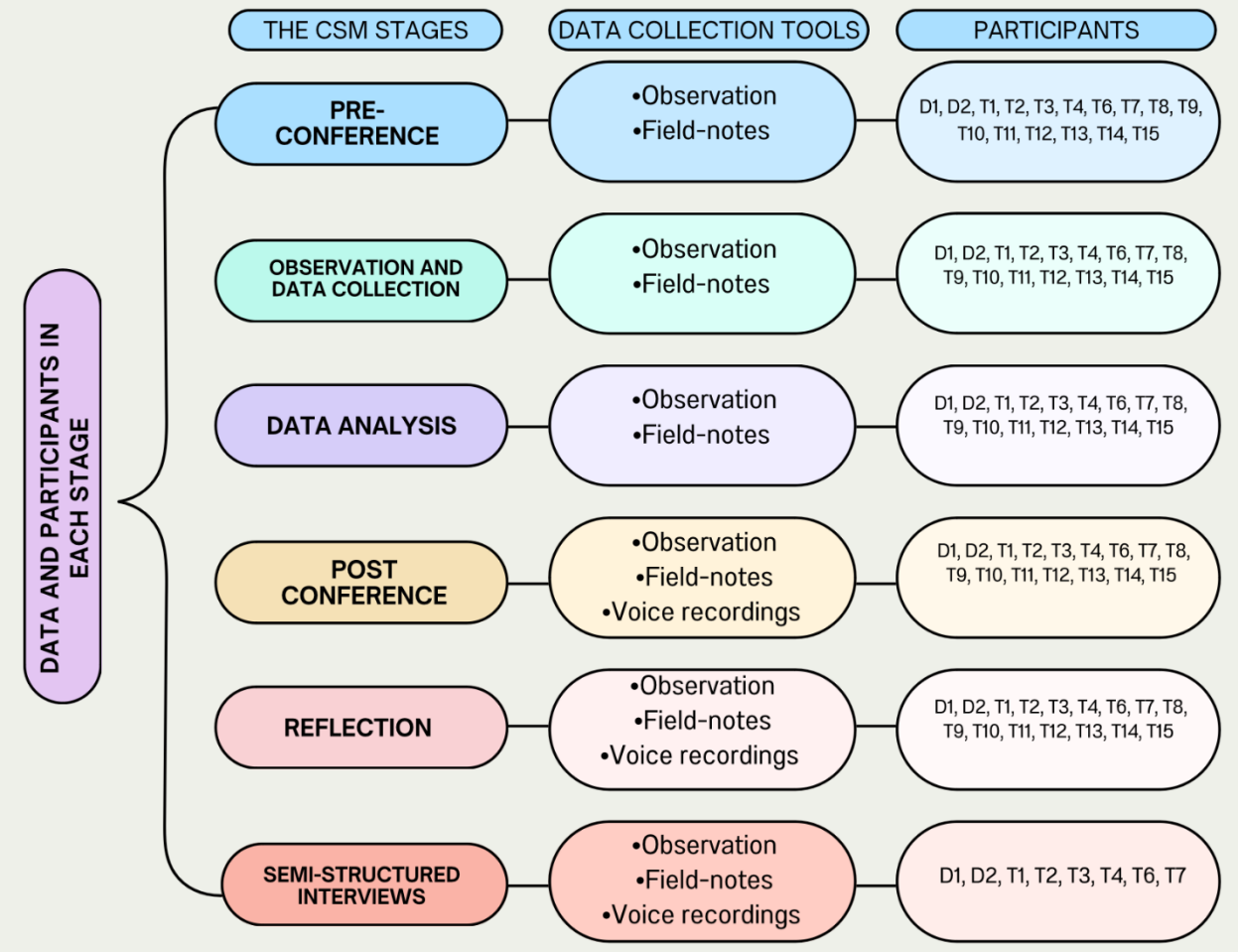
This section will explain the data collection tools and procedures in detail.

3.3.1. Data Collection Tools: In qualitative research, the researcher may utilize observation in addition to other data collection methods to gather holistic data by examining the behavior established in an environment or institution in a more thorough way over time (Patton, 2015). Triangulation allows the researcher to capture the natural dynamics and interactions of participants, providing rich, detailed insights that might not emerge through other tools alone. This approach enhances the depth and breadth of the study, ensuring a more nuanced understanding of the research context.

For the sake of triangulation and validity, data for this qualitative case study were obtained from multiple sources, as advised by (Yin, 2003). Observation, field notes, semi-structured interviews, and voice recordings were used to collect data for this study from the participants (Figure 2). In addition to these data collection tools, throughout the 5-day seminar, all the participants completed an open-ended survey form via Padlet, which is an online tool to collect data, at the end of each day, allowing them to anonymously share their reflections on the training and the model.

Figure 2

List of Data Collection Tools and Participants in Each Stage



3.3.2. Procedures: The researcher and the advisor of the present thesis have provided a one-week training, which took place in a conference hall and lasted three hours each day so that the participants could have an insight into the model based on its purposes, the roles which they will have during the implementation of the model, videos of the applications of the model, example scenarios where they could practice the model based on their models. The participants all took the training regarding their roles as teachers/supervisors, which helped them to grasp the roles of both teachers and supervisors. The researcher gained assistance from her thesis advisor, who is knowledgeable about the model and one of the leading researchers bringing the model to Turkey, for the materials to be used during the training.

During the 5-day seminar program, at the end of each day, the researcher distributed an open-ended form via Padlet for participants to evaluate the day's activities. Participants provided their thoughts on the training and the model anonymously through this Padlet form. On the final

day of the seminar, a dramatization exercise was conducted, involving volunteer teachers in role-modeling activities. For each scenario, one participant assumed the role of a teacher and another the role of a supervisor, and they performed the model through dramatization. This approach allowed for the practical application of roles, techniques, and the requirements of the model, and ensured that the teachers had internalized the model effectively.

Following the training, the participants of the study decided to implement the model in their schools. They started to implement the model at the start of the term. The researcher visited their schools three times during the term which consisted of 2-3 days for each visit. During the researcher's visit to the school, she joined the CSM cycles of the teachers' and the supervisors' during which she collected data for the present research.

As illustrated above (Figure 2), the observation method was used to gather data through many stages of the data collection period. As the participants were involved in the CSM process, the researcher was involved in the process as well and observed them. During the pre-conference stage where the supervisor and the teacher talk about the lesson plan and decide what to observe, the researcher sat next to them without interfering, observed them, and took field notes to "examine silences, focusing on what is not said" (Creswell, 2007, p. 153). A description of the scene and the participants always came first in handwritten notes.

In the following stage, which is 'Observation and Data Collection', the researcher went into the class with the supervisor and the teacher to be observed, sat down at a back-row desk, observed, and took detailed notes about the lesson. The supervisor and the researcher sat down away from each other in the classroom so that they would not see each other's field notes which could possibly interfere with their meaning-making processes.

During the 'Data-Analysis' stage, which took place mostly right after the lesson that was observed, the researcher analyzed her field notes and asked for the supervisors' field notes to compare and examine whether they focused on the same points and see the kinds of data collection techniques to reach an interpretation. The supervisor who observed the class explained the kinds of techniques they used while collecting data and some of their comments related to the lesson to the researcher at this stage. The researcher carefully observed the supervisors' field notes and listened to the supervisor's ideas without making any comments or interfering so as not to affect their ideas.

In the ‘Post Conference’ and ‘Reflection’ stages, which took place in a silent place on the campus, such as an empty classroom or the teachers’ room, the researcher, sat down next to the supervisor and the teacher. Before starting the stages, the researcher used an audio recorder to collect data without missing anything reported by the participants. The researcher observed the participants and took field notes about gestures, and body language which cannot be recorded by an audio recorder. The researcher remained silent while observing them without interfering and making any comments.

Following the CSM cycle, the researcher conducted semi-structured interviews with the participants. The interviews aimed to gather the participants’ ideas about the CSM and the participants’ experiences during the process. The researcher started the interviews with general questions such as “What do you think about CSM?”, “How did you feel during the stages?”, “How, why?” etc. to elicit answers to the research questions. The following questions were formed based on the participants’ responses. The researcher restrained from asking questions that could possibly direct participants to answer in a certain way and explained the questions in detail to increase the reliability. The researcher utilized an audio recorder to record the interviews and took field notes during the interviews. The interviews later were transcribed by using a speech-to-text tool verbatim in Turkish, then translated into English by the researcher to codify the data.

3.4. Data Analysis

The analysis of the collected data was done by thematic analysis processes. The researcher employed thematic analysis as a means of gaining a more profound comprehension of the participants' viewpoints and identifying common patterns of meaning since the researcher aligned more closely with the constructivist paradigm than the postpositivist one (Braun & Clarke, 2006). Thematic analysis is practiced frequently in qualitative research in social sciences (Clarke & Braun, 2013). The data were analyzed via MAXQDA (2020) software. The codes and themes emerged through the data analysis rather than the researcher having certain themes and codes in mind based on the inductive data analysis instead of the deductive one (Miles et al., 2014). During the analysis process, the codes were clarified by using memos next to them to specify which circumstances would come under the related codes and which would not. Once the codes were created for the interviews, the codes were crosschecked by the researcher to merge some codes that have similar meanings. In relation to the codes, themes were developed. Using

MAXmap on MAXQDA, a smart coding tool, code maps were designed. In order to avoid bias in the coding process, the researcher created a codebook that contains the codes' names, an explanation of when and how to use them, and examples of each code. An example codebook of a theme can be found in Table 2. The researcher's conclusions are based on the codes and themes that emerged in the analysis process.

Table 2

Codebook of an Example Theme

Theme	Code	Sub-codes	Example Meaning Unit
Reflective Practices	Gaining Critical Perspective	More Effective	"Criticizing oneself is much more logical, interesting, and instructive than criticizing someone else" (T2).
		Helps to focus on what to improve	"I became more critical of myself. It turned into a direction where I questioned myself. For example, by saying, 'This is how I did it but actually it would be better if I did it like this.' I can criticize myself and develop different perspectives on my classes." T7
		Provides self-awareness	I can look at myself from a different perspective, that is, I can look at myself from an outside perspective. This shows me in which areas I am strong and in which areas I need to make up for my shortcomings. (T5)

3.5. Quality of the Research

Because of their philosophical backgrounds, quantitative and qualitative research have different assumptions (Merriam, 2009). Trustworthiness is a general term that is used when discussing reliability and validity considerations in qualitative research. The persuasive feature of a study that makes it worthwhile to read is stated as its trustworthiness (Lincoln & Guba, 1985). For this study's trustworthiness, Guba's (1981) strategies were employed. These strategies

include credibility instead of internal validity, transferability instead of external validity, dependability for reliability, and conformability instead of objectivity.

Credibility is the term that is used to display the degree to which study findings align with reality (Merriam, 2009; Yin, 2015). A researcher can employ a variety of techniques to establish credibility, including triangulation, member checks, persistent observation, and long-term engagement (Guba, 1981). Therefore, the triangulation method was applied in this research to achieve credibility. Three data collection tools were used to gather data from the participants which are voice recordings, semi-structured interviews, and field notes. Additionally, the member-checking technique was utilized with two of the participants to check for accuracy and long-term engagement and persistent observations were achieved through interactions during the training as well as the implementation of the model (Lincoln & Guba, 1985).

Although time and context are important factors in a qualitative study, some transferability is still possible due to common characteristics between the two situations. The use of thick descriptions, purposeful sampling, and the collection of thick descriptive data are suggested strategies for achieving transferability (Guba, 1981). In relation, purposive sampling was used to choose the participants in this study in order to widen the scope of the data. Additionally, a thorough explanation of the participants, research context, data collection tool, and analysis procedures were given.

As opposed to Braun and Clarke’s (2022) recommendations, multiple coders were not preferred for coding reliability, and inter-rater reliability was not examined in this study. The coding reliability was not a primary concern because thematic analysis favors a qualitative mindset. If reflexivity is offered and data are deeply interpreted, coding quality can be attained by a single coder or by the collaboration of coders rather than the consensus of coders (Braun & Clarke, 2022). For this reason, during the coding of the current investigation, a second researcher from the subject area assisted in the coding process. The other researcher had a master's degree in ELT. She received information on the study's theoretical foundations and she contributed to a comprehensive and in-depth analysis of the data.

Since confirmability, dependability, and objectivity are intertwined, the study must be devoid of the researchers' bias. Triangulation is crucial to ensure confirmability (Guba, 1981). As mentioned, the triangulation method through a variety of data collection tools was used in this

research. Additionally, the researcher was in the realization that not only the positive comments but also the negative comments regarding the model would be valuable for the present research. She knew that all kinds of data would be valuable as the model was new in the field of professional development of in-service English language teachers. Therefore, she had no concern regarding praising the model or not.

3.6. Limitations of the Methodology

The current study is designed to investigate the case of in-service English language teachers' practices related to the implementation of CSM in a certain context. The study's time and space constraints might be one of its limitations. The study is limited to the context of English Language teachers working at a private school by having in-service English language teachers as participants. As a longitudinal study, the study is also time-limited to the spring term. The exploratory nature of the present study, however, as a qualitative case study research, provides an "in-depth description and analysis of a bounded system" (Merriam, 2009, p. 43).

Secondly, data were obtained from a small sample due to the nature of the research. One of the supervisors from the school where the research was conducted withdrew from the study due to her busy schedule which decreased the planned number of participants as mentioned in the participants section. It would appear that the study is limited by the sample size, however, transferability rather than generalizability is important in qualitative research. Mackey and Gass (2021) claim that "for transferability in qualitative research, the research context is seen as integral (…) and the extent to which the findings may be transferred depends on the similarity of the context" (p. 231). Although a case study method does not always allow for generalizations, it does offer thorough explanations that can help us understand the implementation of the CSM with in-service language teachers. It can be claimed that similar outcomes can be found in other groups of in-service English language teachers in Turkey because of the similarities in the context when we take into account that the participants were chosen based on their typicality and representativeness (Yin, 2003). Additionally, Duff (2014) recommended using four to six samples in case studies, which allows for various reporting options (in pairs, as individual cases, or in accordance with themes that represent the samples) and reduces the risk of participant attrition. As a result, the number of the participants in the current study satisfies the prerequisite

criterion mentioned by Duff. Case studies are “generalizable to theoretical propositions and not to populations or universes” (Yin, 2018).

Finally, the results of this study must be seen in the context of specific limitations. Due to the study's purely qualitative case design, all of the limitations associated with qualitative designs in the literature can be applied to this as well. For instance, the study did not include any statistical analysis. However, an in-depth analysis was made possible by the numerous data collected through semi-structured interviews, field notes, and audio recordings.

CHAPTER 4

RESULTS

This chapter presents the results obtained from the surveys, observations, field notes, and semi-structured interviews under four main parts based on the research questions. The first part reveals whether the CSM benefits the development of in-service English language teachers (RQ1). The second part involves results related to the extent and the way that the CSM affects the professional development of teachers (RQ2). Finally, the third part reveals the results of the contribution of the CSM to reflective teaching (RQ3).

4.1. Does the Clinical Supervision Model Benefit the Professional Development of In-Service English Language Teachers?

4.1.1. Results Obtained at the End of Each Training Day Regarding Teacher's Perceptions of Their Professional Development and the CSM:

The result of this part will be examined by starting from the feedback of the participants which was obtained from the seminar process and will be followed with the results of the interviews. As stated in the methodology section, the participants of the study were given a five-day training about the CSM. At the end of each day, participants were asked to evaluate the day, their benefit from the training, and their thoughts on the CSM via Padlet. Three main themes emerged from the participants' comments regarding whether they expect to benefit from the model. The first theme expressed teachers' comments related to the need to use the model; the second theme articulated the expressions of teachers who believe that the model benefits their communication skills both in their professional lives and their lives outside the school; the final theme expressed teachers' need to learn how to use techniques while observing classes.

Related to the first theme, the participants mainly expressed the need to use the model for their professional development. A participant commented on this saying: "Thanks to the examples given, I was sure of the contribution of this model to teacher development. I think it is necessary for every teacher and teacher candidate." Similarly, another participant expressed the potential benefit by saying "I think that applying CSM will contribute to our lessons." A participant specifically emphasized the need to be observed by another teacher:

> It was a productive training. We did these lesson observations for years at the school where I had worked before and we found them very useful. Unfortunately, people cannot always see themselves while teaching. It is very beneficial to be observed from a second perspective.

