



Senate Decision Date: 26.07.2024

Meeting No: 07

CYPRUS AYDIN UNIVERSITY

FACULTY OF EDUCATION

DIRECTIVE ON TEACHING PRACTICE

CHAPTER ONE

Purpose, Scope, Legal Basis, and Definitions

Purpose

Article 1 – The purpose of this directive is to regulate the principles and procedures concerning the practice activities designed to enable teacher candidates to better prepare for the teaching profession and to acquire the competence to effectively apply the general knowledge, subject-specific education, and the knowledge, skills, attitudes, and professional dispositions related to the teaching profession that they have gained during their studies within an authentic educational environment.

Scope

Article 2 – This directive covers the objectives, principles, and methods of the teaching practice activities to be carried out by teacher candidates in public and private educational institutions affiliated with the Ministry of National Education of the Turkish Republic of Northern Cyprus.

Legal Basis

Article 3 – This directive has been prepared in accordance with Article 14 of the Higher Education Law No. 2547 and the decision adopted at the General Assembly meeting of the Council of Higher Education dated 21 January 2010.

CHAPTER TWO

Objectives of Teaching Practice

Article 4 – The teaching practice aims to provide teacher candidates with the following experiences:

1. To introduce the physical structure of the school and familiarize candidates with the school environment (such as classrooms, laboratories, offices, etc.).
2. To introduce the administrative structure of the school (including the roles and responsibilities of the principal, vice principals, teachers, and other staff members).



3. To observe how the subject knowledge acquired at the faculty is implemented in the school environment and to develop practical application skills.
4. To become familiar with the classroom environment under the supervision of the mentor teacher at the school.
5. To provide teacher candidates with the opportunity to apply instructional techniques.
6. To provide teacher candidates with the opportunity to learn how students are assessed and evaluated.
7. To enable teacher candidates to observe how their own teaching competencies and pedagogical formation are evaluated.
8. To help teacher candidates become accustomed to being observed by others during instructional activities.
9. To provide teacher candidates with the opportunity for self-recognition and self-evaluation.
10. To provide opportunities for direct interaction with students and to understand their learning difficulties.
11. To develop a sense of responsibility among teacher candidates.
12. At the end of the practice, to enable teacher candidates to develop the ability to establish effective communication within the classroom and to use language effectively.
13. To raise awareness of the factors that facilitate and influence learning within the classroom environment.
14. To develop fundamental classroom management skills.
15. To develop the competence required to prepare and improve instructional plans appropriate to the teaching process.
16. To foster critical thinking skills in teacher candidates.
17. To encourage teacher candidates to be open to identifying and addressing deficiencies in their own teaching practices.
18. To develop the ability to apply appropriate instructional methods, techniques, and principles in order to create an effective learning environment during the teaching process.
19. To provide teacher candidates with the pedagogical competence necessary to guide and support students within the classroom.

CHAPTER THREE

General Provisions

Article 5 – Teaching practice activities shall be conducted during the semesters specified in the departmental curricula and in accordance with the relevant program requirements.

Article 6 – All departments shall assign a sufficient number of academic staff members to participate as supervisors guiding students in their teaching practice activities. The head of each department shall be responsible for the coordination, administration, and proper implementation of the teaching practice activities of that department.



Article 7 – Teaching practice activities shall be carried out with the participation of teacher candidates, department heads, supervising academic staff responsible for the practice groups, as well as the administrators and classroom teachers of the schools where the practice takes place.

CHAPTER FOUR

Responsibilities of Teacher Candidates

Article 8 – During school practice activities, teacher candidates shall be subject to the regulations of Cyprus Aydın University.

Article 9 – During school practice activities, teacher candidates shall be responsible to the mentor teacher at the school, the school administration, and the supervising academic staff member.

Article 10 – The tasks to be performed by teacher candidates within the framework of school practice are specified in detail in the evaluation forms related to the “School Experience” and “Teaching Practice” components. The activities listed separately in these evaluation forms shall be carried out and submitted as a report to the responsible teacher and the supervising academic staff member.

Article 11 – During the school practice period, teacher candidates are required to comply with the statutes and regulations of the school in which they are placed (including dress code, discipline, professional attitude, conduct, etc.).

CHAPTER FIVE

Duties of Academic Staff

Article 12 – Department heads are responsible for organizing the activities of the supervising academic staff members assigned to each group during the practice period and, when necessary, monitoring the work carried out by the students.

Article 13 – The duties of the supervising academic staff members responsible for the groups are as follows:

- a) During the practice period, they coordinate the relations between teacher candidates, the school administration, the mentor teacher, and the Faculty.
- b) Together with the mentor teacher at the school, they monitor the attendance of the teacher candidates.
- c) In collaboration with the mentor teacher, they assist and guide teacher candidates on various matters such as lesson planning, lesson preparation, and lesson delivery.
- d) Together with the mentor teacher, they ensure that teacher candidates participate in extracurricular activities (for example, parent–teacher association meetings,



educational club activities, celebrations of special days and weeks, and sports activities).

e) In cooperation with the mentor teacher, they supervise teacher candidates to ensure that they comply with the statutes and regulations of the school and behave in a manner appropriate to the teaching profession, demonstrating due diligence in this regard.

f) They evaluate the performance of teacher candidates during the school practice and report the results to the department chair.

