A Proposed National Framework for Professional Teaching Standards in North Cyprus

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ABSTRACT

The aim of this study is to develop and propose the professional teaching standards (PTS) as a national framework for North Cyprus.

The sequential exploratory model was used to manage the aim of this study. Data were collected using qualitative procedures first and then the quantitative procedures. In the qualitative part of the study, a group including educational experts (EEs) and a group including working group members (WGMs) were formed through purposive sampling. The educational experts group members were consisted of 7 people. The educational working group members were consisted of 17 people and comprised of faculty members, experts from the Ministry of Education, school administrators, teachers and educational secretaries of teachers' trade unions. In the quantitative part of the study, stratified random sampling has been applied. The samples of the quantitative part of the study include 119 school administrators, 490 teachers, 42 executive members of two teachers' trade unions, 52 faculty members and 32 experts from the Ministry of Education. The sample was composed of a total of 735 randomly selected key stakeholders.

With regard to the qualitative data collection of the study, the Interview Form for Developmental Process (IFDP) was used to identify the developmental process with the educational experts, the Interview Form for Key Stakeholders 1 (IFKS 1) was used to identify the dimensions for professional teaching standards and the Interview Form for Key Stakeholder 2 (IFKS 2) was used to identify the draft professional teaching standards with working group members. Besides, Professional Teaching

Standards Scale (PTSS) was developed and used to explore the extent to which the key stakeholders agreed with the draft professional teaching standards. The scale consisted of 4 dimensions and included 52 standard items.

For data collection and analysis, qualitative and quantitative processes were applied. In the qualitative process, through content analysis, data were put into categories and then themes and sub-themes were identified. Quantitative data were analyzed using Rasch model. Based on this model, facets were identified as (1) teachers, (2) school administrators, (3) faculty members and experts, and (4) all groups and infit mean squares (MNSQ) of each standard item at each facet were calculated.

As a result of application of the Interwiev Form for Developmental Process, existing situation, processes, working group, format of the study and study techniques were identified through face-to-face interviews with the educational experts. The educational experts revealed that a number of studies were started within the Ministry of Education for identifying the professional teaching standards, but these studies were not concluded yet. Processes that are necessary for conducting the study have been identified as establishing professional teaching standards and their developmental processes through literature review, determining the working group members, determining the dimensions and draft professional teaching standards through literature, having face to face interviews with the working group members for identifying their compliance with the TRNC's education system and administering the Professional Teaching Standards Scale to the key stakeholders for exploring the extend to which they agreed with the identified draft professional teaching standards. Working group consisted of 17 members as 4 faculty members, 4 experts from the Ministry of Education, 3 school administrators, 4 teachers and 2

education secretaries from each of the teachers' trade union. Format of the framework was identified as dimensions and the professional teaching standards. Face to face interviewing technique was decided to use as the study technique.

In the study, Professional teaching standards were categorized under four dimensions, namely "professional values and practice", "professional development and practice", "teaching and learning process" and "professional relationships and practice." Working group members were decided to include 52 professional teaching standards on valuing learners, being a role model and entrepreneurship of the "professional values and practice" dimension; professional teaching standards on focusing on learning strategies, knowledgeable expert, research skills, curricular knowledge and active leadership of the "professional development and practice" dimension; professional teaching standards on pedagogical content knowledge, learning as cycles of monitoring, assessment and feedback, planning learning, learners' responsibilities and special needs of the dimension on "teaching and learning process"; and professional teaching standards on communication and collaboration of the "professional relationships and practice" dimension.

Basing upon the identified dimensions and professional teaching standards, the key stakeholders found 45 professional teaching standards fitting the values provided with the Rasch model but they found 7 of them misfitting the values given in the Rasch model.

As a result, the national framework developed for professional teaching standards in Northern Cyprus was decided to include four dimensions called "professional values

and practice" (12 standards), "professional development and practice" (19 standards), "teaching and learning process" (10 standards) and professional relationships and practice" (4 standards). As a result, a total of 45 professional teaching standards were identified under the aformentioned dimensions.

Key Words: Professional teaching standards, professional teaching standards scale, national professional teaching framework, mixed method, Rasch model

ÖZ

Bu araştırmanın amacı, Kuzey Kıbrıs Türk Cumhuriyeti eğitim sisteminde ulusal çerçeve olarak kullanılabilecek öğretmenlik mesleği standartlarını oluşturmaktır.

Bu amaca ulaşmak için araştırmada karma yöntem kapsamında aşamalı keşfedici desen kullanılmıştır. Araştırma verilerinin toplanmasında nitelden nicele doğru gidilmiştir. Araştırmanın nitel boyutunda araştırmanın gelişim sürecini belirlemek için amaçlı örneklem yöntemi ile eğitim uzmanlarından oluşan bir grup (EE) ve çalışmada standartların boyutları ile taslak öğretmenlik standartlarını belirlemek için yine amaçlı örneklem yöntemi ile bir çalışma grubu (WGM) oluşturulmuştur. Çalışma grubunda, öğretim üyeleri, bakanlık uzmanları, okul yöneticileri, öğretmenler ve öğretmen sendikaları eğitim sekreterleri olmak üzere toplam 17 kişi yer almıştır. Araştırmanın nicel boyutunda tabakalı örnekleme yöntemi kullanılmıştır. Nicel boyutun örneklemi, seçkisiz atama yoluyla belirlenen 119 yönetici, 490 öğretmen, 42 öğretmenler sendikası yönetim, disiplin ve yürütme kurulu üyeleri, 52 akademisyen ve 32 Milli Eğitim Bakanlığı üst düzey yöneticileri, baş/denetmen ve eğitim uzmanları olmak üzere toplam 735 kişiden oluşmuştur.