Regarding the second theme, some participants underlined that they would not only benefit from the model in terms of professional development but also from their private lives as the model can be applied to life in general. An instance of this can be seen in the comments of a participant: “I thank you for the information we have gained about communication skills that we can always benefit from in life. It was productive and enjoyable.” Similarly, another teacher underlined this by noting: “It was very enjoyable. We learned techniques that we can use in both our professional and private lives.” Another participant’s expressions were on the same basis: “Both in my teaching life and in my private life, I often asked myself the question of how I can solve problems without being offensive to people. Thank you for answering my question.”

Some teachers underlined the idea that asking objective questions is beneficial for their professional development as they help improve their teaching by consciously reviewing them, and through the model, they learned how to ask objective questions to each other rather than subjective ones. A participant stated that by saying: “Thanks to the videos we watched in the training, I saw the differences of the effects between subjective and objective questions much better.” Similarly, another participant expressed his expectations regarding the type of questions to be asked by reporting: “I know very well the type of questions I expect to hear from my group now and this gives confidence to me.” Correspondingly, teachers agreed that not making a subjective remark which comes with the territory of the CSM improved them professionally. A teacher gave a view about this: “The model gave the opportunity to make an evaluation without expressing a subjective opinion. I think these techniques we have learned will benefit me in many areas of my life, especially as a teacher.”

Concerning the third theme, teachers mainly expressed that they had not known the techniques while observing a lesson before taking the training, and through the CSM model they realized that they could use appropriate techniques. One of the participants commented on this by saying: “Thanks to the model, I understood the importance and necessity of using some techniques during lesson observation.” In accordance with the previous comment, another

teacher said: “We learned that there are many different techniques that can address different needs, I hope to be able to use them in our work.” Accordingly, another participant stated that: “I learned how to take notes and what I should focus on while observing lessons thanks to the model.”

4.1.2. The Need for Professional Development: As for the results of the interviews, most of the teachers underlined the importance of their need for continuing professional development, and through models such as the CSM which supported their professional development, they suggested they could be up to date. T1 stressed that he could do so by saying:

> CSM will definitely benefit my professional development. Well, after all, sometimes people can't see themselves much. Well, it's a difficult thing. I've been doing this job for over 10 years. When I look back at my early years, I say how ignorant I was. I mean, teaching is like that, because you know, there's not even a limit for you to say ‘I think I know this job completely now. I'm a good educator now.’ So, this is the sector in which I will improve myself throughout my life. The classroom is a place like a stage, that is, you go out and perform a show in one way or another and it is loved or not. Or, as you know, reaching a certain level and reaching a certain quality is something that takes time and is something that never ends. You can never say "I am done" because education is constantly changing, methods are constantly changing, technology is constantly improving, we will do a completely different course in 5 years, and you have to constantly update yourself. That's why an education based on the foundations written years ago is no longer possible. That's why we will constantly try to improve ourselves somehow with models like CSM.

Similar to T1’s expressions, T2 pointed out the importance of improving herself as a teacher:

> People think like this: ‘I started my career and everything is over.’ But it shouldn't be like this. Speaking for myself, in general, I feel like I'm still at university while applying the model. In fact, it also keeps teachers updated.

4.1.3. Ideas about the Impact of Classroom Observations through the CSM on the Teachers' Professional Development:

As a means of professional development, teachers regarded classroom observations through the CSM as worthwhile to improve themselves:

> In fact, when a teacher does not have the opportunity to observe himself and when he is a teacher constantly entering the classroom and lecturing, he will continue to remain undeveloped throughout his professional life. If someone from the outside, let's say a second eye, has the opportunity to observe him and continues to convey the aspects of him that he cannot see, the teacher will raise his skills a little more and get better day by day. In this sense, I think it will be very useful. I hope we will continue to apply this model in this way, continue to be observed in this way, and we will continue with this model throughout our professional life. By applying the model, I think we can complete our profession by improving every day. (T4)

T2 also mentioned the model as a guideway for professional development: "Thanks to the model, I see the aspects that I can improve and get an idea about how I can evaluate them better. It guides me."

Additionally, related to the RQ1, during the interviews, teachers reported that they had positive ideas about being observed with the CSM for various reasons. T1 and T4 emphasized that being observed by someone who applies the CSM and receiving ideas accordingly has a positive effect on their professional development:

> I think it's a great thing in this era to get ideas, improve yourself, and see people's comments. By observing each other among people who have received this training, you will definitely add something to yourself and see your strengths and aspects that can be improved. (T1)

> My perspective on this model is positive because a teacher cannot see his own aspects with pros and cons when he is not observed at all. Thanks to this method, he sees what more he can add to his lessons. (T4)

T2 pointed out that her professional development depended on the observer's competence to use the CSM stressing the importance of being observed implementing the CSM.

> Well, frankly, I think I can improve myself if I have a constructive observer like D1 in front of me and someone who implements the model. That's why I think the teacher's self-improvement by being observed depends entirely on the other person's application of the model.

4.2. To What Extent and In What Ways Does the Clinical Supervision Model Affect the Professional Development of Teachers?

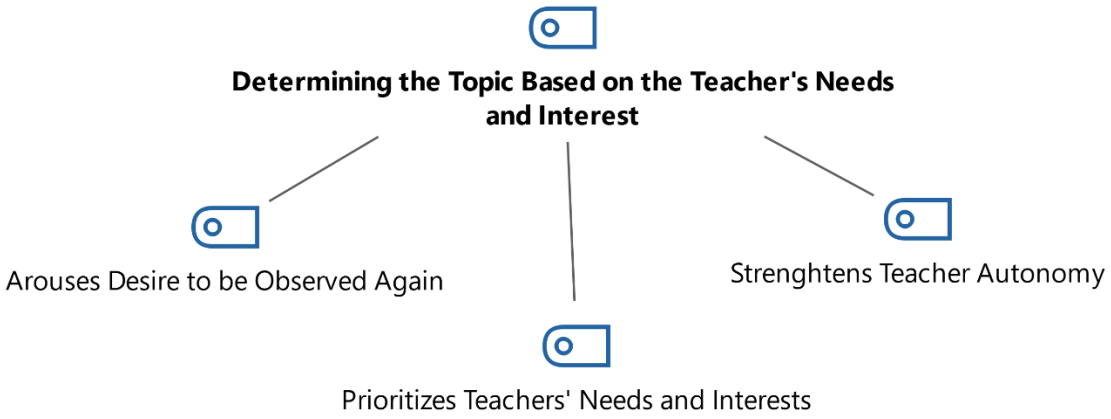
As mentioned in the RQ1, participants of the study reported that they found in-service professional development essential. However, there were many moments when they said the CSM was distinguished from other professional development activities in many aspects. Four main themes emerged from the data of the study regarding RQ2. The first theme investigates choosing the topics that the teachers want to be observed based on their needs and interests during the pre-conference stage of the CSM cycle, the second theme investigates observations, the third theme investigates the data collection tools and post-conferences based on data and the final theme investigates the CSM in contrast to the traditional models.

4.2.1. Determining the Focus of the CSM Cycle Based on the Teachers' Needs and Interests:

Based on the first theme regarding RQ2, a code map was created with the help of the smart coding tool and MAXMap on MAXQDA as can be seen in Figure 3.

Figure 3

Determining the Topic Based on the Teachers' Needs and Interests



4.2.1.1. Prioritizing Teachers Needs and Interests: Firstly, teachers reported that the model was based on their needs and interests because the supervisee teachers chose the topics to be examined themselves. As mentioned in the methodology section, the supervisee teachers asked the supervisors to observe their lesson focusing on the topics they wished to be observed such as the teacher's mobility, the type of questions that the teacher asks, time management, classroom interaction, classroom management, etc. Teachers favored the fact that the subject they would be observed was determined by them because they could choose them based on their needs and interests. T6 reported: "Rather than a general observation, it is more beneficial for us to improve ourselves by being observed on a more specific subject and being observed in the area where we think we are lacking." Similarly, T7 commented on the same topic with a similar perspective:

> It is a very enjoyable thing when the consultant asks me what I want to be observed about, my needs are given priority and she knows that you have no expectations on other issues and you get opinions about what you determined. It's such a comforting thing. It feels more in the comfort zone.

4.2.1.2. Increasing Teacher Autonomy: Teachers also stated that determining the subject they wanted to be observed also enabled them to take charge of their professional development and empowered them. T5 explained this:

> This is actually a very good thing because, for example, if I want to be observed in the field of classroom management, I observe myself in that field. This shows that I actually have the power. You know, it shows that I am not actually the one being controlled, but the one controlling myself. In this respect, I think it is very good.

4.2.1.3. Arouses Desire to be Observed Again: T2 found determining the subject she wanted to be observed guiding and comforting stressing the cyclical nature of the CSM, and arousing the desire to be observed again:

> I think this is definitely more positive. Because people decide on their own, they take ideas from the first observation. They say “I am lacking in this regard. Then, in the second observation, let her do something about it, let her observe me again." So, I think this is more positive and guiding.

She compared not knowing the subject you are going to be observed about to walking blindly in the dark:

> Because, as I just said, you know exactly what to pay attention to. You don't enter that path blindly. There is a light on that path. You know, you are aware of it and you feel like there is someone next to you. That's why I think it's better.

4.2.2. Classroom Observations: The second theme examines data regarding the data collection during classroom observations and the participants' ideas regarding the observation stage of the CSM cycle.

4.2.2.1. Data Collection During the Classroom Observations: As mentioned above, the first stage of the model is ‘pre-conference’ where the supervisor and supervisee meet and talk about many aspects of the lesson plan such as the objectives of the lesson, methods to be used, questions to be asked, assessment methods, etc. Following the clarifications of these topics, the supervisors asked the supervisee teachers to tell them a specific aspect that they wanted to be observed about. After determining the topic to focus on, the researcher, the supervisor, and the supervisee moved to the class to be observed. Took a seat in the back rows and they started to take notes separately based on the supervisee’s wishes to see if the supervisors took any notes that were biased or incompatible with the principles of the model. Following the end of the lesson, the researcher compared her notes to the supervisors’ where she observed the compatibility of the notes with the principles of the method which were objective recordings of the instances of the things intended to be observed. During the observations, the supervisors took objective notes about the lesson. For instance, D1 created a coding system for herself so that she could write faster during a lesson which aimed to examine the interaction of the class as can be seen in Figure 4. The plus with a circle around it represents the students whom the teacher makes talk without the students raising their hands; only the plus symbol represents the situation where the student raises his hand and speaks; the plus symbol outside the box represents the situation where the student raises his hand and does not allow the teacher to speak.

Figure 4

Coding System of the Supervisor D1

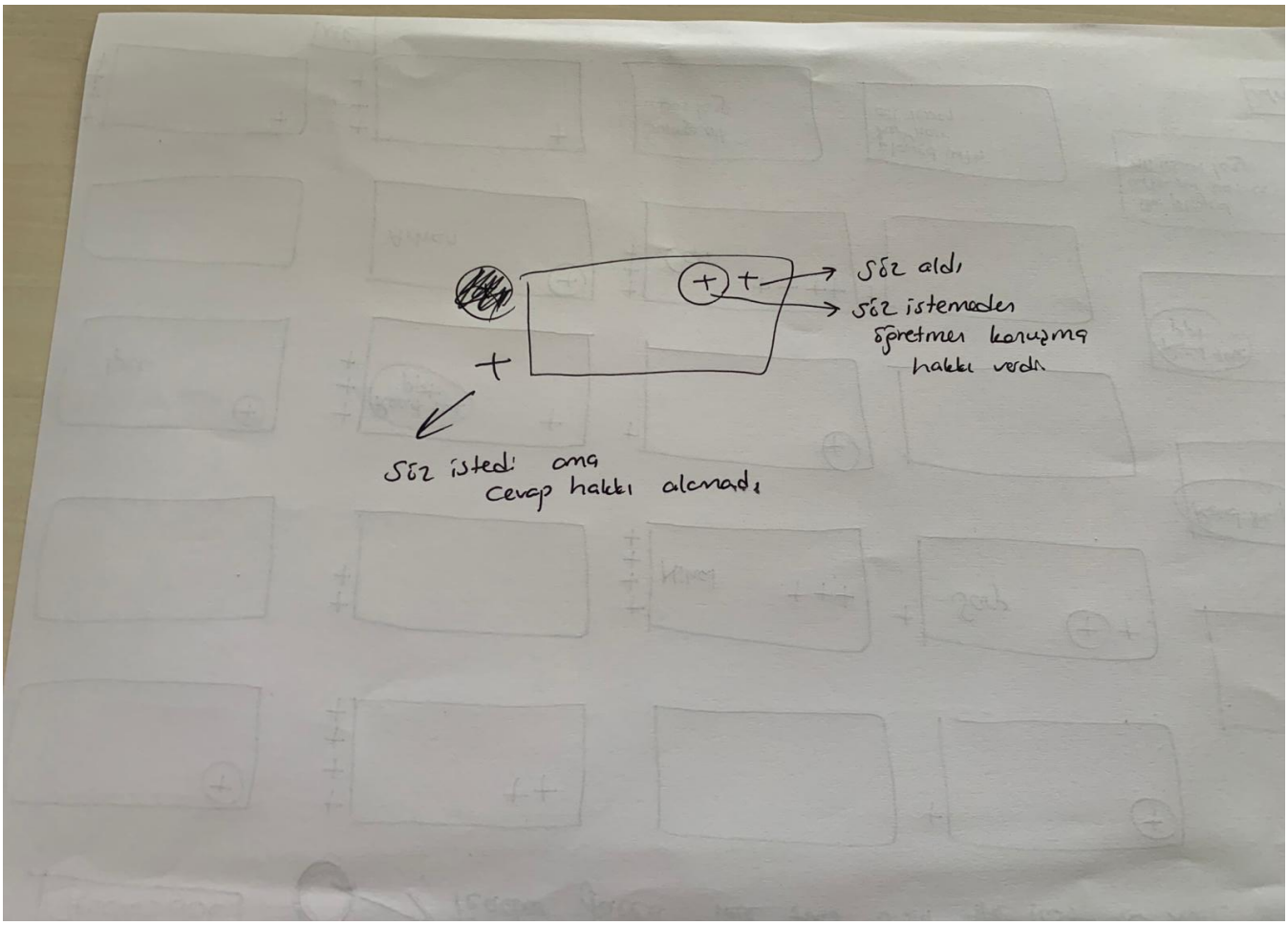


Figure 5 shows the supervisor's notes regarding the lesson. The supervisor has a draft of the sitting plans showing the students', the researcher's, hers, and the teacher's position during the lesson. The researcher scratched out the names of the students for confidentiality purposes.