CHAPTER SIX

Evaluation

Article 14 – The mentor teacher and the supervising academic staff member responsible for each group shall evaluate all activities and conduct of the teacher candidates (taking into account the criteria listed in the evaluation forms) and assign a grade out of 100 points.

Article 15 – The final achievement grade for the courses “School Experience” and “Teaching Practice” shall be determined by calculating the average of the grades given by the mentor teacher and the supervising academic staff member.

Article 16 – Mentor teachers in the practice schools submit the evaluation forms to the school administration, while the supervising academic staff members submit the evaluation forms to the department heads. The evaluation forms are forwarded by the school administrations to the Faculty Dean’s Office through official channels. The Dean’s Office then transmits these forms to the relevant department heads. The department heads calculate the average of the grades assigned by the mentor teachers and the supervising academic staff members and compile them into a single summary report. These courses do not have a make-up examination.

Article 17 – Teacher candidates who fail the school practice courses (“School Experience” and “Teaching Practice”) must repeat the course in the semester in which the practice is conducted within the period granted for graduation in accordance with the Associate and Undergraduate Education and Examination Regulations of Cyprus Aydin University.

Article 18 – The provisions of this directive shall be implemented by the Rector of Cyprus Aydin University.



CYPRUS AYDIN UNIVERSITY

FACULTY OF EDUCATION

SCHOOL EXPERIENCE EVALUATION FORM

Form 1/1

Teacher Candidate Information	
Full Name	:
Faculty ID Number	:
Department	:
Name of the School Where the Practice is Conducted	:
Academic Year and Semester	:
Mentor Teacher / Supervising Academic Staff	:
Full Name	:

1. EXAMINATION OF THE ADMINISTRATIVE AND PHYSICAL STRUCTURE OF THE SCHOOL

SCORE

		SCORE
1.	The duties and responsibilities of the school principal and the manner in which these duties are carried out.	
2.	The areas of responsibility of the vice principals and the manner in which these responsibilities are fulfilled.	
3.	The duties and responsibilities of teachers within the administrative structure and the manner in which these responsibilities are performed.	
4.	The duties of the auxiliary staff employed at the school and the manner in which these duties are carried out.	
5.	The physical structure of the school (classrooms, laboratories, library, administrators' and teachers' rooms, sports hall, cafeteria, dormitory, school yard, etc.).	
6.	Understanding the operational functioning of the school library.	
7.	Learning the laws and regulations implemented within the school.	
8.	Understanding the school's official correspondence system with other institutions (office/administrative services).	
9.	Examining the functions of teachers' council meetings.	



10.	Understanding the methods through which the various needs of the school are met.	
11.	Examining how the school's cleaning, maintenance, and repair activities are carried out.	
12.	Understanding the functioning of school–family cooperation.	
13.	Examining the objectives and functions of the “Parent–Teacher Association” and the extent to which these are realized.	
14.	Examining the duties of the “School Protection Association.”	
15.	Understanding the functions of the “Subject Teachers’ Board” and the extent to which these functions are implemented.	
16.	Understanding the procedures used in preparing the school's weekly class schedules.	

2. EXAMINATION OF PRACTICES RELATED TO COURSE CONTENT

1.	Learning the fundamental objectives of Turkish National Education System.	
2.	Understanding the objectives of the course related to the teacher candidate's field of study and the significance of these objectives for the development of Türkiye.	
3.	Examining the annual lesson plans related to the field and learning how these plans are prepared.	
4.	Examining the content of daily lesson plans related to the field and learning how they are prepared.	
5.	Observing and learning the instructional methods and techniques used in lessons.	
6.	Learning about the instructional materials and equipment used in classrooms and laboratories, as well as their methods of use.	
7.	Understanding how lessons are related to daily life and the surrounding environment.	
8.	Learning the structure of lesson presentation (introduction, development, conclusion, and evaluation).	



9.	Learning the fundamental instructional principles applied in lessons (such as progressing from concrete to abstract and from simple to complex).	
10.	Investigating and determining the degree of alignment between the content of textbooks and the curriculum programs (specifying the title, author, publisher, and publication date).	
11.	Investigating and learning the opinions of teachers and students regarding the textbooks used in the courses.	
12.	Investigating and determining the level of consistency between the course content taught at the Faculty and the content of the textbooks used in the school where the observation is conducted.	
	Total Score	

3. OBSERVATION AND MONITORING OF STUDENTS

1.	Examining the level of students' interest in the lessons.	
2.	Determining the extent to which students comprehend the subject matter presented and participate in the lessons.	
3.	Determining students' level of participation in group activities within the classroom environment.	
4.	Examining the extent to which students comply with classroom discipline.	
5.	Investigating the extent to which students utilize supplementary resources in addition to their textbooks.	
6.	Observing and examining teacher–student relationships.	
7.	Observing and examining relationships between teachers and school administration.	
8.	Examining students' attendance in lessons.	
9.	Observing students' academic achievement levels.	
10.	Investigating students' ability to express their knowledge and ideas.	
11.	Observing meetings and celebration ceremonies related to significant days and weeks.	
12.	Examining the activities of educational clubs within the school.	