Araştırmada veri toplama aracı olarak, nitel boyutta, çalışmanın gelişim sürecini belirlemeye yönelik eğitim uzmanlarına dönük olarak Geliştirme Süreci Görüşme Formu, KKTC ulusal standart çerçevesi için gerekli olan boyutların belirlenmesi amacıyla çalışma grubu üyelerine dönük olarak Paydaşlar için Görüşme Formu 1 ve bu boyutlara uygun taslak meslek standartlarının belirlenmesi amacıyla da yine çalışma grubu üyelerine dönük olarak Paydaşlar için Görüşme Formu 2

kullanılmıştır. Nicel boyutta ise, çalışma için hazırlanmış olan Taslak Öğretmenlik Mesleği Standartları Ölçeği ilgili paydaşlara dönük olarak kullanılmıştır. Ölçekte, araştırmanın çalışma grubu tarafından belirlenen dört boyut ve bu boyutlara ilişkin 52 standart maddesi yer almıştır.

Çalışmanın veri toplama ve analizi sürecinde, nitel ve nicel süreçler uygulanmıştır. Nitel veriler, içerik analizi yapılarak, kategorilere ayrılmıştır. Bu kategorilerden yola çıkılarak, temalar ve alt temalar belirlenmiştir. Nicel veriler ise, Rasch model ile analiz edilmiştir. Bu modele dayalı olarak, (1) öğretmenler, (2) okul yöneticileri, (3) akademisyenler ve uzmanlar ve (4) tüm gruplar olmak üzere dört yüzey kullanılmış ve her bir yüzeyde standartların ağırlıklı kareler ortalaması (MNSQ) hesaplanmıştır.

Araştırmanın amacına dönük olarak yapılan işlemler ve analizler sonucunda, öncelikle var olan durum, süreçler, çalışma grubu, çalışmanın biçimi ve çalışma teknikleri eğitim uzmanlarıyla yapılan yüzyüze görüşmeler sonucunda belirlenmiştir. Belirlenmiş olan süreçte, eğitim uzmanları Milli Eğitim Bakanlığı bünyesinde öğretmenlik mesleği standartlarını belirleme adı altında birtakım çalışmaların başlatılmış olduğunu, fakat bu çalışmaların henüz bir sonuca bağlanmadığını belirtmişlerdir. Araştırmanın yürütülebilmesi için gerekli olan süreçler ise, bazı ülkelerin öğretmenlik mesleği standartları ve bu standartların nasıl geliştirildiğinin alanyazın taraması aracılığıyla belirlenmesi, çalışma grubu üyelerinin belirlenmesi ve bu grubun oluşturulması, alanyazından sırasıyla boyutların ve mesleki standartların belirlenmesi, bunların KKTC eğitim sistemine uygunluğunun belirlenmesi amacıyla çalışma grubu üyeleriyle yüzyüze görüşmeler yapılması ve tüm bu süreçler sonunda oluşturulan Öğretmenlik Mesleği Standartları Ölçeğinin ilgili paydaşlardan görüş almak için uygulanması olarak belirlenmiştir. Çalışma grubu üyeleri, 4 öğretim

görevlisi, 4 bakanlık uzmanı, 3 okul yöneticisi, 4 öğretmen ve 2 sendika üyesi olmak üzere toplam 17 kişi olarak belirlenmiştir. Çalışmanın çerçevesi, boyutlar ve bu boyutlara ilişkin mesleki standartlar biçiminde belirlenmiştir. Çalışma için, yüzyüze görüşme tekniğinin kullanılması kararlaştırılmıştır.

Belirlenmiş olan süreç doğrultusunda, öğretmenlik mesleği standartlarının "mesleki değerler ve uygulama," "mesleki gelişim ve uygulama", "öğretme-öğrenme süreci" ve "mesleki ilişkiler ve uygulama" olmak üzere dört boyutta toplanması uygun bulunmuştur. Mesleki değerler ve uygulama boyutunda, öğrenciye değer verme, rol model olma ve girişimcilik ile ilgili standartlar; mesleki gelişim ve uygulama boyutunda, öğrenme stratejilerine odaklanma, bilgide uzmanlık, araştırma becerileri ve aktif liderlik ile ilgili standartlar; öğretme ve öğrenme süreci boyutunda, pedagojik içerik bilgisi, izleme, değerlendirme ve dönüt olarak öğrenme aşamaları, öğrenmeyi planlama, öğrencilerin sorumlulukları ve özel gereksinmeler ile ilgili standartlar; ve mesleki ilişkiler ve uygulama boyutunda, iletişim ve işbirliği ile ilgili standartlar olmak üzere toplam 52 standart belirlenmiştir.

Belirlenen boyutlar ve standartlar temel alınarak geliştirilmiş olan Öğretmenlik Mesleği Standartları Ölçeğinden elde edilen verilerin Rasch model ile analizi sonunda paydaşlar tarafından 45 maddenin kabul edildiği, 7 maddenin ise reddedildiği görülmüştür. Sonuç olarak, Kuzey Kıbrıs eğitim sisteminde kullanılmak üzere geliştirilen öğretmenlik mesleği ulusal çerçevesinin "mesleki değerler ve uygulama" (12 standart), "mesleki gelişim ve uygulama" (19 standart), "öğretme-öğretme süreci" (10 standart), and "mesleki ilişkiler ve uygulama" (4 standart)

boyutları ile bu boyutlar için tasarlanmış toplam 45 öğretmenlik mesleği standardını içermesi kararlaştırılmıştır.