Figure 5

D1's Notes Regarding a Lesson Observation about Classroom Interaction

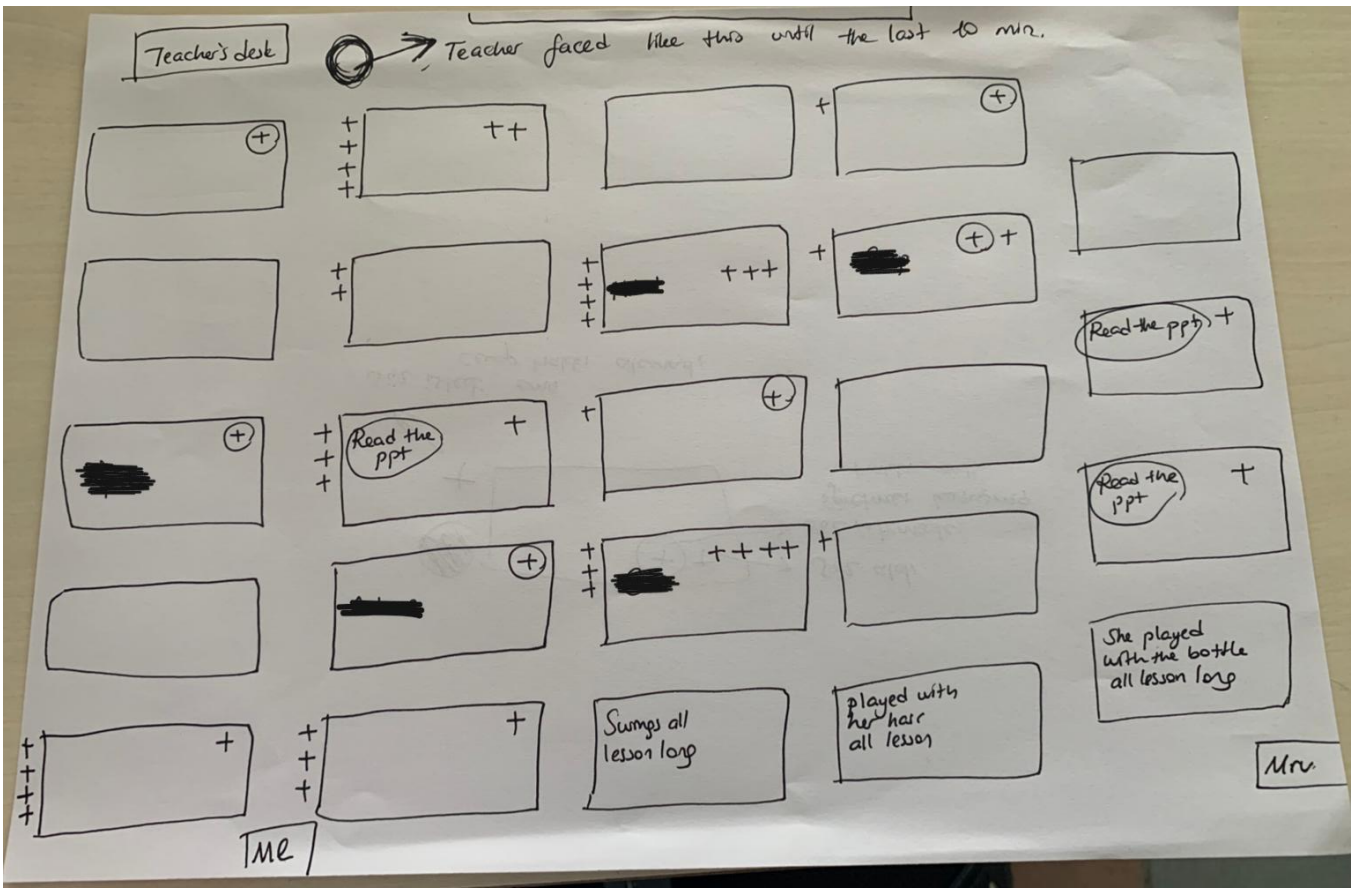


Figure 6 shows the supervisor's notes regarding classroom interaction and the teacher's action zone. The scratches around the teacher's table show the teacher's movements, action zone in other words. The teacher was asked to interpret the supervisor's notes who later decided to use a mouse to increase her mobility and reached her goal.

Figure 6

Supervisor's Notes Regarding the Teacher's Action Zone and Classroom Interaction

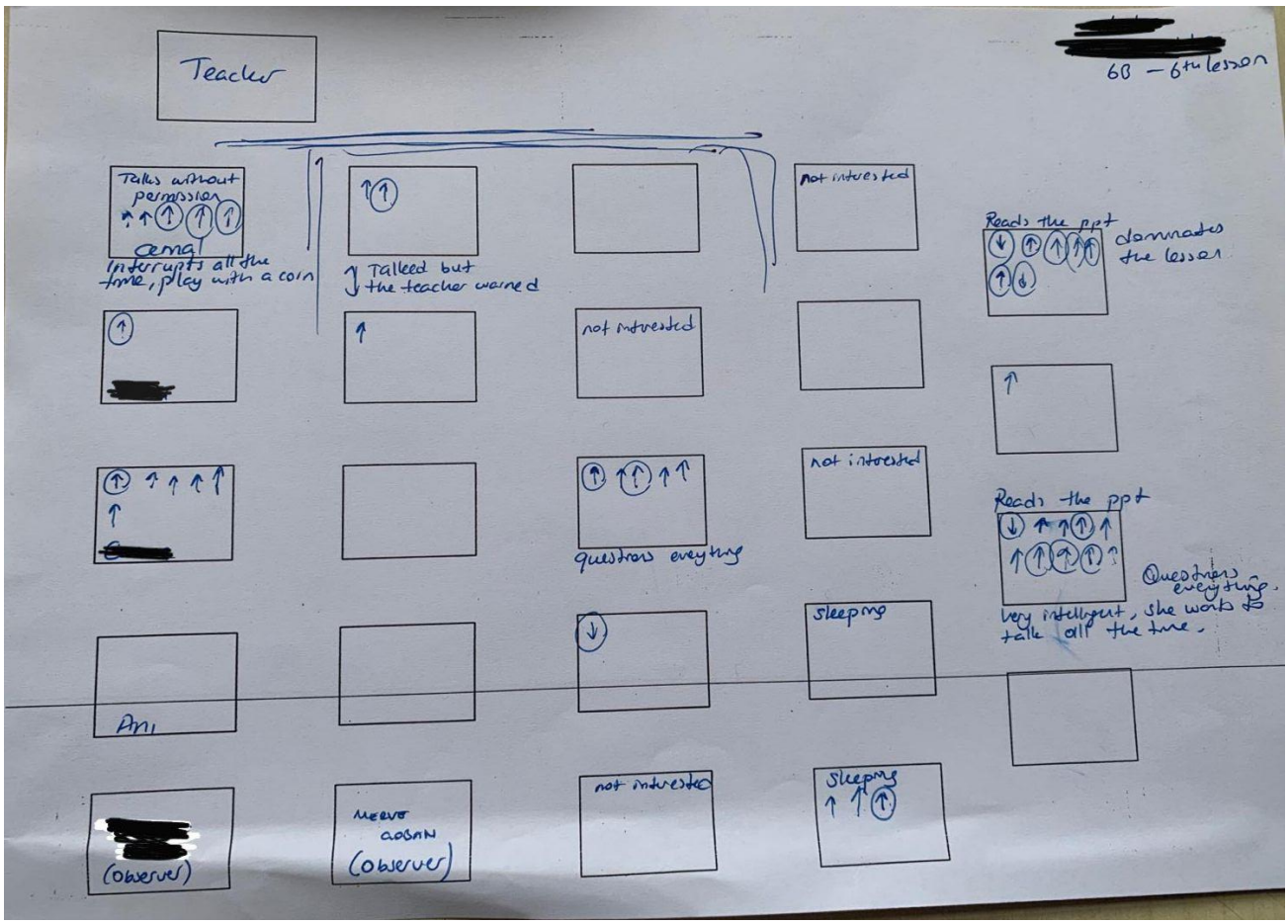
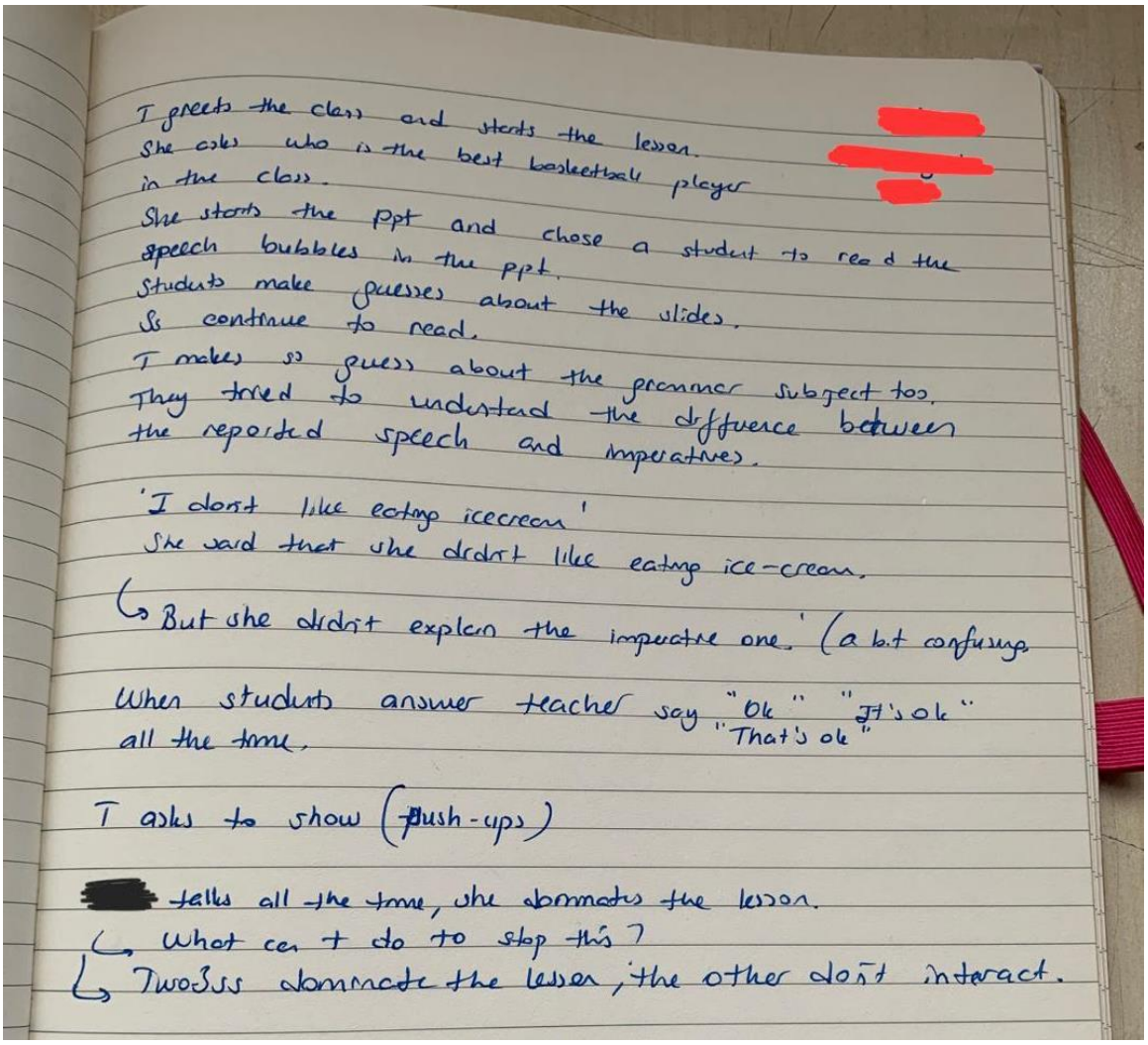


Figure 7 shows one of the supervisor's notes regarding a general overview of a class.

Figure 7

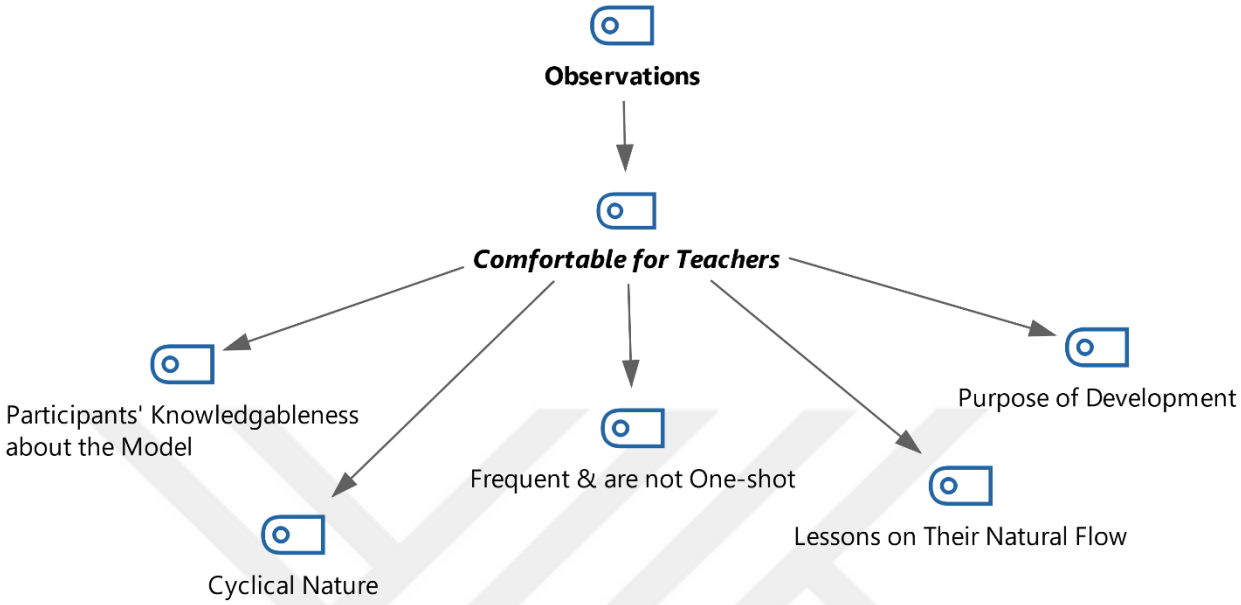
Supervisor's Notes about a General Overview of a Class



4.2.2.2. Classroom Observations from the Teachers' Perspectives: This part examines how teachers regard classroom observations. The code map of the theme can be seen in Figure 8.

Figure 8

Observations



4.2.2.2.1. Comfortable for Teachers: The researcher asked the supervisees about their ideas regarding the observations and data collection techniques during the interviews at the end of the cycle. To start with the observations, supervisees reported that they were comfortable because the CSM has the purpose of development rather than evaluation. T5 expressed this by saying:

> During the observation, as I said, I was comfortable because this model aims to improve the teacher's self. I even forgot you were there. Therefore, the lesson continued in its natural flow. I was just as comfortable when you left. I didn't feel bad, I didn't feel nervous. I think everything proceeds in its natural flow.

T7 reported that she felt comfortable as well and attributed this to the fact that she also knew the purpose of the observations and the observations were not one-shot, instead they were frequent:

> Since I know the importance of being observed and I was observed frequently by my supervisor, there was no situation such as tension on my part. There was nothing that made me feel negative or nervous. There was a generally supportive environment.

T2, on the other hand, expressed that she felt nervous at her first observations, however, as T7 mentioned, the fact that the model is not one-shot and has a cyclical nature, she relieved in time and focused on her professional development:

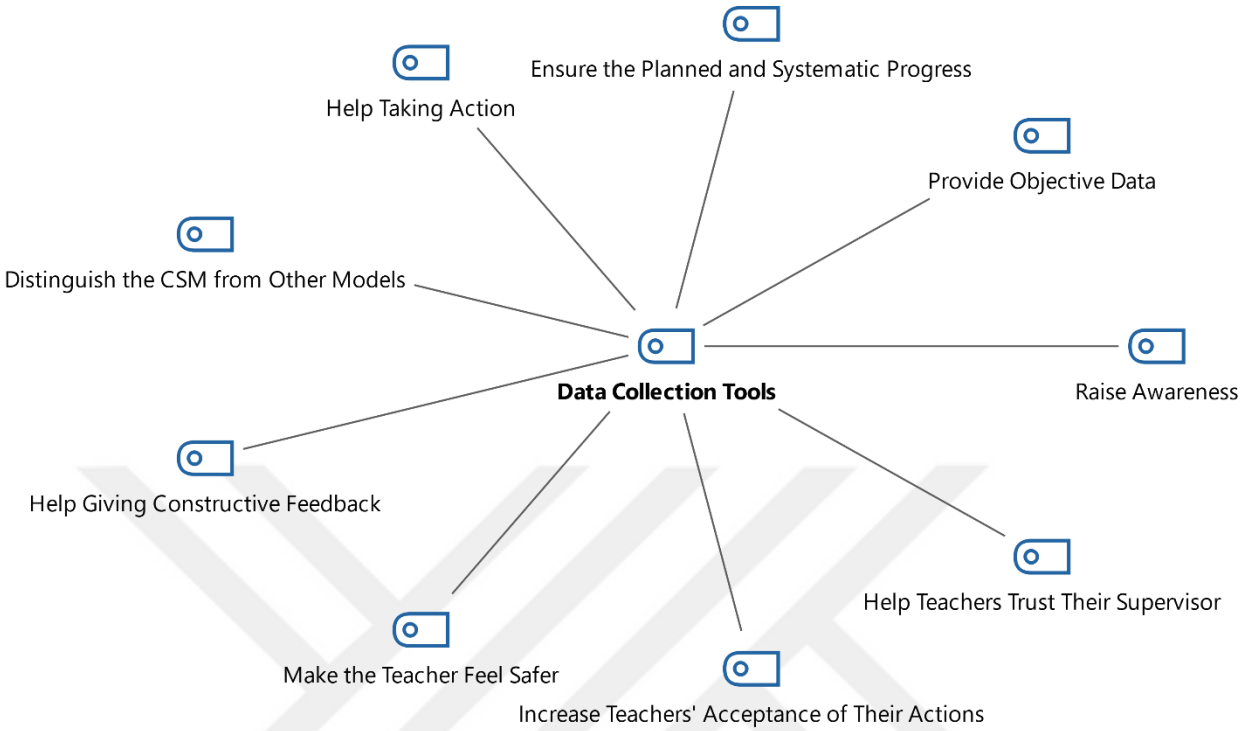
> To be frank, I felt very nervous the first time. Because it inevitably puts pressure on people, you are being observed, and someone is watching you, but D1 came to my fifth graders and my sixth graders, this was at least my third observation, maybe there have been 4 or 5 observations overall. I didn't get nervous anymore in them, and I started to relax even more in the third one. So, I'm fine now. The more I saw how the process worked, the more relieved I became. I focused on adding something to myself.