13.	Examining intra-school and inter-school knowledge competition activities.	
	Total Score	

4. OBSERVATION OF THE TEACHER

1.	Observing and learning the approaches used by the teacher to motivate students and encourage their participation in the lesson.	
2.	Observing the methods employed by the teacher to maintain classroom discipline.	
3.	Examining how the teacher establishes connections between the topics taught in the lesson and real-life events and objects.	
4.	Examining the teacher's approach to assigning homework and project work and evaluating these assignments.	
5.	Observing and learning how the teacher manages and utilizes time during the lesson.	
6.	Observing the teacher's approach when responding to students' questions.	
7.	Observing the teacher's role in creating a discussion environment within the classroom.	
8.	Observing and learning the teacher's practices in asking examination questions and grading students.	
9.	Observing the relationship between the teacher and the school administration.	
	Total Score	

Other Considerations (Please write any additional comments or observations you may have regarding the four main sections listed above.)



OVERALL TOTAL: (Out of 100)

IN FIGURES

IN WORDS

Mentor Teacher / Supervising Academic Staff Member

Full Name:

Signature:

Note: Each item is worth two (2) points.

CYPRUS AYDIN UNIVERSITY

FACULTY OF EDUCATION

TEACHING PRACTICE EVALUATION FORM

Form

2/1

Teacher Candidate Information	
Full Name	:
Faculty ID Number	:
Department	:
Name of the School Where the Practice is Conducted	:
Academic Year and Semester	:
Mentor Teacher / Supervising Academic Staff	:
Full Name	:

The activities listed below shall be carried out by the teacher candidate and reported in written form under separate items. One copy of the report shall be submitted to the mentor teacher and another copy shall be submitted to the supervising academic staff member.

1. CURRICULUM

SCORE

1.	Learning the general objectives of the course being taught.	
2.	Learning the objectives of the topic to be taught.	



3.	Utilizing relevant academic and instructional resources.	
4.	Planning the content of the lesson.	
5.	Preparing the lesson content.	
6.	Identifying the instructional materials and equipment to be used during the lesson.	
	Total Score	

2. LESSON IMPLEMENTATION

1.	Preparing students for the lesson and ensuring their motivation.	
2.	Using language that is appropriate for the students' level.	
3.	Ensuring that the presentation of the lesson follows the previously prepared lesson plan.	
4.	Planning and effectively managing time during the lesson.	
5.	The extent to which instructional materials and equipment are utilized during the lesson.	
6.	The extent to which different teaching methods and techniques are employed during the lesson.	
7.	Creating a democratic classroom environment that allows students to express themselves freely.	
8.	Maintaining and sustaining classroom control.	
9.	The effective use of rewards and disciplinary measures within the teaching environment.	
10.	The ability to use one's voice effectively and to vary it when necessary.	
11.	Presenting the lesson in a clear and understandable manner appropriate to the students' level.	
12.	Ensuring students' interest and participation throughout the lesson.	
13.	The ability to ask questions during the lesson that facilitate students' understanding of the subject matter.	
14.	Taking individual differences among students into consideration.	
15.	The ability to select examples related to the topic from real-life situations.	
16.	The ability to relate the current topic to previously taught topics.	
17.	Effective use of the board during the lesson.	
	Total Score	



3. ASSESSMENT AND EVALUATION

1.	The ability to distinguish between successful and unsuccessful students.	
2.	Efforts made to help underperforming students reach the class average level.	
3.	The ability to determine the level of students' understanding of the topic at the end of the lesson by asking appropriate questions.	
4.	The ability to identify and guide students according to their individual talents and abilities.	
5.	Determining students' learning achievements at regular intervals by using appropriate assessment and evaluation techniques.	
	Total Score	

4. PERSONAL AND PROFESSIONAL CHARACTERISTICS

1.	Compliance with professional standards of conduct and appearance.	
2.	The extent to which guidance and recommendations are utilized.	
3.	Awareness of the need for continuous self-improvement and professional development.	
4.	Ability to establish professional communication with other teachers.	
5.	The level of social communication with the community outside the school.	
6.	Contribution to the establishment and development of school–family cooperation.	
7.	Participation in activities that concern the entire school.	
8.	Following and keeping up with professional publications.	
9.	The ability to serve as a positive role model for students.	
10.	Openness to criticism and feedback.	
11.	Showing interest in and addressing students' personal problems when necessary.	
12.	Demonstrating self-confidence and mastery in one's field of specialization.	
	Total Score	

Other Considerations (If you have any additional comments or observations related to the four main sections above, please write them here.)



OVERALL TOTAL: (Out of 100)

IN FIGURES

IN WORDS

Mentor Teacher / Supervising Academic Staff Member

Full Name:

Signature:

Note: Each item is worth two (2) points.