Anahtar Sözcükler: Öğretmenlik mesleği standartları, öğretmenlik mesleği standartları ölçeği, ulusal öğretmen standartları çerçevesi, karma yöntem, Rasch modeli

I dedicate this PhD thesis to my beloved family,

our sons, Ahmet (9), Mehmet (6), and

my husband, Dr. Ali Erden.

☺ *I love you all* ☺

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LIST OF ABBREVIATIONS

AEEYSOC	: The Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee
AITSL	: The Australian Institute for Teaching and School Leadership
ATTA	: Atatürk Teacher's Training Academy
BSAGNE	: Board of Supervision, Assessment and Guidance of National Education
C/I	: Chief Inspector and/or Inspector
CIU	: Cyprus International University
CPD	: Continuous Professional Development
CTSETU/KTOEÖS)	: Cyprus Turkish Secondary Education Teachers' Union
DES	: Department of Education and Skills
DfES	: The Department of Education and Skills
DfE	: The Department for Education
DoBE	: Department of Board of Education
DoECS	: Department of Education Common Services
DoGSSE	: Department of General Secondary School Education
DoPE	: Department of Primary Education
DoVE	: Department of Vocational Education
EE	: Educational Expert
EMU	: Eastern Mediterranean University
EPMS	: Educational Performance Management System
FM	: Faculty Member
GAU	: Girne American University

GP	: General Principal
GSSE	: General Secondary School Education including individual secondary schools, high schools with secondary schools, individual high schools, Turkish Education Colleges, Anatolian High Schools, and High School Education including Vocational Education
GTCS	: The General Teaching Council for Scotland
HEI	: Higher Education Institution
IFDP	: Interview Form for Developmental Process
IFKS	: Interview Form for Key Stakeholders
INTASC	: The Interstate New Teacher Assessment Support Consortium
ITT	: Initial Teacher Training
LEU	: Lefke European University
MCEECDYA	: The Ministerial Council for Education, Early Childhood Development and Youth Affairs, Australia
METUNCC	: Middle East Technical University North Cyprus Campus
MNE	: Ministry of National Education, Youth and Sport
NCATE	: The National Council for Accreditation of Teacher Education
NEU	: Near East University
PTS	: Professional Teaching Standards
PTSS	: Professional Teaching Standards Scale
QTS	: Qualified Teaching Status, a formal entitlement to teach in the United Kingdom
SA	: School Administrator
SBL	: The Association for the Professional Quality of Teachers

SIREP	: SEAMED Innotech Regional Education Program
T	: Teacher
TCTTU (KTÖS)	: Turkish Cypriot Teachers' Trade Union
TDA	: Teacher Development Agency
TTA	: Teacher Training Agency
TTU	: Teacher's Trade Union
V/GP	: (Vice/General Principal) Vice General Principal and/or General Principal

Chapter 1

INTRODUCTION

In this chapter, the background of the study is described, the problem, the purpose, the significance of the study are stated, limitations to the study are given and specific terms related to the study are defined.

1.1 Background to the Study

Having good teaching skills and raising qualified teachers of yesterday have never been the same as the good teaching and raising qualified teachers of today and they will not be the same tomorrow. Teachers of tomorrow should help students develop financial, economic, business, and entrepreneurial literacy. They should know how to solve problems, how to develop communication and collaboration skills, and how to integrate technology skills into the educational program they follow. Recent changes in the teacher and student profiles, in skills and abilities that teachers and students need, and in instructional technology require to give consideration for raising highly qualified teachers by designing appropriate programs, training them above the standards, and managing the continuous professional development. Thus, recent research topics on teachers include designing reliable and valid standards-based classroom assessments, detecting student learning differences and adapting their lessons to those differences. As an initial point for catching up with recent innovations, teachers must be able to use new technologies for organizing and analyzing data collected from teaching and learning process as well as to enable

students to manage their own learning in collaboration with their colleagues, and therefore teachers must learn new teacher leadership skills (Berry, 2007).

The term "teacher" has been defined as the changing agent in constructivist terms (Gutek, 2001). Designing initial teacher training programs, developing a national framework for professional teaching standards, and managing professional development of teachers play a key role in raising the qualified teachers. Quality of teachers and quality of teaching are important factors in achieving higher learning of the learners. This is because quality of teachers and quality of teaching are the basic vital school variables influencing student achievement (OECD, 2005). Developing a national framework for professional teaching standards should be based on scientific principles as professional teaching standards for a nation provide criteria for preparing the initial teacher training program.

Teaching profession has a direct link with and an effect on the society because teachers shape the development of human beings and their future generations (European Commission, 2005). Quality of teacher training has a significant effect on the quality of education, efficiency, and quality of the learners' learning (Qvortrup, 2008).

Many studies have examined the impact of quality teachers on student achievement. Diplomas showing the graduation and teacher certification have been accepted as the quality indicators of teachers and student success (Banicky and Foss, 1999). Student success is an indicator for teachers rather than any other kind of school resource (Darling-Hammond, 2010; The US National Commission on Teaching and

America's Future, 1996). Darling-Hammond (2000) finds out in a study that variables on teacher quality seem to be more strongly related to the student success than other factors. Findings of both the qualitative and quantitative studies show that policy investments in the quality of teachers can have a relation to improvements in learners' performance. Improving the quality of teachers has a positive relationship with the initial training of the teachers.