According to T3, although she felt nervous at first too, she felt more relaxed as she had information about the model and the increasing number of observations: “We both have the same information about the model. We can predict what will happen. That's why, although the first meetings can be anxious, it settles into its natural balance later.”

4.2.3. Data Collection Tools and Post-Conferences Based on Data: The third theme investigated features regarding data collection tools. Figure 9 illustrates the map of the theme.

Figure 9

Data Collection Tools



T6 emphasized that data collection tools are objective, which is how they should be, and that they ensure the planned and systematic progress of the post-conference:

> The data collected is objective. So, it actually makes it easier not to make subjective comments. That's why, of course, it is better to talk about more objective details in a planned way, using notes, rather than going to class and having the supervisor take random notes.

The participants of the study all stressed the importance of objectivity which helped them understand their teaching without being offensive, and taking action towards developing them. T4 underlined the importance of objectivity: “I think objectivity is a technique that can always reflect the truth, away from emotions.” Supervisor D2 added to this and emphasized that collecting objective data collection is actually one of the points that distinguishes it from other models and it helps to be constructive:

> As I said, when you give objective data, the teacher feels safer and it helps him/her to see that the aim is not to make an ordinary observation, but to do something constructive and to be careful. I think it is important in that respect.

T2 put emphasis on the ease of accepting what teachers have done in the class without being defensive through objective data:

> I think using objective data provides more accurate information. Because the other person, that is, the person in front of me, says ‘look’ because she can see me objectively. She says you did this here. Therefore, it allows the observed person to be more accepting. In other words, it disables the teacher's defense mechanism.

D2 conveyed her thoughts on the same subject by giving a detailed example:

> In my opinion, you enable the other party to trust you thanks to objective data. In other words, the person on the other side does not doubt you when you give objective data minute by minute, or when you mention the students by saying "that child", or when you mark the areas where the teacher walks and narrates exactly what he does. Because the "oh, did I do that" part might actually start there a little bit. That's why things go a little easier there because they trust you. Because otherwise, if I had told him without giving the data, he would have had the chance to say "No, I didn't do that", but since he knows that I observed him minute by minute and that I really devoted myself to it, the other party does not have much of a problem with getting that data. In fact, the teacher to whom I said, "You gave instructions for 3 minutes" said, "Wow, did it take that long?". The reason I asked her opinion was not because I thought it was long or short, but because I was curious about what she thought. We talked yesterday, you heard it too. It wasn't a long time in my opinion. She found it longer than she expected because she knew her own performance and the profile of her students better than me. Maybe she will make a change in that regard.

While talking about objectivity, T3 compared it to traditional models:

> In the traditional model, many people, that is, the supervisors, make very routinized comments. For example, "Your lesson was bad, you shouldn't have used these sentences". But in this model, we get detailed and objective information about many things, from which rows you navigate to, intonation, gesture, and how much say we give to students. So, I find this model more comprehensive and more accurate.

As for the post-conference stage, after the lesson observations; the supervisee teachers, the supervisors, and the researcher, three of them, sat down in an appropriate place for all of them. The researcher sat down without making any interventions. The supervisors started the conversations by asking the teachers about the strengths of their lessons. It was observed that the supervisees felt confident while talking about their strengths and they smiled often. Afterwards, the supervisors continued with the strengths of the course. Following the strengths of the lesson, the supervisors shared the objective data that they collected during the lesson about the area that the teachers asked the supervisors to focus on and asked the teachers to reflect on their classes. For instance, T3 asked her supervisor to observe her action zone and interaction in the class. When her supervisor asked her to reflect on her lesson, she viewed D1's notes (Figure 3) and reported that there were many things that she had not noticed during the class and said there were students, especially in the back rows that she could not reach out. The supervisor asked the teacher if there could be anything we could implement to reach every student in the class.

After the teacher and the supervisor brainstormed for a while, the teacher looked at the data and deduced that he was wandering around a lot in front of the board because the materials were loaded on the smart board. She concluded that this narrowed her action zone. The supervisor then asked how she could overcome this, and the teacher assumed that she could overcome this with a mouse that she could use remotely. An action plan was made for the next lesson and the teacher stated that she wanted to be observed again on the same subject. For the next observation. The CSM cycle started again, and in the next lesson's post-conference and reflection stages, she concluded that she had expanded her action zone in the light of the data, thanks to the action plan.

The supervisee teacher, later during the interviews mentioned that the objective data and the supervisor's questions were the things that helped her to gain awareness about her lesson. She grasped that she was capable of finding solutions to things that were left unnoticed. In this respect, she reported that it helped her gain self-awareness. Additionally, the cyclical nature of the model and action plans helped her to examine the effects of her compensation techniques.

Based on these types of processes teachers reported that the CSM increased their self-awareness and improved their problem-solving skills thanks to objective data. T7 reported that:

> It made me notice things that I couldn't even notice in class. In other words, I developed self-awareness It also helped me develop ideas about the aspects that needed to be improved. Actually, I came to many conclusions on my own, but I could not have reached these conclusions alone. I can say that the supervisor paved the way for me to make these conclusions.

Supervisee teachers also underlined that the supervisors helped their professional development thanks to their constructive feedback and objectivity. T2 expressed how constructive feedback has a vital role sharing an anecdote resulting from a destructive feedback she received during her internship:

> I think I can constantly improve myself if I have someone like D1 who gives constructive criticism. If there is someone who makes destructive criticism in front of me, I am sure that I will be very demoralized a lot. I internalize a lot, I stress a lot. I mean, I know that after the devastating feedback I received during my internship experience, I went home and cried and asked myself, "I wonder if I can be a teacher? What's so wrong about me?" That's why I say the attitude of the other person towards me is also very important. Now, for example, when D1 does something and gives me feedback, I don't get offended because I say, "Yes, that's right because she looks at you objectively." But before that, there were times when I felt incredibly demotivated after all that destructive criticism. There were also times when I felt very inadequate as a teacher.

Similarly, T4 reported that constructive feedback based on objective data helped her to focus on her professional development. T4, just like T2, mentioned her experiences with traditional supervision and stated that destructive feedback in traditional models negatively affected her development and questioned her teaching competence:

> If there is a situation that is not constructive, of course you feel bad, you feel incomplete. I ask myself "I wonder if I can do this job?". So, instead of wondering what I can add to my professional development, I keep saying to myself that I made a mistake. I stuck on that mistake. In order not to make that mistake, this time I focus only on the mistake. This way, other values are lost in the meantime. I think that maybe I am losing the aspects that I do well because I focus on that mistake at that moment.

The supervisors, as well as the supervisee teachers, praised constructive feedback in the CSM in comparison to the traditional models where they state there is destructive criticism.

> Traditional models are destructive, not constructive, like the CSM. They are models that say ‘You are this, and you are that’, but instead, when the teacher receives more constructive criticism, the teacher focuses on self-improvement. Otherwise, he feels the need to defend himself by saying, "No, I did that too. I did that too. I did it that way." Because none of the comments we receive are objective. Since we are talking about subjective data, the "according to whom, according to what" part is very confusing. Something that is not done according to the supervisor or that he thinks is not right may be right in my opinion. I think that not being able to even create an environment for discussion and exchange of ideas will put people in a vicious circle and make them unhappy. (D2)

4.2.4. Comparison of the Traditional Modals with the CSM: All of the participants, just like D2, tended to compare traditional supervision models with the CSM from various aspects. The figures of the final theme can be seen in Figure 10 and Figure 11.

Figure 10

Traditional Models vs. the CSM – The CSM

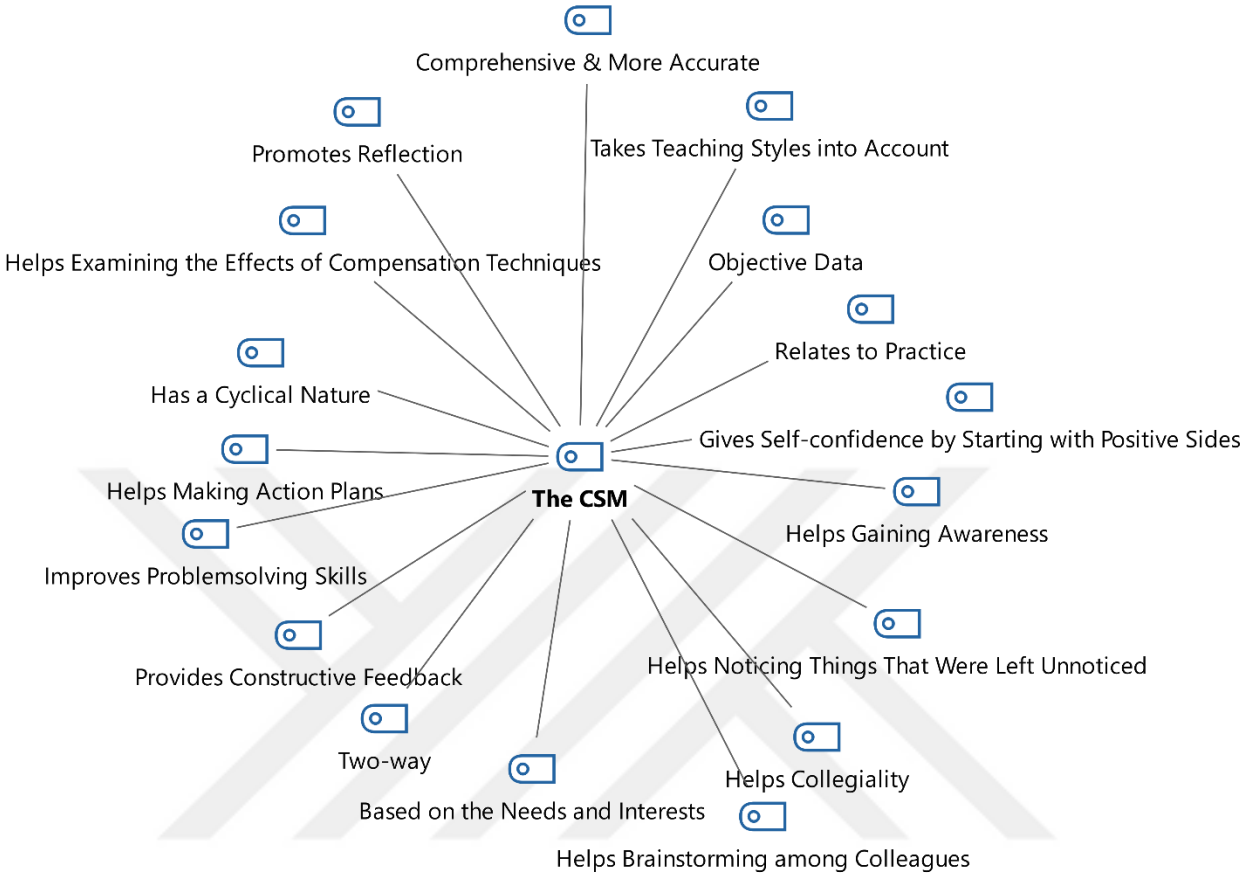
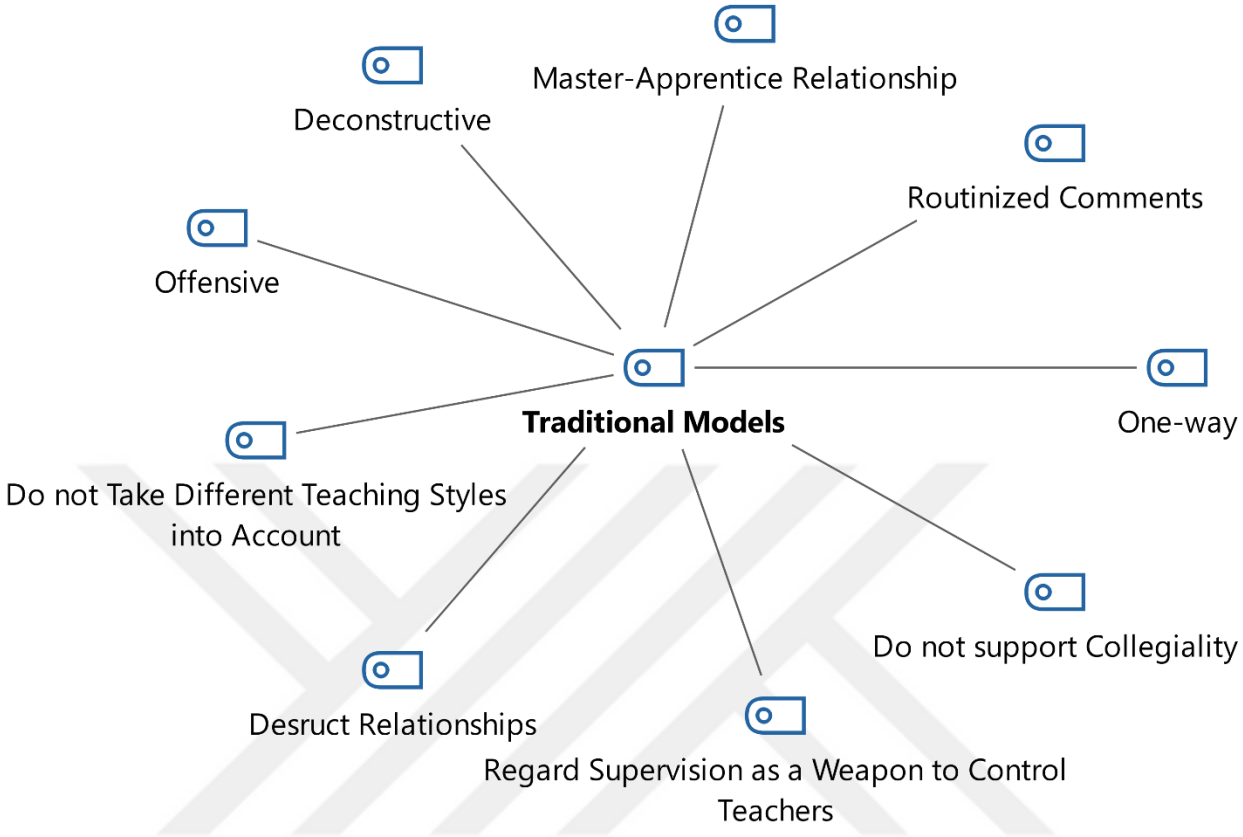


Figure 11

Traditional Models vs. the CSM – Traditional Models



T3 stressed that it is high time to replace traditional models with new models such as the CSM because neither teachers nor students are traditional anymore:

> In my opinion, observing a teacher with traditional methods does not lead to the right outcome, as there is no longer an old-generation group of students in the classroom environment where the person observing us will also observe. Since the group changes, the teacher also has to change, the teacher's teaching methods also need to change and be updated, so the supervisor's methods also have to be updated with models like the CSM.

T7 underlined the superiority of the CSM over the traditional models because they categorize teachers as ‘good or bad’. However, the CSM works with objective data relating to practice:

> I was observed once in university with the traditional model. They just look at the teacher and say "you are good or you are bad." there. In other words, since they did not work with any data, this did not have any value for me because it did not add anything to me. Data such as "who stood up, who sat down" were not presented to me. As a teacher, of

course, sometimes we may miss some points in the lesson. Since they did not come with that kind of data, those experiences were negative in my opinion.

D2 also compared the CSM with the traditional models considering teaching styles. She underlined the importance of contributing to the holistic development of the environment in the CSM without creating a master-apprentice relationship where the supervisor is the one who is accepted to know the job the best without taking personal differences into account

> In my opinion, The CSM and the traditional models are at very different ends. In the traditional model, the relationship between the supervisee and the supervisor turns into a master-apprentice relationship, as you mentioned in the training before. In other words, one can say, "I know this job. This is the right way to do this. You are doing it wrong. This job is not done that way. It is done this way." in the traditional models. That is not the issue at all in fact in the CSM. Reflective questions such as 'Why did you do it like this? Could you do it another way?' actually help people find themselves and develop awareness about their teaching. Because otherwise, when we say "You did this wrong. This is the right thing to do", you are actually imposing your own opinion on the other person. Everyone has their own teaching style or understanding of teaching. But the point is to contribute to a holistic development together, rather than imposing your own ideas in the CSM. That's why I think this model is very beneficial in this respect.

All the participants of the study stressed that their relationships would have been tense and destructive with each other which in turn would affect their professional development negatively if they had applied traditional models. D2 explained this:

> I don't think there would be such a positive atmosphere if we applied a traditional model instead of this model. In such an environment, I am sure that I will be very nervous, first of all, because as I said, I am not a teacher who can apply the traditional model in humanistic terms, but if I assume that I did, it would probably hurt the people working with me, it would create an environment where people constantly question themselves in a constantly stressful job, maybe they would question me, and we would doubt each other. That's not something we would ever want. Because we work as a team and we think it is important to do something good as a team. Every part of a team of 11 people needs to trust each other to function properly. No one can work efficiently and correctly

> in an uneasy environment where you do not create an environment of trust. That's why this is very important for us.

While comparing the traditional models with the CSM, teachers gave clues about aspects of the model that supported their professional development which can be said to the contrary to the traditional model. As mentioned above, teachers reported many advantages of the CSM in the sense that it is systematic, based on the needs and interests of the teachers, relates to practice, promotes reflection, helps teachers to take responsibility for their professional development, receives constructive feedback, provides objective data which helps the teachers to take action in improving their lessons without being defensive. The participants of the study finally reported that all these factors helped them to have a positive work environment where they were open to feedback coming from both their supervisors and their colleagues. The participants reported that the model helped them to improve their relationships with their colleagues. D2 as a supervisor described how the model helped her to give constructive feedback and how helped collegiality:

> Actually, in my opinion, giving feedback to someone is not that easy because, as I mentioned before, I am someone who attaches importance to human relations. To lead a team, you need to establish good relationships in that team, but giving feedback is a sensitive issue. You need to choose your language very carefully when giving that feedback. It was something I always paid attention to, but with this model, I can say that things have fallen into place a little more. So, it made my job even easier. At least because our friends know what the model is and they realize that we want to do something completely constructive, our communication has become much more efficient and easier, and so far I have never had any difficulty neither giving feedback nor receiving reactions from them.

As D2 mentioned the fact that the supervisee teachers also have information about the model's purposes in the sense that it aims at professional development as they all took the training of the CSM at the beginning of the education year, the teachers were already in the realization that the purpose was professional development rather than just evaluating teachers which helped them to improve their relationship. D2 also reported that thanks to the positive relationship they created in their team, teachers become development-oriented and they not only ask their supervisors but also their colleagues for ideas to improve themselves.

To sum up, participants of the study tended to compare the CSM with the traditional models after implementing the CSM in their schools. They reported their experiences with the traditional model and concluded that the traditional model did not promote professional development, supervisors adopting such models used supervision as a weapon to control teachers, it did not support collegiality, instead, it created a tense environment where the teachers were offended by deconstructive feedbacks leading to questioning their profession and feeling inadequate teachers, supervisors provided one-way feedback where the teacher could not take charge of their professional development which decreased the effectiveness of the process, did not help the teachers reflect on their classes.

4.3. Does the Clinical Supervision Model Contribute to Reflective Teaching?

The participants of the study all mentioned that after taking the training of the CSM, and upon completing the CSM cycle, they became aware of reflective teaching. For instance, T7 expressed her acquaintance with reflection with the following words:

> I feel more competent in self-assessment and reflection on my own actions during the classes. Honestly, I couldn't have done this if I hadn’t known this model, because I didn't know what reflection was and from what angles I should evaluate myself beforehand. So, I think this has a positive effect on me. I feel myself much more competent about reflecting on my classes.

T2 and T5 also expressed that the model helped them to reflect on their classes: “The model helped me reflect on my lessons and think about them.” (T2) “The CSM contributes to reflective teaching in general.” (T5)

T3 mentioned that she had already been reflecting on her classes in teachers’ room chats with her colleagues, however, it was not systemized and it took place from time to time. However, reflection became systemized with the CSM.

4.3.1. If the Clinical Supervision Model Contributes to Reflective Teaching, What Kind of Contribution Does It Provide, and How?:

This question will be answered based on the researcher's observations, field notes, and transcriptions of the interviews with the participants of the study. The results of the following questions can also be evaluated under this question as the answers may be related in some sense.

The researcher had been with the participants of the study throughout the CSM cycle, she observed the supervisee and supervising teachers. She concluded that the participants of the study thoroughly applied the model. For the sake of the related research question, the researcher observed and noted down the types of questions that the supervising teachers asked and she observed the supervisee teachers' reactions to them.

It was observed in the post-conference and reflection stages that the supervisors (D1 and D2) asked questions that promoted reflection on the teacher's perspective. The supervisors started the post-conference interviews by asking 'How was your class in your opinion?', 'What do you think are the strengths and improvable parts of your class?'. In this part of the meeting, teachers mainly expressed their opinions and reflected on their lessons in detail and were inclined to share as many details as possible. Additionally, the researcher observed that teachers found solutions to strengthen their classes with the supervisors' guiding questions such as 'If you find this improvable for your classes, what can be done to overcome this situation?'. For instance, T3 requested D1 to observe her lesson about classroom management and student??? participation in the class. D1 and the researcher attended one of the classes of T3 and they sat down at the back of the class. D1 started with sketching the classroom. She focused on classroom management and participation and took notes accordingly. Following the observation, she asked reflective questions to T3 such as, 'How do you think your classroom management was?' which helped the teacher to review and reflect on her class carefully. Following the teacher's comments, D1 showed her notes and the sketch of the classroom, D1 asked the teacher to interpret the data and to share her views about it. T3 and D1 analyzed the data together and commented on the notes taken, and T3 said that she did not realize anything during the class about the fact that she missed the distraction of some students. D1 asked the possible reasons for that and T3 added that this could have been because of her use of the smartboard in the classroom which restricted her action zone in the class. D1 and T3 discussed the compensation

techniques and prepared an action plan for the next class. They decided that the usage of a mouse could prevent the problem of action zone limitation due to the smartboard use because T3 could actively walk in the class and pass pages in her slideshow thanks to the mouse. In the next lesson, T3 mentioned that mouse use really helped her to widen her action zone in the class and she was able to realize students who were prone to be distracted and act accordingly.

Another example of the practices and contribution of the CSM cycle to reflection can be seen in T7 and D2's cycle. T7 asked D2 to observe her class about classroom management. They reviewed the lesson plan and made necessary adjustments. The teacher made room for the researcher and the supervisor before they entered the classroom and as it was not the first classroom observation, students were used to seeing observers in the classroom which made the class happen in its natural flow. D2 started by sketching the classroom and taking notes about things related to classroom management. Following the class, D2 organized her notes about the class, shared her notes with T7, and asked her about her strengths regarding classroom management. In response to D2's question, T3 reviewed her lesson and talked about the strengths of her lesson. She mentioned that this class is a class with a majority of kinesthetic learners and she developed some techniques to overcome noisy confusions that worked well and became a classroom culture. For example, she mentioned that counting backwards from 5 calmed the class down. D2 agreed with T3 and mentioned her strengths by showing objective data including time marks such as "You showed the students pictures of animals at 11.43 and students focused on the pictures." Following the strengths of the lesson, D2 and T7 evaluated open areas for improvement by looking at the data in the class. D2 said:

> What caught my attention in the comparison activity was this: Especially introverted students tend to say the answer silently, even if they say the correct answer. You went towards a student who raised his hand because his answer was not audible to you, in the second row from the wall, you listened to his answer and came back, but in the meantime, only you heard his answer. Meanwhile, the other students in the class got distracted because they could not hear their friends. Is this something improvable for you? If so, what do you think we can do about this?

T7 said that she had already regarded that as a problem in her classes and she said she tried to overcome it with a technique but this created a new problem:

> We used to do a technique in circle times, for example; like, if you listen to what your friend says and repeat your friend's answer correctly, you can get 5 more points. Every time we did this, everyone wanted to respond this time. Then, the students asked why I couldn't get any points, and that disrupted the order of the class even more.

D2 and T7 tried to find a compensation strategy for the situation and D2 came up with an idea:

> Imagine yourself in the classroom, the child raised his hand, and you came towards the child. You heard the first sentence, you went back. Do you think it would be useful if we tried this because I know it is generally used in performing arts? You go to the child and when the student starts to say the answer, you start to back away. Meanwhile, since the child will have to raise his voice as you move backwards to reach you, his friends may also hear him and focus. Have you ever tried something like this?

T7 found D2's idea sensible and she decided to use it. Throughout the post-conference, D2 encouraged T7 to reflect on her lesson in detail. D2's notes helped T7 to recall and find out details in her class and allowed her to extract data about classroom management.

Another instance of the CSM cycle was observed with T4 and D2 by the researcher. T4 asked D2 to review her instructions. The participants applied the required steps of the CSM as happened in the previous ones. D2 paid attention to the teacher's instructions, recorded T4's instructions, and took notes regarding the students' reactions to the instructions. In the post-conference stage, D2 started by asking "How do you think your lesson was? Can you tell me the strengths of your class?" Accordingly, they talked about the strengths of the class by looking at the objective data collected during the lesson. Following the strengths, D4 asked about the points that were open for improvement. T2 answered: "Students did not listen to each other's answers and somehow they could not focus on the lesson." D2 asked: "What might be the reason for this in your opinion?" T2 answered:

> When I came into the classroom, the students were shouting at each other. I ignored them and hurried up to give the instructions for the game because I thought we had limited time to complete the game. Therefore, they couldn't settle down throughout the lesson

and had difficulty understanding my instructions. I constantly shouted in class to make myself heard.

D2 listened to T2 carefully and said “This must be tiring for you. Based on my experiences, if you constantly raise your voice to make yourself heard and start doing this consistently, it can become a routine in the classroom. Do you regard this as a problem?” T2 answered: “I do regard this as a problem and I believe I need to use some strategies to overcome it.” D2 asked her about the strategies that could be used and they discussed the possible solutions. D2 said that she had used attention grabbers in her classes which helped her tremendously while giving instructions. T2 found D4’s ideas applicable in her classes and decided to try them for the next lesson. T2 asked D2 to observe her about these strategies for the next observation and they ended the meeting.

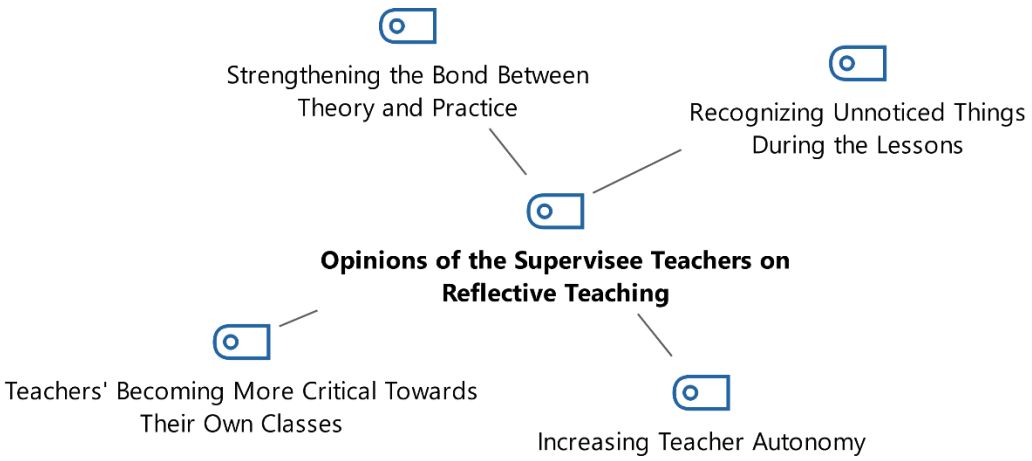
In the light of her observations, the researcher observed that the supervisors helped the teachers to reflect on their classes by asking reflective questions and showing them data they collected in the observation and data collection phases. Although teachers reflected on their classes overall at first, their comments deepened and were detailed after looking at the data collected by the supervisor. Upon seeing the data, the teachers mostly realized things that they had not realized during the lesson. Additionally, teachers tended to ignore some things in the class although they occasionally realized problems. However, they decided to take action after reflecting on them and brainstorming about the possible solutions to them.

4.3.2. What are the Opinions of the Supervisee Teachers on the Effect of the Clinical Supervision Model on Reflective Teaching?:

All the participants of the study attending the interviews stressed that the CSM had a positive effect on reflective teaching. They evaluated the issue from different perspectives and commented on it. Four main themes emerged from the interviews that were conducted on the last days of the data collection period regarding the effects of the CSM on reflective teaching from the supervisee teachers' perspective (Figure 12). The first theme emerged from the idea that through the reflective practices in the CSM, teachers became more critical towards their classes, the second theme articulated the process of becoming an autonomous teacher through internalizing reflective teaching as a part of the CSM, the third theme expressed opinions about recognizing unnoticed things through observation and objective data, and the final theme expresses the strengthening bond between theory and practice thanks to the inclusion of reflection in the model.

Figure 12

Opinions of the Supervisee Teachers on Reflective Teaching



4.3.2.1. Teachers Becoming More Critical Towards Their Own Classes: Related to the first theme, supervisee teachers reported that they practiced reflection which helped them develop a critical perspective on their classes through the model. T7 underlined this and said:

> I think it contributed to my teaching practice. I researched what I could do to improve myself and I became more critical of myself. It turned into a direction where I questioned

> myself. For example, by saying, 'This is how I did it but actually it would be better if I did it like this.' I can criticize myself and develop different perspectives on my classes.

Additionally, teachers reported that criticizing oneself is more effective than having someone criticizing you. “I definitely think that criticizing oneself is much more logical, interesting and instructive than criticizing someone else” (T2). T6 emphasized the importance of reflective questions asked by the supervisors as they helped the teachers to focus on what to improve rather than self-defending themselves by saying:

> In other words, seeing all kinds of our weaknesses from a different perspective, I may not know that it is my weakness, but thanks to observation, since observations are not judgmental observations, it can also cause me to think about things differently, realize what I can improve because it continues in a guiding way. I can look at it from different angles myself later in the process, but it would also be beneficial to have a different eye look at us from the very beginning.

Teachers also underlined the fact that the model promoted self-awareness about their strengths and weaknesses thanks to the active use of reflection through reflective questions.

> I can look at myself from a different perspective, that is, I can look at myself from an outside perspective. This shows me in which areas I am strong and in which areas I need to make up for my shortcomings. (T5)

> I can say that it has positive effects for me. Because after being observed by D2, I realized my strengths and points that I need to improve. I'm trying to work on them as much as I can. Therefore, at this point, I think it has contributed to my awareness of myself. (T7)

4.3.2.2. Increasing Teacher Autonomy: Related to the second theme, teachers believed that they developed a long-term critical perspective for themselves as they learned reflective practice through the model thanks to the application of the cycle many times throughout the semesters. Therefore, they concluded that the model helped them to adopt a critical perspective towards their teaching even when there was not a supervisor next to them which made them autonomous teachers. T3 pointed out this:

> I think the model is very useful and effective in terms of self-evaluation. D1 continued my observations and showed the data one by one. I enjoyed it and it is great that it is done at every opportunity. For example, my mobility in the classroom was observed once and I started to pay attention to this in my subsequent lessons. There are times when I warn myself that 'You are always getting between the left and the right rows, and you may miss the middle two rows. I mean, the model helped me to internalize things at some point.'

4.3.2.3. Recognizing Unnoticed Things During the Lessons: Regarding the third theme, the model's reciprocal and data-oriented nature assisted teachers in noticing points that were missed during the lessons. T6 underlined this by remarking:

> It is useful for me to see that some of my teaching aspects can be developed from another perspective. I may not know that I need to develop them, but thanks to the observations, since the observations are not judgmental, and they proceed in a guiding way they also cause me to think about things differently, and change my perspective. I can look at it myself from different angles later in the process. It is beneficial to have a different eye look at us from the very beginning.