There are two key potentials to mention in connection with initial teacher training. The first one is the potential of the Bologna process. Bologna process has valued competence-oriented reforms in teacher training. This potential defines proper learning outcomes for university-based teacher training programs by attaching importance to the specific teacher competences. Teacher standards are helpful when they are used for the effective management of the pedagogical tools, for accreditation of the teaching certificates, for hiring the teachers and for the quality assurance processes ensuring the learning outcomes for the development and delivery of training programs. The second one is the potential in figuring out university and school cooperation. This potential lets trainees secure plentiful work-related experiences and take their learning into account these experiences upon validating their competences (Gordon et al., 2009).

Entry to the initial teacher training mainly occurs either by using the concurrent education programs or by using the consecutive education programs (European Trade Union Committee for Education, ETUCE, 2008). Entry to the concurrent education programs has been based on the results of the secondary school studies including higher education institutions whereas entry to the consecutive programs

has been based on the results of the university studies. Teacher education in both of the models usually occurs in universities or higher education institutions (Musset, 2010).

Musset (2010) describes that the purpose of initial teacher training in OECD countries is the starting point of the profession and how it is designed plays a vital role in determining the quality and the quantity of teachers. Whenever there is a shortage of teachers, possible and prompt routes have been created. In addition to this, the number of teachers can be arranged according to the level of requirements for entering the teacher education programs and the country can decrease the requirements necessary for the future teachers.

For the European Union (EU) countries, the general purposes of initial teacher training are not only to increase the quality of teacher education but also to educate teachers at the master's level. Achieving these purposes, it is suggested to unite both pedagogical and subject studies in the same institution/department of a university, to unite studies for a Master's Degree in education and subject studies in the same/another department of the university/college, to unite pedagogical studies in a specific department of the university or college and studies for a Master's Degree in a specific subject in another department of the university or college. It has also been suggested to have the acceptable combination between theory and practice and between teaching practice arranged as a part of formal education programs at the teacher education institutions and teaching practice arranged as separate periods at a school (ETUCE, 2008).

The principles of having internationally recognized teacher training systems should cover a highly qualified instructional system on pedagogy and pedagogical content knowledge and should focus on research skills as a basis of teaching and learning as well as a close and systematic cooperation with schools (Sahlberg, Furlong and Munn, 2012).

The scope of the initial teacher training in OECD countries in general covers content knowledge, pedagogical knowledge and practical school experience. Some countries also cover the development of research skills, content in cognitive, behavioral and social sciences and knowledge in child development (Musset, 2010). Similarly, countries in the South and East Asian sub-region, teacher-training programs cover training teachers in educational theory, some form of pedagogy with the basic understanding of curriculum and the essential understanding of teaching content (Erebus International for the Department of Education, Employment and Workplace Relations, 2008).

Evaluating teachers is an important issue in education in schools. Setting a mechanism for teacher evaluation is an important factor and an efficient value for the public policy as teacher evaluation means responding to the demand on accountability (Musset, 2010). Impact of initial teacher training can be evaluated by measuring student performance and behavior as well as analyzing student perceptions through questionnaires, surveys, focus group interviews, and individual interviews with mentors and trainees (Training and Development Agency, TDA, 2008). Evaluation instruments can be categorized as teacher, school and teacher training evaluations. These three categories should follow a methodical approach

containing observation of classroom practices, critical examination of documents and student performances or achievement records and engagement with stakeholders (Menter et al., 2010).

It should be noted that on reviewing literature of the research on the scope of what programs of initial teacher training should include, it is suggested to conduct more research for a better balance and integration of content knowledge and pedagogical/foundational knowledge (Schwille and Dembélé, 2007). It can be true to say that content knowledge, pedagogical knowledge and practical school experience seem to be common core scope for most of the countries.

Innovative changes at economical, technological, global, and social areas need highly qualified teachers. Therefore, investing on teacher quality and continuous teacher professionalism for having well equipped teachers in terms of subject matter knowledge and meeting the developmental and learning needs of the trainees has been gaining importance from day-to-day (Ingvarson and Rowe, 2007). It is important for a country to train qualified teachers. Setting professional standards assure quality among teachers and this attempt facilitates affecting teacher-training programs, and making outcomes of these programs closer to what the educational system requires (Musset, 2010).

While teacher quality has been accepted as an educational issue, managing teaching standards has been considered as an important component of teacher quality (Brophy, 1991 and Ingesol, 1996, as cited in Darling-Hammond, 2000; Okpala and Ellis, 2005, p. 378).

The debates over the professional teaching standards in education policy discourses have been given a start in the 1990s (Darling-Hammond, 1999; Sachs, 2003). Throughout the 1990s, the aims of developing professional teaching standards in those days were to develop educational performance of educational systems and to develop the practices of teachers in a classroom environment for drawing a national regulatory framework for teachers in order to maintain bureaucratic controls over teachers in terms of licensing and certification procedures (Sachs, 2003). Darling-Hammond (1999) relates the professional teaching standards to the nature of the teaching work and believes that professional teaching standards are useful in making changes in the nature of teaching work and shapes the chance of advancements in learning.

Debates over the professional teaching standards in education policy throughout the 21st century include the dimensions on admissions, certification and accountability for regulating the standardized educational system. Governments use regulation as part of teacher admission, teacher certification and teacher accountability. Using the standards, teachers have some criteria on admission, processes and quotas while entering the teaching profession. They need to have teaching certificates as a quality requirement and professional credentials. Similarly, they are subject to the criterion on processes and quality control of the program reporting as part of accountability (Young, Hall and Clarke, 2007). Therefore, having professional teaching standards for a country facilitates admission requirements, brings standardization to certification system, and asks for accountability procedures for the teachers.

Professional teaching standards for a nation provide chances for the teaching profession being a convincing sound in taking decisions affecting the quality of the teaching-learning process. A well-developed standard-based framework supplies progress for the teaching profession to further improve the quality of the contribution it makes to the initial teacher training and continuous development of teachers (Kleinhenz and Ingvarson, 2007).

High quality education requires high quality teachers. There is a growing interest all over the world in the development of professional teaching standards and related certification for teachers as a means of improving the quality of teaching and learning, enhancing the professional development of teachers and evaluating teachers for accountability purposes. Though much effort has been spent on the development and assessment of professional standards for supplying qualified teachers up to now, there is still much to be done.

Developing a national framework for professional teaching standards has a positive effect on student success, student outcomes, and on improving the qualifications of teachers. Similarly, initial teacher training programs have significant impacts on student outcomes and on the quality of teachers (Darling-Hammond, 2010; Hattie, 2009; Musset, 2010). Setting a professional learning system for those who are taking initial teacher training enables the development of strong career paths and then provides the continuous professional development of teachers as well as supplies better pay for teachers.

Snow-Renner and Lauer (2005) state that student achievement is positively correlated with the extent of teacher participation in quality professional development. In a study on finding out the relationship between teaching standards and student achievement, it was found that there is a positive relationship between professional teaching standards and performance of the students (Darling-Hammond, 1999). Similar studies show that there is a positive impact on the teacher practice and the pedagogically prepared student outcomes (Gustafsson, 2003; Wayne and Youngs, 2003; Wenglinsky, 2002; Wilson, Floden and Ferrini-Mundy, 2001). Some other studies show that there are significant differences between the impact of continuing training and learners' mathematics results (Good, Grouws and Ebmeier, 1983) and in the field of early reading (McCutchen, 2002). Consistent investment on teachers' professional development has a positive relation between student achievement and qualified teachers (Russell and McPherson, 2001).

Qualified teachers should contribute to trainees and their learning goals because the trainees are the main elements of educational organizations. Therefore, teachers should be equipped with necessary abilities to apply various kinds of instructional approaches in their teaching environments to be able to meet the needs of the trainees (Okpala and Ellis, 2005).

In a survey, it was found that qualifications of teachers are important elements in order to develop student success. Teachers who are well equipped in terms of subject-matter knowledge and are qualified in teaching can easily help advances in student learning (Darling-Hammond, 2000).

Raising highly qualified teachers having initial teacher training and managing professional teaching standards improve teacher effectiveness. Teacher effectiveness has an important contribution on the improved educational outcomes and teacher effectiveness has an effect on the quality of teaching and on schools making significant differences (Blake and Hill, 1995).

Tatto (2006) believes that the best practices for initial teacher training and development and teaching within the context of teacher reform are related to accreditation and standards development. Improving teacher quality and increasing the number of highly effective learners have a direct link to highlighting the quality of teaching through targeted professional development and enhancing professional standards and having qualified teachers in the globalizing and changing world.

The standards provide benchmarks for the full registration of teachers appointed to schools and are used to inform the development of policies and practices with approval of initial teacher education programs to manage the provisional registration of graduates from universities. Grudnoff (2007) states that the importance of teacher training is related to the quality of teachers and their teaching. Cochran-Smith and Zeichner (2005) find out, in their research, how important and critical role teachers play in the learning of children. There is a good effort to improve teaching-learning process and teacher programs in terms of environment, quality, planning, designing, monitoring, assessing and reassessing (Alton-Lee, 2003; Hattie, 2003).

Identifying some principles and/or standards for the teaching profession and teachers will automatically have a positive impact on students. McKenzie, Emery, Santiago,

and Sliwka (2004) claim that student success and outcomes have close relationship to the quality of teachers and their teaching.

The standards have a beneficial impact on registration of applicants who have not attained the qualifications and experience for registration as prescribed and renewal of teacher registration. In most parts of the world, teacher certification and registration has been carried in parallel with the professional teaching standards over years. In the USA, for example, state-level certification and registration is not new (Tyack and Cuban, 1995).

Professional teaching standards, outcomes of teaching, theories grounded in practice, what teachers are doing, what others would like teachers to be doing, and what teachers should be doing are parts of criteria for teacher evaluation (Scriven, 1994 and Wheeler, 1994, as cited in Ingvarson and Rowe, 2007, p. 6). Teacher evaluation is a part of ongoing development of teachers and some standards are necessary for the ongoing development framework for teachers to support themselves. Identifying standards for teacher evaluation will be helpful to continual teacher self-reflection and provide public confidence in the teaching profession.

Developing a national framework for professional standards for teaching is a must in continuing efforts to define and promote quality teaching. Efforts in developing a national framework provide a bridge between organizing generic structures and unique subject matter professional teaching standards (Ministerial Council on Education, Employment, Training and Youth Affairs, Teacher Quality and Educational Leadership Taskforce, 2003).

The reasons for having a national framework for a country are as follows: (Ministerial Council on Education, Employment, Training and Youth Affairs, Teacher Quality and Educational Leadership Taskforce, 2003):

1. To support the achievement of national goals of schooling,
2. to provide a coherent approach to planned and systematic professional learning to improve teacher quality and teacher quality priorities. Teacher quality priorities include induction and mentoring, and supporting the continuing educational needs of experienced teachers,
3. to ensure the quality of education of every aspect,
4. to provide greater assurance of the quality and consistency in teacher education outcomes,
5. to make sure that all teachers have achieved minimum standards (p. 5).