T2 was in favor of the notion that the CSM's data-oriented nature helped her to reflect on her class and realize her actions during the lessons.

> The fact that there is evidence shown by the supervisor, that is, something visual, inevitably awakens more things, arouses interest, and does more things like this 'Aaaa yes, that's right, I did that here, but I didn't do that here.' You can compare very well.

T7 also mentioned this by saying: “Of course, as teachers, we sometimes miss points such as ‘who stood up, who sat down?’ That kind of data made me think about my lesson in detail. Similarly,

> I can do something without realizing it at that moment, but as a result of this observation, those things I do are presented back to me objectively based on data. In this way, I have the opportunity to re-observe what I am doing. Because while you are in class, different factors come into play. I can get distracted when a child says something or an unexpected situation develops, but I can find the opportunity to remember these things again with the data obtained as a result of observation. (T5)

T2 asserted that the CSM’s reciprocal nature makes reflection an objective one because one can be biased toward himself while reflecting on his actions by himself:

> For example, one thinks about himself, thinks about his lesson, thinks about how he did things, thinks about how he behaved in that lesson at that moment, but I don't think anyone can look at it that objectively, no matter who they are. That's why I think it's more productive to have a mutual situation.

4.3.2.4. Strengthening the Bond Between the Theory and Practice: Based on the final theme, T7 mentioned that the model helped her to strengthen the bond between theory and practice through reflective teaching: “I questioned the theoretical background of my actions during the lessons. Therefore, at this point, I think it has contributed to both my teaching practice and theory.”

4.3.3. What are the Supervising Teacher's Views on the Effect of the Clinical Supervision Model on Reflective Teaching?:

Supervising teachers of the study shared that the CSM had a positive impact on reflective teaching just like the supervisee teachers. They evaluated the positive impact of the CSM on reflective teaching from various perspectives which can be categorized under three main themes. The first theme explores the opportunity for self-evaluation, the second theme explores how reflective teaching helps teachers to find open areas for improvement, and the final theme expresses the contribution of reflection to the working environment and building rapport between the supervisee and supervisor teachers.

4.3.3.1. Opportunity for Self-Evaluation: Related to the first theme, supervising teachers expressed that reflection helps teachers to develop a critical perspective towards their own classes. D2 explained the teacher's evaluation of her own lesson during the process at the CSM with a mirror and a second eye analogy by saying:

> The teacher in front of me is already a very qualified teacher, I am sure of him because if we are on the same team, we are already very good. We do not have the slightest doubt about each other. However, with this model, teachers now see themselves in the classroom with a second eye. Just because that person cannot realize himself, it is necessary to be able to say and show him like a mirror, 'Look, this is what actually happens'. Therefore, I think this model helps the teacher to evaluate himself.

Additionally, D1 underlined the importance and advantages of reflection as a way of self-awareness by saying:

> We usually start by getting the teacher's opinion first about his lesson. If the teacher thinks he had a good lesson, he starts to become more aware of himself as I give details about the lessons he said were good. As I see that awareness, it actually becomes one of the places I take notes for myself. So, this is what happens. The things that you think are

> going well for you may not actually be that good sometimes. At least for every child. Because in our opinion, 24 children are too many for one class, especially in a private school. Because of that number, we are having a bit of a challenge. We're pushing ourselves a little bit every time. But at least this model makes us notice things which are unnoticed during the class. I mean, I have 24 children, maybe I give 15 of them a chance to talk, but I'm not aware of it. This is actually what makes this model beautiful. You become aware of your lesson.

4.3.3.2. Finding Open Areas for Development: Related to the second theme, D1 suggested that thanks to the supervisee teachers' increased awareness as a result of reflective teaching, they became problem solvers which helped their professional development as teachers:

> When a person sees his own mistake, he sets out to solve it, but when someone else tells me about my mistake, I completely deny it. Because it's human psychology, I would do the same thing. Finding one's own shortcomings enables one to take an active role in its solution.

4.3.3.3. The Contribution of Reflection to the Working Environment and Building Rapport: As a part of the final theme, the supervising teachers stressed how reflection improved their relationship with their colleagues and helped building rapport with and between them. D2 explained the constructive environment they caught thanks to the model stating:

> So, we can say that reflection has now become a part of us. Because in this way, we can go to each other and consult each other by saying, "I think I'm missing something here, I think I'm doing something wrong in that." In fact, once you catch the positive atmosphere, I think it is a great virtue that people do not hesitate to come to you just because I am the head of the group, but also go to each other and ask for ideas. This is entirely because everyone is aware that the environment has turned into a constructive environment and everyone wants to support each other's development. That's why I can say that the communication between us, the determination or desire to work, offered advantages that really reinforced these. And we never experienced any disadvantages.

D1 evaluated the impacts of reflection in the CSM in comparison to the traditional models and reported that active use of reflection through the model made her job less stressful and created a positive environment:

> If we used the traditional model, the stress level would definitely increase. Because then the language I would use would be ‘you’ language like "you did it that way, you did it wrong". So, the stress level would definitely increase. Since we use reflective techniques such as 'How did it go, what were the good aspects, what were the aspects that could be improved?', the teacher becomes less stressed as he reveals himself… It's less stressful for me, too. Otherwise, I would have to reveal these things, but in this way, the teacher is revealing himself and giving himself away. I am not the bad cop anymore.

D2 also commented on the positive effect of reflection in comparison to the traditional models:

> If the teacher in front of me was not reflecting on his/her lesson and I was the only one criticizing, as in the traditional model, he/she would be more defensive and would probably respond to me with their fingernails sticking out. We probably wouldn't be able to create a cozy environment by laughing and chatting with each other like this, and after a while, this would perhaps become subjective. Maybe they would assume that I had a personal problem with them. However, I may not have had such a purpose at all, but it could look like this in the traditional model. Because the real purpose of the traditional model is not constructive criticism. When this happens, it creates a disruptive atmosphere, an unpleasant atmosphere in which people cannot work peacefully.

In sum, supervising teachers reviewed the reflection to be useful in various aspects similar to the supervisee teachers’ comments.

4.3.4. Is There Any Agreement or Disagreement Between the Opinions of the Supervisee and the Supervising Teacher on the Effect of the Professional Development of the Clinical Supervision Model in terms of Reflective Teaching?: Based on the reports of the supervising and supervisee teachers' and observations made by the researcher, it was concluded that there are agreements and disagreements between the two groups. Agreements outweigh the disagreements, though.

To start with the agreements, what both groups underlined most was the fact that reflective teaching created a less stressful working environment for them. Supervisee teachers reported that because they got used to the type of supervising processes where supervising teachers told their mistakes, which made them feel uncomfortable and uneasy. Furthermore, they added by saying that criticizing oneself is always less stressful than having someone to criticize you. Similarly, supervising teachers reported that they found reflective teaching much less stressful in the sense that teachers themselves discover their strengths and weaknesses, and the supervising teachers play a facilitator role.

Secondly, related to the first agreement, supervisee, and supervising teachers claimed that supervisee teachers took a more active role in terms of improving their classes as a result of supervisee teachers' feeling comfortable through the process. They reported that because supervisee teachers comprehended that the purpose of reflection in the model is to improve their professional development rather than judging them, they became more willing to improve and develop their teaching.

Thirdly, both the supervisee and the supervising teachers used the analogies of 'second eye' and 'mirror' when describing the supervising teachers' role. Therefore, they claimed that the supervising teachers' role through the process was to show what was actually going on in the classrooms and help the supervisees evaluate their classes thoroughly. Additionally, the 'second eye/mirror' helped the supervisees recognize unnoticed things in their classes.

Finally, a considerable majority of the participants reported that they internalized reflective teaching techniques through the study. Supervisee teachers claimed that they found themselves questioning their classes from time to time. D2 (one of the supervising teachers) also claimed that at first, she had a thinking time and paid special effort when applying the techniques

during the process of post-conferences, however, as she internalized the model and techniques, she automatically applied them. Instances of these are as follows:

> While applying the techniques, it does not actually develop in a situation where I say "there was this technique, let's apply this, there was that technique, let's definitely apply this" anymore while giving feedback. Rather, I have internalized it as time passed and I practiced it. Perhaps because I have internalized it, it suddenly appears that way, and since I accept it as true, I no longer feel the need to look for another way for myself, and I actually realize that I can use those techniques without realizing it. (D2)

> I think it contributed to my teaching practice. I actually became more critical of myself and researched what I could do to improve myself to overcome my weaknesses and it turned into something where I questioned myself even outside of the cycle. (T7)

To continue with the disagreements between the supervisee and supervisor teachers, it was reported by the supervisors that although they aimed to aid the professional development of the supervisee teacher, they took advantage of the model in terms of their professional development as well. They claimed that they saw the effects of certain acts in the classroom which in turn affected their ideas towards teaching. D1 explained this as follows:

> While applying the model, I get ideas from my colleagues. There are many times when I say, "Wow, I have never thought of that." Even though we implement the same plan, of course, there are personal differences inside. I can get ideas from them. It also helps my professional development.

D1 also said that she questioned her role in the class as a teacher as she observed the supervisee teachers:

> As an observer in the classroom, I see different things from teachers, I compare myself to them, and I wonder if I use the classroom like this or if I look like this. I also think about things like how I look like when I use the blackboard. It makes me question myself in such a way.

D2 made similar remarks about her increased self-awareness after taking the role of supervising teacher:

> Because I am also a teacher and sometimes, I may not realize what I am doing at that moment when I enter the classroom. Or, as a teacher, I may not be able to keep track of which student I let or didn't let speak. But with this model, I actually gained awareness. So, I don't just give feedback to teachers. Since I think that I have already done many of the things they do, I also get feedback for myself. I often say, 'Look, this is what it looks like from the outside, so you need to pay attention to this, too' and take notes for myself. So, in a way, I improve myself while observing teachers and giving them feedback.

Additionally, D2 said she conceived of and reflected on her classes as she observed supervisee teachers' classes:

> As I said, the teachers in my team are great, I have no hesitation about that. You know, we are trying to make our work much better together, and since we have more or less the same mindset or produce similar work, this supports me in giving feedback to myself. Maybe I am also limited in the amount of time students talk during class. Thanks to the observations I make on them, I actually reflect on myself and see myself. For example, there are many places where I say "Oh yes, I do it this way too, so I shouldn't do it like this either" or 'I don't do this. Actually, this is a very good technique, I can use it too" and share it with the teacher. In fact, I honestly think it is useful because it is a model that allows us to nourish each other.

In short, supervising teachers claimed that they reflected on their own teaching by observing supervisee teachers and by being involved in the process of the model. As a consequence, they stated that the model benefited their professional development as teachers although it was not an intended result of the study.

CHAPTER 5

DISCUSSION

The present case study aims to implement the Clinical Supervision Model in in-service English language teachers' professional development. The data for the study were collected from observations, field notes, and semi-structured interviews in line with the qualitative mindset. The results of the study were analyzed through the MAXQDA 2020 program inductively and were presented in the previous section. This chapter aims to discuss the results following the order of the study's research questions.

5.1. Does the Clinical Supervision Model Benefit the Professional Development of In-Service English Language Teachers?

The results regarding the RQ1 indicate that teachers are in the realization that they need to invest in their professional development throughout their lives. Teachers deemed the importance of professional development activities especially in the teaching profession due to the nature of the teaching profession. As for the teachers' comments, the methods, strategies, and techniques they used years ago are no longer possible to implement. Most of them reported that one can never say "I'm done" in the teaching profession because the profile of their students and their needs change in time which makes it inevitable for the teachers to catch the changes through professional development.

Literature supports this result as well. Many of the scholars in the literature commented on the need for lifelong professional development activities reporting that the profession of teaching is distinguished from other professions in the sense that one needs to update himself/herself constantly in light of the latest advancements (Arslan & Kara, 2010; Başaran, 1994). Scholars pointed out that swift changes in social, political, and economic spheres make it impossible for the knowledge and skills taught in schools to stay current, and they quickly become outdated. In light of these facts, educators should participate in professional development activities to stay updated. If they don't, they can feel insufficient to address the needs and interests of their students (Borko, 2004).

Secondly, as a means of professional development, teachers found systematic, constructive, data-driven classroom observations valuable to improve themselves professionally.

As a whole, the participants of the study favored having a supervisor next to them implementing the CSM to supervise his/her colleagues. They reported that they had positive ideas regarding implementing the CSM as a way of in-service professional development.

Based on these findings, the present study can be evaluated as a model that surpasses the flaws which were criticized by Bayrakçı (2009) and Uztosun (2018). The flaws were mainly due to lack of professional staff, lack of practical focus, lack of professional partnership, lack of feedback, and lack of systematic in-service professional development activities.

Another reason why the participants favored the model, as also mentioned by Altun and Gök's (2010) study, might be because the type of professional development activities traditionally do not generally require the active participation of the teachers where they are involved in the process of their professional development. However, the CSM requires active participation of its participants to take charge of their professional development by taking an active role which might have been appealing to the participants.

5.2. To What Extent and In What Ways Does the Clinical Supervision Model Affect the Professional Development of Teachers?

The discussion of the RQ2 will focus on four themes. The first theme discusses the effect of the CSM on professional development in terms of determining the focus of the CSM cycle based on the needs and interests. The second theme will focus on classroom observations. The third theme investigates data collection tools, and the final theme compares traditional models with the CSM.

5.2.1. Determining the Focus of the CSM Cycle Based on the Teachers' Needs and Interests:

Based on the first theme, it was found that the CSM was an effective model in terms of taking teachers' needs and interests into account relating to practice. All of the participants reported that they favored the model because the model gave them the chance to determine the specific topic that they wanted to be observed during the pre-conference stage instead of being observed in general terms and it was found to be comforting for them.

According to Acheson and Gall (1997) the process becomes less successful and unproductive for both the supervisor and the supervisee when the teacher lacks sufficient knowledge about what the supervisor will be looking for in the classroom. Therefore, having

information about what the supervisor would observe during the observation stage might have increased the effectiveness of the model.

Teachers also gained autonomy which helped them to feel like they have the power to control themselves rather than having an authority controlling their professional development by determining the focus of the CSM cycle. Additionally, giving the teachers the autonomy to determine the focus of the cycle aroused the desire to be observed again.

In line with this result found in the present research, many scholars in the literature have pointed out the importance of teachers' needs and interests for professional development. They stressed that a considerable number of INSET programs did not take teachers' needs in mind into account which was evaluated as a flaw (Uysal, 2012; Ünal D. , 2010; Koç, 2016). Furthermore, they were regarded as low quality in their relation to teaching practice (Bellibas & Gumus, 2016). Therefore, this model can compensate for the flaws as the results have shown in terms of needs and interest-driven nature and relating to practice.

The literature highlights that teachers do not devote themselves to professional development when they are mandated by the authorities (Speck & Knipe, 2001). Therefore, teachers' desire to be observed many times with their free will during the study may show that they enjoyed the model and found it effective for their needs. Moreover, Odabaşı-Çimer et al. (2010) stress the significance of conducting a thorough needs analysis at the initial stage of INSET planning to address teachers’ needs. The pre-conference cycle, therefore, can be regarded as a needs analysis.

5.2.2. Classroom Observations: The second theme of the RQ2 focuses on classroom observations involved in the CSM cycle where the supervisor and the teacher got in the class and the supervisor collected data according to the topic determined in the pre-conference cycle. In light of the comparison of the data collected by the supervisors and the researcher, the researcher concluded that the supervisors had well-grasped how to collect detailed data objectively reflecting what was going on in the class based on specific aspects determined in the pre-conference stage. According to Goldhammer et al., (1980) in order for supervisors to lead teachers to reflect on their teaching, they must be trained in specific strategies. Therefore, it can be said that the supervisors of the present study had taken sufficient training to implement the model provided by the researcher and the thesis advisor of the study.

In light of the data collected, the teachers reflected on the various aspects of the classroom observations and listed factors that facilitated their professional development. Teachers mostly mentioned that they felt comfortable and the classroom observations did not affect their lessons' natural flow as they knew what they would be observed about as it was determined in the pre-conference stage. They even reported that they forgot we were there as observers of their lessons.

Kempton’s study (1991) supports the comforting aspect of the pre-conference stage. Kempton's study examined supervision processes in public schools in Massachusetts with the main objective of identifying communication traits used in the model and how teachers evaluated pre-conference. The study's findings indicate that teachers perceive clinical supervision to be beneficial. In addition, compared to those who did not participate in the pre-conference stage, the teachers who did so stated that they were less anxious about the observation. Although the present study did not aim to compare groups of teachers who implemented the model and those who did not, the findings support each other in the sense that the pre-conference stage decreased teachers' anxiety levels about observations.

A minority of the teachers, on the other hand, reported that they felt themselves uncomfortable due to their experiences in the past. However, they expressed their relief in the following observations as they comprehended the process by being involved in the cycle many times thanks to the model's cyclical nature instead of being one-shot. This might imply that although participants of INSETs comprehend the studies’ purpose in theory, follow-up activities

help their participants relate to practice. This supports Corcoran's (1995) criticism of professional development activities that lack "any follow-up" training component.

Concluding from teachers' expressions, factors impacting this natural flow were due to some features of the model such as frequent and active involvement in the model's cycle. This finding supports Zepeda and Ponticell's (1998) study where they studied with teachers in Texas and asked teachers to describe their best supervision experiences. Their results supported that frequent classroom visits are one of the factors related to the best supervision experiences according to their participants.

Teachers also reported that the fact that all of the participants were involved in the CSM training made them knowledgeable about the purposes of the model which was supporting teachers' professional development rather than finding flaws in their lessons and criticizing them. Therefore, it can be said that rather than making the teachers passive recipients of some models, involving them in the trainings where they find the opportunity of understanding how things work yields importance.

5.2.3. Data Collection Tools and Post-Conferences Based on Data: The third theme looked into aspects of data collection tools from the participants' perspectives. Participants of the study underlined objective data collection from various aspects. Based on the participants' views, it can be concluded that the data collection tools in the model ensure the systematic and planned progress of the post-conferences rather than a general, and random overview of the classes. The objective data also refrained teachers from being offensive towards the evaluation of their class and helped them to take charge of their actions and reflect on them constructively as also put forward by Bulunuz and Gürsoy (2018).

Furthermore, objective data allowed the teachers to build a relationship based on trust towards their supervisors and supported collegiality because their remarks were not based on biased conclusions. Instead, they had a data-driven nature. The collaborative nature of professional development programs was underlined by many researchers because teachers value supportive leadership and a collegial atmosphere (Avalos, 2011; Bezzina, 2006; Çınarbaş & Hoş, 2018; John & Gravani, 2005; Wolter, 2000).

In light of the data, post-conferences were initiated with the strengths of the lessons which enabled the teachers to feel confident. During the post-conferences, the participants focused on the aspects they determined in the pre-conference stage and the data collected accordingly. In this stage, together with the supervisors, teachers reached conclusions relating to their focus in light of the data. They made action plans to overcome some aspects in the following lessons. It was observed that teachers were able to produce some compensation techniques by themselves when they were presented with objective data through brainstorming. However, when they could not, they valued their supervisors' ideas and asked for their ideas. In both ways, post-conferences based on data, facilitated teachers' professional development relating to their needs. According to Odeh et al. (2010), these kinds of reflective practices help teachers solve problems, develop better decisions, and foster critical thinking.

Additionally, the cyclical nature of the model allowed teachers to observe the effects of their action plans through being observed again based on the action plans. It can be said that the post-conferences based on real data collected in their lessons facilitated gaining self-awareness about the things that were left unnoticed and the processes of the model helped to gain awareness. Literature also supports this claim. Teachers who practice reflective teaching become more conscious of what they are doing in the classroom, claims Farrell (2008). It affects the pedagogical decisions they make and the consequences that may follow, making them more active and self-confident in their development as educators.

Although teachers are provided with effective INSETs and have a good understanding of the content, it is unclear whether they will use them in their classrooms. To see the impacts of these trainings, feedback sessions, follow-through, and follow-up evaluations are required (Atay, 2004; Bayrakcı, 2009; Uysal, 2012). These follow-up evaluations are critical for determining the INSETs' long-term benefits and providing insight into teachers' needs for future INSETs. Regarding the present study, the cyclical nature of the model may ensure its long-term benefits in the sense that it has evaluations throughout the cycle.

5.2.4. Comparison of the Traditional Models with the CSM: Based on the final theme, most of the participants of the present study were inclined to compare the CSM in relation to supervision experiences in the past. It was found that most participants had negative experiences with supervisors who, at times, did not provide any feedback on the teacher's lesson or, in some cases, gave destructive, one-sided feedback that lacked constructive comments. They commented that the kinds of feedback they received were destructive and unobjective contrary to the CSM. Some teachers took the comments personally and questioned their ability to teach as teachers which destroyed them emotionally.

Based on the teachers' experiences, they were categorized as good or bad teachers without supporting these claims with data. The participants also criticized traditional models because they experienced a master-apprentice relationship with them with the idea that the supervisor is the one who knows the job best without taking personal differences and teaching styles of teaching.

In conclusion, after adopting the CSM in their schools, participants in the present study tended to compare it with the traditional models. Reporting their experiences with the traditional model, they concluded that it did not support collegiality, nor did it foster professional development. Instead, it created a tense environment in which teachers were offended by deconstructive feedback, which caused them to doubt their profession and feel inadequate. Supervisors in the traditional model also gave one-way feedback, which prevented teachers from taking charge of their professional development reducing the process' effectiveness, and prevented teachers from reflecting on their lessons. Therefore, all of the participants preferred the CSM over the models they were observed with in the past. It was found that the CSM created a positive atmosphere in the school where the participants focused on their professional development instead of being distracted by the factors applicable to the traditional models.

The findings of this section are also in line with the literature. Powell (1983) looked into whether teachers in schools where the CSM was employed had more favorable attitudes than teachers in schools where traditional supervision models were practiced. The study's findings indicate that teachers have a more favorable attitude toward supervision in institutions where clinical supervision is successfully implemented and encouraged by the administration. Furthermore, teachers expressed their belief in the advantages of supervision.

5.3. Does the Clinical Supervision Model Contribute to Reflective Teaching?

RQ4 aimed to investigate whether the CSM contributed to reflective teaching or not. The data collected regarding the question show that the model contributed to reflective teaching considerably.

It was found out that some of the teachers did not know what reflection was and how they could reflect on their classes before implementing the CSM in their schools. On the other hand, some used to reflect on their lessons before the model. However, it was not a systematic reflection and happened from time to time. It can be said that while the model helped some to learn about what reflection was, it helped others to practice it in a more regular and systemized manner.

5.3.1. If the Clinical Supervision Model Contributes to Reflective Teaching, What Kind of Contribution Does it Provide, and How?:

The researcher of the present study observed the types of questions that the supervisors asked the teachers during the CSM cycles, especially during the post-conference stages where the participants commented on the lesson. The researcher concluded that the supervisors asked questions that promoted reflection and helped the teachers to reflect on their lessons from various aspects. The data collected during the lesson observations have also helped the teachers to gain a reflective viewpoint where they had the chance to review their lessons.

According to the literature, although ‘reflective practice’ implies one’s own practices, there are two ways to practice it which are self-reflection and collaborative reflection (Güngör, 2016). Examples of self-reflection in teaching are the efforts made by teachers to gain insight into their classroom practices using data collection techniques such as keeping a journal, recording lessons in audio and video, using checklists, and creating teaching portfolios (Kayaoğlu et al., 2016). However, it is claimed that teachers who find it hard to reflect on their own classroom practices may find that collaborative reflections are helpful (Çakır, 2010; Yesilbursa, 2011).

In light of the literature, the reason why the participants of the present study found reflection through collaboration during the CSM so helpful might be because most of them experienced reflection through data for the first time. However, now that they are familiar with

the techniques, they may also collect data through some techniques as mentioned above by Güngör throughout their teaching careers even if they may not find the opportunity to implement the CSM in their future schools.

5.3.2. What are the Opinions of the Supervisee Teachers on the Effect of the Clinical Supervision Model on Reflective Teaching?: All the participants of the study found the CSM as an effective model for fostering a reflective perspective. Based on the data, it can be said that the model fosters reflective teaching in terms of four main themes. Related to the first theme, the participants reported that the model helped them become more critical of their classroom practices. They also reported that criticizing oneself is a more effective way of professional development. They also reported that reflective teaching through data helped them to notice things that they had not realized beforehand. According to Beach and Rehinhartz (2000), the goal of Clinical Supervision is to help educators become more aware of themselves and open to feedback. Therefore, in line with the goal of the model, it can be said that the model helps teachers to become more aware of themselves and open to feedback.

Secondly, it was found that through the model they gained teacher autonomy in terms of self-reflection. Some of the teachers reported that thanks to the model, there were times when they reflected on their lessons and warned themselves even when no supervisor was observing their lessons. This might be because they have comprehended the mindset behind the model. It can be implied that the CSM also promotes self-reflection in addition to collaborative reflection accompanied by a supervisor.

Thirdly, participants reported an increased awareness about noticing things that were not noticed by them during the lessons. Teachers reported that during the flow of the lesson, they often miss some things. The model helped them to evaluate their lessons from different angles thanks to objective data. One of the participants also reported that one can be biased toward himself/herself when reflecting on himself. However, the reciprocal nature of the model and objective data helps become more objective while reflecting on classroom practices.

OECD (2005) report suggests that “no matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers” (p.49). So, the CSM may be a valuable model for overcoming the challenges they face.

Finally, one of the participants stressed the strengthening bond between theory and practice. She reported that she used to question the theoretical background of her classroom practices. The model helped her to grasp the bond through reflective practices. This relates to Kumaradivelu's (2006) assertion that reflective teaching can be advantageous provided teachers review their own concepts in light of theory, in addition to dialogue and mentoring.

5.3.3. What are the Supervising Teacher's Views on the Effect of the Clinical Supervision Model on Reflective Teaching?:

Similar to the supervisee teachers, the supervisors found the CSM effective in fostering reflective teaching. The positive effect of the CSM was categorized under three main themes according to the supervisors' comments.

Firstly, it was supported that reflective practices through the CSM gave an opportunity for self-evaluation similar to the teachers' comments. The supervisors claimed that seeing oneself from another eye through data enabled the teachers to practice reflection and therefore have a critical perspective in evaluating their classroom practices. Thus, the model acts as a mirror so that the teacher can look at herself/himself more realistically.

The second theme explored how reflective teaching through the CSM helped teachers find open areas for development from the supervisors' perspectives. One of the supervisors claimed that reflecting on the classroom practices of one's own helps her/him to take action towards making it a better one. However, as it was claimed by the same participant, people are inclined to refuse criticism and defend themselves when the criticism comes directly from the other party. Therefore, reflection through the CSM may help teachers realize open areas for development and help them improve themselves because it allows one to see his/her practices.

This finding is supported by Hişmanoğlu and Hişmanoğlu's (2010) research where they investigated the perceptions of English language instructors in Cyprus. According to their findings, the supervisors helped the English language instructors diagnose problems and come up with solutions while also reinforcing the good aspects of their work.

Related to the final theme, it was found that reflection contributed to building a constructive work environment and building rapport among the supervisee and supervisor teachers. Firstly, the supervisors observed that they created such a positive working environment during the implementation of the CSM through reflection that teachers asked for their colleagues'

ideas frequently as well as their supervisors even when they were not in the cycle. Thus, they exchanged ideas to support each other's professional development. Additionally, they reported that they were not perceived as someone to be beware of whose criticisms were destructive. Therefore, it can be concluded that reflection through the CSM may help build a constructive, development-oriented work environment and build rapport among colleagues as well as supervisors.

Bezzina (2006, p. 21) claimed that "teachers value a collegial atmosphere, supportive leadership, time and space to share and learn from each other" which might be achieved through the CSM as mentioned above. Additionally, Zepeda and Ponticell (1998) investigated the worst supervision experiences among teachers and found that the supervisor's intrusive behavior toward the teacher, and the use of supervision as a weapon for controlling teachers were among the worst supervision experiences. Thus, the CSM seems to overcome these negative experiences as the participants' claims may indicate.

5.3.4. Is There Any Agreement Between the Opinions of the Supervisee and the Supervising Teacher on the Effect of the Professional Development of The Clinical Supervision Model in Terms of Reflective Teaching?:

Based on the results related to the question, it was concluded that there are certain agreements and disagreements between the two groups. To begin with, regarding the agreements, the aspect that both groups emphasized the most was that they worked in a less stressful environment as a result of reflective teaching as mentioned in the previous sections.

Second, in connection with the first agreement, supervisee and supervising teachers stated that because supervisee teachers felt secure and comfortable during the process, they improved their classroom practices with greater diligence. They stated that supervisee teachers were more willing to advance and enhance their teaching as they realized that the model's use of reflection was meant to support them professionally rather than to criticize them.

The literature also supports the claim that teachers become willing to enhance their teaching practices through reflective teaching. Schön's (1983) model states that teachers possess the capacity to reflect on their teaching practices, whether prior to, during, or following a lesson. In addition, he argues that reflective thinking helps educators become more aware of their

classroom practices, which improves their ability for reflection, critical thinking, and evaluation. This reassures teachers about the necessity of correcting undesirable practices, which enhances professional development (Mustafa, 1992).

Thirdly, when discussing the role of supervisors, both the supervisee and the supervisors employed the metaphors of "second eye" and "mirror." They therefore asserted that the supervisors' role during the process was to assist teachers in conducting a thorough evaluation of their classes and to demonstrate what was actually happening in the classrooms. The "second eye/mirror" also assisted the teachers in noticing details in their classes that they had missed. The mirror metaphor was also frequently used by Bulunuz and Gürsoy (2018) to address the role of supervisors in their book.

Lastly, a significant number of participants stated that the model helped them internalize reflective teaching. Teachers reported that they occasionally found themselves thinking about their lessons and one of the supervisors asserted that although she initially took some time to think through and paid extra attention to applying the techniques during the post-conference process, she eventually internalized the model and techniques, and applied them without thinking which enhanced her supervisory skills.

This can be supported by Gürsoy et al.'s (2013) study where the impact of the CSM on the quality of supervision, communication skills, feedback, and professional behavior of university supervisors was investigated. The results showed that supervisors who attended the CSM training and those who did not differed statistically significantly. CSM-trained supervisors were considered better by teacher trainees and cooperating teachers. These findings indicate that CSM may be helpful in enhancing supervisory skills.

Last but not least, based on the disagreements between teachers and supervisors, it was found that while the supervisors' primary goal was to support the teacher's professional development, they also benefited from the model in terms of their own professional development. They asserted that they observed the consequences of specific practices in the classroom, which influenced their perspectives on teaching. Therefore, it can be concluded that although the model aims to provide professional development for teachers, the CSM can contribute to the supervisors' professional development.

CHAPTER 6

CONCLUSION

This chapter will summarize the results of the present research following the order of research questions. It will present the significance of the study and its pedagogical implications. Finally, the limitations of the study and suggestions for future research will be presented.

6.1. Summary of Results

The present research aimed to implement the Clinical Supervision Model with in-service English Language Teachers and examine its results on their professional development and reflective teaching. Through this study, the effectiveness of the Clinical Supervision Model in enhancing the professional growth and fostering reflective teaching practices among in-service English Language Teachers was investigated. By implementing this model, insights into its impact on professional development and the promotion of reflective teaching practices were gained.

Results regarding whether the CSM benefitted the professional development of in-service English Language Teachers showed that participants of the study attached importance to their professional development as teachers and believed that educators needed professional development activities more than any other profession did because of the nature of the teaching profession and the changes in the profile of the students and their needs accordingly. As a means of professional development, teachers found the CSM valuable for their professional development in the sense that it provided systematic, constructive, data-driven classroom observations and feedback relating to practice rather than merely on theory. They also found having a supervisor implementing the CSM effective for their professional development.

Secondly, as a means of professional development, teachers found systematic, constructive, data-driven classroom observations valuable to improve themselves professionally. Overall, the participants of the study favored having a supervisor next to them implementing the CSM. They reported that they had positive ideas regarding implementing the CSM as a way of in-service professional development. Furthermore, the active participation of the teachers in their professional development enabled them to take charge of their professional development which appealed them.