Professional teaching standards play a central role in the development of the highly accomplished teachers. They clearly direct teachers to what to do and/or what not to do; what they need to know and understand the complex nature of teacher's and teaching profession. Professional teaching standards define the professional capabilities of the teachers, provide the benchmarks for teacher appointment and evaluation as well as serve as the guidelines for the providers of higher education institutions to design teacher preparation programs.

Upon graduating, teachers should meet the requirements of the professional teaching standards. Professional teaching standards can be used for defining what the effective teaching is and presenting professional teaching standards embedded in practice at

various levels of quality and competence. Professional teaching standards are useful for teachers in examining closely their teaching practices on their own, together with colleagues and supervisors as well as useful for schools in building a systematic teacher evaluation mechanism (Sergiovanni and Starratt, 2007). Similarly, professional teaching standards are initially intended for use in the initial teacher induction programs (White, Makkonen and Steward, 2009).

The EU countries have decided not to have common professional teaching standards for the teaching profession; rather they have decided having a broad set of the key competences used as policy guidelines among the EU countries. The key competences among the EU countries describe the qualifications for each member country. The key competences identified for the EU members are called "work with information, technology and knowledge, work with their fellow human beings, as well as work with and in society." The development of the key competences for the EU member countries need to be seen as the continuum of professional life as they require teachers to be able to teach effectively in three areas (Commission of the European Communities, 2007; ETUCE, 2008; European Commission, 2005).

As main guiding principles for European countries, they consider the teaching profession as a highly qualified profession and accept it as a continuum. However, it is difficult to assess the impact of key competences in initial teacher education in some policy reforms (ETUCE, 2008).

The EU countries do not have common and shared professional teaching standards (PTS) but they have decided to have a broad set of policy guidelines. The main

obstacles of not having common and shared professional teaching standards are closely related to the limited access and poor investment in professional development for teachers in many member countries, lack of ongoing development between initial education, induction and continuous professional development and failure in promoting teachers to have a high level of competences during their initial teacher training (ETUCE, 2008).

1.2 Problem Statement

Identifying professional standards for teachers has gained importance in recent years. The important issues in identifying professional teaching standards are related to have programs providing initial teacher training for educating qualified teachers, to appoint and evaluate teachers as well as to support ongoing professional development of teachers. Teachers need to be trained truly with the knowledge and application of professional teaching standards. Huntley (2003, p. 1) emphasizes, "teachers entering the profession is a significant issue for providers of teacher education and for the many education bodies where graduate teachers are employed." Supporting improvements in the quality of teaching and learning process have been considered as the worldwide issue on professional teaching standards, teacher profession and teacher education (Darling-Hammond, 2000; Rivkin, Hanushek and Kain, 2000).

Initial teacher training in Northern Cyprus has various pathways to complete. First, for being a pre-school teacher (who trains 3, 4 and 5 year-olds) or a primary school teacher, the trainee can study at Atatürk Teacher Training Academy. Atatürk Teacher Training Academy is the only governmental institution training pre-school and primary school teachers for the state schools. Second, semi-governmental and

private universities also offer initial training for pre-school and primary school teachers as well as various teaching branches. Governmental, semi-governmental and private universities have local entrance examinations for the teacher candidates to gain registration rights. Upon registering for the Faculty of Education, then they can study initial teacher training. Next, candidates also have options to enter the common examination held by the Center for Measurement, Selection and Placement (OSYM) in Turkey. Upon registering for the Faculty of Education in Turkey, they can start studying at the Faculty of Education for being a teacher at the department they choose (Erden, 2011). Candidates can also be trained throughout the universities in the United Kingdom in order to study initial teacher training. They need to meet the requirements, which are called the "entry requirements", "training requirements" and "management and quality assurance" (House of Commons Children, Schools and Families Committee, 2010, pp. 15-16).

Content of programs, type of branches, and fees of the initial teacher training institutions in Northern Cyprus show varieties. Semi-governmental and private universities follow initial teacher training programs offered by the Higher Education Council of Turkey in their undergraduate studies whereas the governmental institution, Atatürk Teacher Training Academy, follows a different program on initial teacher training. The governmental institution does not have a unique program in terms of content in parallel with education faculties of the semi-governmental and private universities. Content of the initial teacher training of Atatürk Teacher Training Academy has been based upon the traditional models of initial teacher education. The program of some higher education providers is based on "practical training, training through periods of the trainees in schools, through supervised

teaching practice, methodology courses and subject-matter pedagogy" (Musset, 2010, p. 16-17). The program of Atatürk Teacher Training Academy is based on the elements, which are described above whereas semi-governmental and private universities follow a recent model of initial teacher training. The program of semi-governmental and private universities has focused on "comprehensive research based knowledge on teaching and the transmission to apprentice teachers of a large repertoire of empirically validated teaching practices" (Musset, 2010, p. 17). The regulation of teaching practice at Atatürk Teacher Training Academy requires trainees to have teaching practices at the second, fifth, sixth, seventh, and eighth semesters (Internship Regulation of Atatürk Teachers' Training Academy, 2007), whereas semi-governmental and private institutions require trainees to have teaching practices mostly at the seventh and eighth semesters depending on the initial teacher training program of the department (Eastern Mediterranean University, n.d.). Atatürk Teacher Training Academy also trains only pre-primary and primary teachers whereas semi-governmental and private universities train teachers from various teaching branches including pre-primary and primary teachers. In addition to this, as a governmental institution, Atatürk Teacher Training Academy is totally free of charge whereas semi-governmental or private universities charge tuition.

Teachers at public schools in Northern Cyprus are appointed in collaboration with the Ministry of National Education and the Public Service Commission. Ministry of National Education determines vacancies for teachers and their branches at each school. The vacancies for teachers and their branches are reported to the Public Service Commission, which is an autonomous commission. A written examination out of 1000 points takes place. 650 points out of 1000 are allocated for questions

from field knowledge, 110 points out of 1000 points for questions from the fields of Educational Sciences (50 % of questions from Educational Psychology; 35 % of questions from Curriculum Development and Instruction and 15 % of the questions from Guidance), 70 points out of 1000 for questions from legislation, 70 points out of 1000 for questions related to verbal and numerical analysis, 60 points out of 1000 for questions related to the general culture, 20 points out of 1000 for questions from English language proficiency and 20 points out of 1000 for questions pertaining to computer usage. Applicants who achieve the minimum passing grade (600 points) are called for an interview. After being interviewed, the selected teachers are appointed to vacant positions in schools (The Teachers' Exam Regulation, 2005).

In North Cyprus, after graduation from a bachelor's or master's program of Secondary Teacher Education, every teacher candidate has a right to enter the examination to be appointed as a teacher to public schools under some legal criteria. The legal entity is called the Teacher's Law. In order to teach at primary schools in North Cyprus, the teacher candidate should be a graduate of Atatürk Teacher Training Academy or a graduate of the primary teacher training department of a faculty of education; or work at least 4 years at a primary school although the candidate is a high school graduate, two-year education of a high school or any faculty of a university and has been successful in a three-month accelerated course provided by Atatürk Teacher Training Academy (The Teachers' Act, 1985). According to this law, the candidate teacher should graduate from a relevant faculty and own a pedagogical certificate, or should be a graduate of an education faculty to be able to teach at secondary and high schools (The Teachers' Act, 1985).

As it can be seen from the By-Law of Teachers (The Teacher's Act, 1985), teachers are not selected according to any specific standards. Teachers' owning a diploma from a relevant faculty and having the pedagogical certificate and/or completing a 3-month accelerated course seem to be enough for being appointed as a teacher in a public school in Northern Cyprus. All items in the Teachers' Act (The Teacher's Act, 1985) are based on general principles.

Having professional teaching standards for a teacher is important because professional teaching standards are the main elements in the learning atmosphere of trainees, the key elements in the education system, and the initiator of the educational reforms. Therefore, qualified teachers and their ongoing professional development should be considered a vital priority for a nation (European Commission, 2005).

The other most important issue is to train qualified teachers according to definite standards for integrating both universal and local conditions in North Cyprus. There is a need to identify the professional teaching standards for North Cyprus according to students' culture and needs. Due to the importance of the qualified teachers and quality in initial teacher training programs, teachers should be trained according to some definite standards. In North Cyprus, apart from the clearly written exam topics stated in the teacher's exam regulations, there is not any kind of identified standards for teachers. Since there are governmental, semi-governmental and private institutions providing initial teacher training in Northern Cyprus, professional teaching standards should be produced to improve the quality of their programs in terms of the scope and content, to maintain highly standard teaching and learning process, to guarantee the ongoing professional development of the teachers and to

maintain healthy professional relationships between the school and parents, learners, community. This research has been emerged due to such kind of requirement.

1.3 Purpose of the Study

The purpose of the study is to develop the professional teaching standards as a national framework for North Cyprus.

The questions guiding this study are as follows:

1. What kind of development process should be implemented for identifying the professional teaching standards in North Cyprus?
2. What dimensions are necessary for professional teaching standards in North Cyprus?
3. What should the draft professional teaching standards the dimensions consist of?
4. To what extent do the key stakeholders agree with the draft professional teaching standards?

1.4 Significance of the Study

Professional teaching standards for a nation are used for identifying what kind of qualifications are required for providing highly-qualified initial teacher training programs for certification, maintaining qualifications of teachers for registration, providing continuous learning and development of teachers and inspecting teachers. Therefore, professional teaching standards provide benchmarks for entry into the teaching profession, provide benchmarks for teacher competences for full registration, provide a continuum for lifelong learning and professional development, provide a framework for self-evaluation and reflection, design and assess

professional learning programs and support teachers working in other educational settings (The General Teaching Council for Scotland, n.d.).

In Northern Cyprus, the Public Service Committee administers the examinations for the teachers in collaboration with the Ministry of National Education and appoints them after the written and then the oral examination. However, there are not any clearly defined standards at the teachers' exam regulations. Candidates holding a diploma regarding initial teacher training can apply to the exams at the Public Service Committee. However, competences of teachers cannot only be identified clearly with a written and then with an oral examination or with a diploma. It is better if teachers to meet the teaching quality standards for showing their competences for full registration. Fully registered teachers can take a big step in entering the teaching profession.

Professional teaching standards allow teachers to self-evaluate the teaching and learning processes and they provide a gate to their lifelong learning as well as their professional development to enrich and reflect their teaching practices. The teachers in schools in North Cyprus can self-evaluate themselves and/or the inspectors in their branch can have a national framework for inspecting the teachers.

Developing a national framework for professional teaching standards is helpful for providing the approval of initial teacher training programs common to the governmental, semi-governmental and private initial teacher training institutions in North Cyprus. A common and a unique program maintained through professional

teaching standards is helpful in designing and assessing professional learning programs as well as supporting teachers working in other educational settings.