Results regarding the extent and in what ways the CSM affected the professional development of teachers showed that teachers found the pre-conference stage of high importance in the sense it helped the model benefit their professional development based on their needs and interests relating to practice. It was found that teachers enjoyed determining the direction of the specific areas they would develop as a result of participating in the model. Determining the topic that the teachers would be observed also provided the teachers with a sense of comfort zone because they knew what the supervisor would look into in the observations which also increased the effectiveness of the model. In addition, it aroused the desire to be observed again because the teachers experienced their power over their professional development and its effect, thus devoted themselves to their professional development.

Following the pre-conference stage, the observation and data-collection stage took place. The observation stage from the teachers' perspective had been comfortable and the lessons were in their natural flow because of various factors such as the frequency of classroom observations, they knew what the supervisor would specifically look into during the lesson and the purpose of these observations was professional development rather than finding flaws in their classroom practices.

It was found that the CSM training had been effective on the supervisors in the sense that they collected objective data using some techniques enabling them to do thorough observations and collect data accordingly. Post-conferences based on data ensured the systematic progress of the process rather than a general overview of their classroom practices. Additionally, post-conferences based on the objective data prevented teachers from taking offense at their class's evaluation and enabled them to take responsibility for their actions and engage in reflection. In addition, since the supervisors' comments were not based on biased conclusions, objective data promoted collegiality and helped teachers develop a relationship based on trust with their supervisors. Starting the post-conferences with the strengths of the lessons enabled the teachers to feel confident throughout the process.

In the post-conferences, participants concentrated on the aspects they had decided during the pre-conference stage. It was found that teachers were able to make action plans and create some compensation techniques to overcome developable aspects of their teaching practices. They were also open to feedback coming from their supervisors. This way post-conferences

based on data, facilitated teachers' professional development relating to their needs. Thanks to the cyclical nature of the model, teachers were able to see how their action plans affected their teaching practices. It is possible to say that the post-conferences based on real data gathered in their classes helped the teachers become more self-aware of the things they had previously overlooked. These follow-up evaluations were critical for determining the model's long-term benefits. Regarding the present study, the cyclical nature of the model ensured its long-term benefits in the sense that it had evaluations throughout the cycle.

Regarding the teachers' perceptions of the CSM, they were found inclined to compare the traditional models, which they all experienced, with the CSM. They reported that they had negative experiences regarding the traditional models in that they received one-way, destructive, unobjective feedback leading to a master-apprentice relationship. Reporting their experiences with the traditional model, they concluded that it did not support collegiality, nor did it foster professional development. Instead, it led the teachers to have negative ideas about their teaching and prevented teachers from taking charge of their professional development reducing the effectiveness of the process. The CSM was therefore favored by all of the participants over the models they had previously been observed. The participants in the study were able to concentrate on their professional development without being distracted by elements relevant to traditional models, thanks to the supportive atmosphere that the CSM fostered in their school.

Finally, the results show that the CSM contributed to reflective teaching immensely through reflective questions that the supervisors asked during the post-conferences through objective data. This practice led teachers to reflect on their practices even when they were out of the CSM cycle. Although some of the teachers reflected on their classroom practices from time to time before implementing the model, others had no idea what reflection was and how it should be done. Overall, while the model helped some in understanding and practicing reflection, it aided others in putting it into a more systematic practice.

Based on the participants' comments regarding the effect of the CSM on reflective teaching, participants mainly expressed similar ideas. The teachers reported that the model helped them foster a more critical perspective towards their classroom practices, helped them to gain teacher autonomy related to self-reflection, increased their awareness helping them notice unnoticed things during the lessons through data and the model's reciprocal nature, and

strengthened the bond between theory and practice. Similar to the teachers' ideas, supervisors believed that reflection through the model gave teachers the opportunity of self-evaluation and being critical towards their classroom practices, helped teachers to find open areas for development, take action, and generate solutions to make their practices better ones, and help to create a positive and constructive collegial atmosphere where people exchange ideas to support each other's professional development.

Related to the disagreements between the supervisors' and teachers' ideas, it was found that although the supervisors' main objective was to assist the professional development of the teachers, they also benefited from the model in terms of their own professional development. They claimed that their observations of the effects of particular classroom practices shaped their opinions about their classroom practices. Thus, it can be said that even though the model's primary goal was to help teachers develop professionally, the CSM helped supervisors improve professionally as well.

6.2. Significance and Pedagogical Implications

Although the CSM has taken its place in the foreign literature since the 1960s, the CSM is a relatively new practice in Turkey. Despite its potential benefits, the model was only used with pre-service teachers in Turkey, but its use with in-service teachers was lacking. No study investigated the model's outcomes with in-service teachers in Turkey up until this study. Therefore, the present research is significant in the sense that it fills the gap in the literature implementing the CSM with in-service English language teachers and investigating its effect on the teachers' professional development. Additionally, despite the model's widespread use in education around the world, there is little evidence of the effectiveness of CSM. The present study also yields significance in broadening the literature by providing an in-depth investigation in a purely qualitative manner.

The present study has many pedagogical implications for policymakers aiming professional development of teachers. Firstly, even if teachers graduate from high-quality teacher education programs, as classrooms are dynamic in nature, it is almost impossible to prepare them for every situation they encounter, and their professional development needs continue throughout their careers. Therefore, as its advantages were presented in the study's findings, the CSM can be

an influential model to be implemented with in-service English language teachers to support their professional development.

Secondly, it was found that teachers used to have negative connotations related to supervision due to their negative experiences based on traditional supervision understanding which refrained them from professional development through supervision. As the study has found, the CSM is a model that can reverse the negative ideas regarding supervision promoting professional development and reflection. Therefore, policymakers can integrate the model into the supervision system.

Thirdly, the model requires comprehensive training for its participants for its successful implementation. Otherwise, supervisors may continue to implement what they have experienced in the past. Policymakers can train trainers first so that they can train their supervisors. However, if this may not be possible, schools may decide to use the model within their schools taking the training even if they may not find the opportunity to implement it at the national level and still benefit from the model as in the present study.

6.3. Limitations and Suggestions for Future Research

The current study is designed to investigate the case of in-service English language teachers' practices related to the implementation of CSM in a certain context. The study's time and space constraints might be one of its limitations. The study is limited to the context of English Language teachers working at a private school by having in-service English language teachers as participants. As a longitudinal study, the study is also time-limited to the spring term. The exploratory nature of the present study, however, as a qualitative case study research, provides an "in-depth description and analysis of a bounded system" (Merriam, 2009, p. 43).

Secondly, data were obtained from a small sample due to the nature of the research. One of the supervisors from the school where the research was conducted withdrew from the study due to her busy schedule which decreased the planned number of participants as mentioned in the participants section. It would appear that the study is limited by the sample size, however, transferability rather than generalizability is important in qualitative research. Mackey and Gass (2021) claim that "for transferability in qualitative research, the research context is seen as integral (…) and the extent to which the findings may be transferred depends on the similarity of

the context" (p. 231). Although a case study method does not always allow for generalizations, it does offer thorough explanations that can help us understand the implementation of CSM with in-service language teachers. It can be claimed that similar outcomes can be found in other groups of in-service English language teachers in Turkey because of the similarities in the context when we take into account that the participants were chosen based on their typicality and representativeness (Yin, 2003). Additionally, Duff (2014) recommended using four to six samples in case studies, which allows for various reporting options (in pairs, as individual cases, or in accordance with themes that represent the samples) and reduces the risk of participant attrition. As a result, the number of participants in the current study satisfies the prerequisite criterion mentioned by Duff. Case studies are "generalizable to theoretical propositions and not to populations or universes" (Yin, 2018).

Finally, the results of this study must be seen in the context of specific limitations. Due to the study's purely qualitative case design, all of the limitations associated with qualitative designs in the literature can be applied to this as well. For instance, the study did not include any statistical analysis. However, an in-depth analysis was made possible by the data triangulation through semi-structured interviews, field notes, and audio recordings.

Further studies may replicate this study in a mixed-methods or quantitative design with a greater number of participants. Additionally, as mentioned in the previous section, although the purpose of the study was to see if the model affected teachers' professional development, it was found that supervisors also benefitted from the model. However, as it was not the primary focus of this present research, further studies can be implemented to examine the supervisor's professional development from the model in detail. Furthermore, an experimental study can be implemented to see if students benefit from the model when their teachers implement the CSM.

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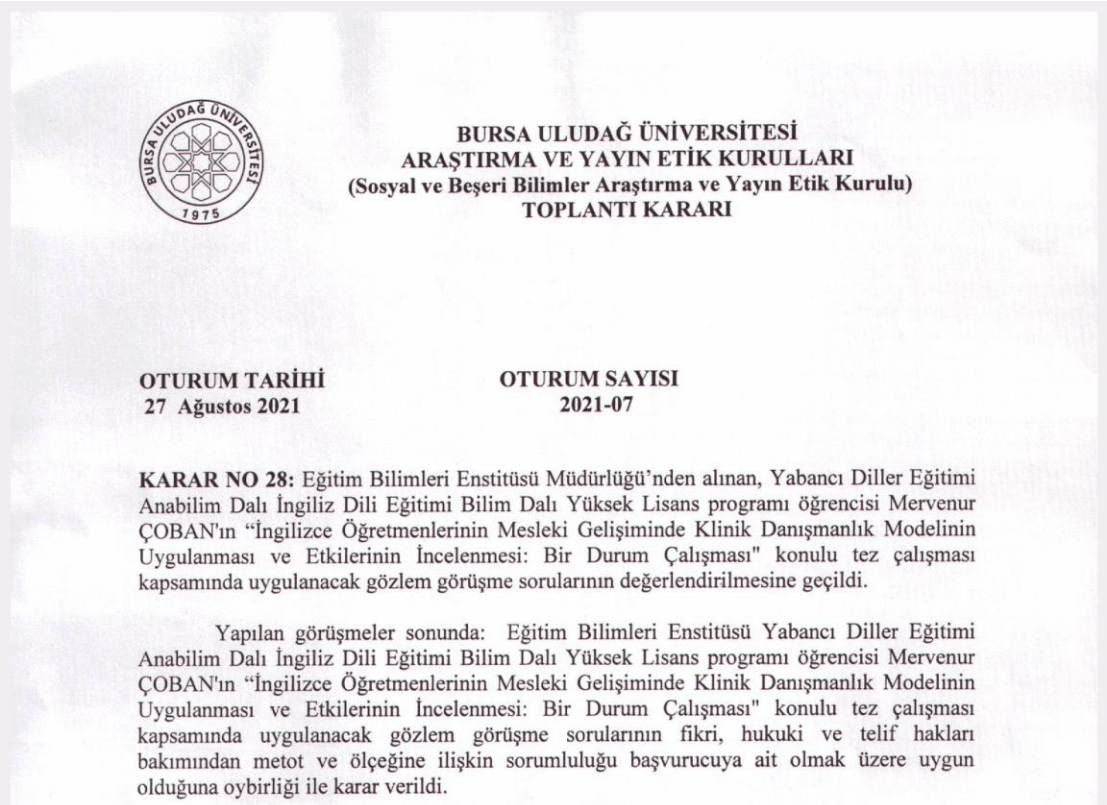
APPENDICES

Appendix 1: Research Ethics Committee Approvals



BURSA ULUDAĞ ÜNİVERSİTESİ
ARAŞTIRMA VE YAYIN ETİK KURULLARI
(Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulu)
TOPLANTI KARARI

OTURUM TARİHİ	OTURUM SAYISI
27 Ağustos 2021	2021-07

KARAR NO 28: Eğitim Bilimleri Enstitüsü Müdürlüğü'nden alınan, Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans programı öğrencisi Mervenur ÇOBAN'ın "İngilizce Öğretmenlerinin Mesleki Gelişiminde Klinik Danışmanlık Modelinin Uygulanması ve Etkilerinin İncelenmesi: Bir Durum Çalışması" konulu tez çalışması kapsamında uygulanacak gözlem görüşme sorularının değerlendirilmesine geçildi.

Yapılan görüşmeler sonunda: Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans programı öğrencisi Mervenur ÇOBAN'ın "İngilizce Öğretmenlerinin Mesleki Gelişiminde Klinik Danışmanlık Modelinin Uygulanması ve Etkilerinin İncelenmesi: Bir Durum Çalışması" konulu tez çalışması kapsamında uygulanacak gözlem görüşme sorularının fikri, hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğu başvurucuya ait olmak üzere uygun olduğuna oybirliği ile karar verildi.

T.C.
BURSA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-86896125-605.01-99165565 20.03.2024
Konu : Mervenur ÇOBAN'ın Araştırma İzni

MÜDÜRLÜK MAKAMINA

İlgi : a) Milli Eğitim Bakanlığı'nın Araştırma Uygulama İzinleri konulu 21/01/2020 tarih ve 1563890 (2020/2) sayılı Genelgesi.
b) Bursa Uludağ Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığının 19.02.2024 tarih ve 150833 sayılı yazısı.

Bursa Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Yüksek Lisans Programı öğrencisi Mervenur ÇOBAN'ın "İngilizce Öğretmenlerinin Mesleki Gelişiminde Klinik Danışmanlık Modelinin Uygulanması ve Etkilerinin İncelenmesi: Bir Durum Çalışması" konulu araştırması ilgi (b) sayılı yazı ile bildirilmektedir.

Mervenur ÇOBAN'ın yukarıda belirtilen araştırmasını Bursa Özel Tan Okullarında uygulama yapma isteği Müdürlüğümüzde oluşturulan "Araştırma Değerlendirme Komisyonu" tarafından incelenerek değerlendirilmiştir. Araştırma ile ilgili çalışmanın **okul/kurumlardaki eğitim öğretim faaliyetleri aksatılmadan, araştırma formlarının aslı okul müdürlüklerince görülerek ve gönüllülük esası ile** okul müdürlüklerinin gözetim ve sorumluluğunda ilgi Genelge çerçevesinde uygulanması ayrıca **araştırma sonuçlarının Müdürlüğümüz ile paylaşılması** komisyonumuzca uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Mustafa KAHYA
İl Milli Eğitim Müdür Yardımcısı

OLUR

Dr. Ahmet ALİREİSOĞLU
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İl Milli Eğitim Müdürü

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Appendix 2: Resume

ÖZ GEÇMİŞ			
Adı-Soyadı	Mervenur AKSOY		
Bildiği Yabancı Diller	İngilizce		
Eğitim Durumu	**Başlama**	**Bitirme**	**Kurum Adı**
Lise	2011	2015	Şehit İlhan Kartal Anadolu Lisesi
Lisans	2015	2019	İstanbul Üniversitesi
Yüksek Lisans	2020	2024	Bursa Uludağ Üniversitesi
Çalışma Durumu	**Başlama**	**Ayrılma**	**Çalışılan Kurumun Adı**
1.	2015	2016	İstanbul Üniversitesi Eğitim Bilimleri Enstitüsü
2.	2018	2019	Vefa Anadolu Lisesi (Staj)
3.	2019	2019	Ocean Place Resort & Spa: New Jersey, USA
4.	2020	2020	Özel Bilge Marmara Bilge Anaokulu
5.	2020	-	Milli Eğitim Bakanlığı
Yayınlar	Kiyançiçek, E., Çoban, M., & Karatepe, Ç. (2024). An Investigation of the Intercultural Sensitivity Levels of Summer Work and Travel Programme Students. *Anadolu Journal of Educational Sciences International*, *14*(1), 195-217.		

	Kıyançiçek E., Çoban, M. (2023) An Investigation of the Factors Affecting Teacher and Student Motivation in Online Education. *HAYEF: Journal of Education, 21*(1), 57-65. Coban, M., Eyisüren, İ. İ., & Uzun, L. (2021). Implementation of the Plotagon Application in EFL Speaking Lessons: Its Effect on Speaking Anxiety and Student Motivation. *Global Conference on Education and Research* (p. 77). Florida, USA: University of South Florida M3 Center Publishing. Retrieved from https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=1068&context=m3publishing
Konferanslar	4th Global Conference on Education and Research (GLOCER 2021), 08-11 June 2021, virtually hosted by the University of South Florida, Florida, USA.
Ödüller	Best Paper Award from GLOCER 2021 Conference Superior Success Award (TEV) (2019) Onur Öğrencisi (İstanbul Üniversitesi) (2019) Bölüm Birincisi (Bursa Uludağ Üniversitesi) (2024)
Toplum Hizmeti	Çorbada Tuzun Olsun Derneği (2018-2019)
	Mervenur AKSOY 28.06.2024