This study on developing a national framework for identifying the professional teaching standards in North Cyprus is the sole scientific study. In this regard, it would contribute to the literature very much in terms of qualitative studies in initial teacher training. It also opens a gate to discussions on quality and on restructuring the initial teacher training programs in North Cyprus. The education authorities could start questioning the quality of teachers and their teaching practices, as well as quality among institutions providing initial teacher training in North Cyprus.

1.5 Limitations

The points considered as limitations for this study are as follows:

1. This study is limited to the general professional teaching standards (PTS) for North Cyprus education system; not the specific field PTS.
2. The participants of this study are limited to the experience-years of the vice/school administrators and teachers who teach for the state schools. Those who have less than 2-years of experience in teaching and/or administration have not taken as part of this study.
3. This study is limited to the data gathered in 2010-2011; 2011-2012 and 2012-2013 academic years.
4. Six universities (Eastern Mediterranean University, Cyprus International University, Near East University, Girne American University, Lefke European University and Middle East Technical University North Cyprus Campus) and Atatürk Teacher Training Academy supply initial teacher training of teachers in North Cyprus. Open Education Faculty offers only

distance education. Therefore, this study has been limited to the data gathered from the faculty members of above mentioned six universities and the Atatürk Teacher Training Academy.

5. Instructors as well as part time faculty members in universities are not included in the study. Only full-time professors, associate professors and assistant professors employed at the faculties of education of the universities in North Cyprus are invited to participate to the study.

1.6 Definition of Terms

Key terminologies as used in this study are elaborated in detail below:

Content knowledge: "The body of information that teachers teach and that students are expected to learn in a given subject or content area" (Content knowledge, n.d.).

Teacher training: "Training that a student must undergo in order to qualify as a teacher" (Teacher training, n.d.).

Pedagogical content knowledge: "Blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, adapted to the diverse interests and abilities of learners, and presented for instruction" (Shulman, 1986, p. 8).

Practical school experiences/ Practical training: "Part of all the Bachelor's degrees completed at the universities…, studying which takes place in a … [school], offering the student the opportunity to adapt what she or he has

learned in practice and develop professionally" (Practical training, n.d.).

Competency: "Ability to meet requirements and challenges through actions within a given setting" (Department of Education, 2005).

Professional teaching standards: "The pedagogical and other professional knowledge and skills required of all teachers (Massachusetts Department of Elementary and Secondary Education, n.d.).

Developmental process of professional teaching standards: "Setting strategic direction and overseeing the development and implementation of the professional standards (Professional standards for Queensland teachers, 2006).

Dimensions of professional teaching standards: Outline plan of the professional teaching standards. In this study, the dimensions of professional teaching standards are "professional values and practice", "professional development and practice", 'teaching and learning process" and "professional relationships and practice."

Draft professional teaching standards: Professional teaching standards identified as preliminary copy to revise.

Stakeholder: "Someone who has an interest in the success of a plan, system, or organization" (Stakeholder, n.d.).

Professional values: “Beliefs or principles that guide professional behavior. Values may reflect ethics, practices, standards and other norms…” (Professional values, n.d.).

Professional development: “Process of improving and increasing capabilities of staff through access to education and training opportunities…through outside organization, or through watching others perform the job. Also called staff development” (Professional development, n.d.).

Teaching and learning process: “A teacher sharing knowledge (either formally or informally) with students who assimilate the knowledge in order to learn and use it” (Teaching and learning process, n.d.).

Professional relationship: A professional relationship is a good understanding between colleagues, clients or any other important person for various reasons. The relationship involves work related issues and businesses (Professional relationship, n.d.).

Chapter 2

REVIEW OF LITERATURE

This chapter reviews the existing literature on professional teaching standards in various countries, namely the United Kingdom (the QTS standards), Scotland, Northern Ireland, the Netherlands, Poland, Australia, Singapore, the United States of America (the NCATE standards, New Jersey, Alaska, Maryland and North Carolina) and Turkey. The goal of producing and using the professional teaching standards, how professional teaching standards have been developed and what kind of professional teaching standards have been produced in these countries are explored in detail.

2.1 Professional Teaching Standards in the United Kingdom (UK)

Professional teaching standards in the UK have been named as the Qualified Teaching Status (QTS) and have been in use by initial teacher training providers, trainees, and qualified teachers as well as by the employers and supporters of newly qualified teachers. QTS standards have been used for establishing a common framework of expectations and promoting the highest professional standards for all newly qualified teachers (Training and Development Agency for Schools, 2008).

From 1984 to 1994, initial teacher training was accredited through the Council for the Accreditation of Teacher Education (CATE) (Nunn, 2008). The search for increasing the quality of teacher training started with producing the White Paper on teacher quality, which was seen as the key document initiated concern officially to

the vitality of teachers' subject competences (Department of Education and Skills, 1983). The Council for the Accreditation of Teacher Education (CATE) was established by the Secretaries of State for Education in 1984 for approving the initial teacher training courses in England and Wales (Department of Education and Skills, 1984). Thus, McNamara (1994) noted,

> The CATE criteria… require students on 4-year concurrent teacher training programs (B.Ed/B.A. [Ed.]) to spend the equivalent of at least 1 ½ years devoted to subject studies at a level appropriate to higher education, and students applying to 1-year consecutive courses (P.G.C.E) are expected to have a degree in a subject normally taught in schools. The criteria also provide for students to attend to the application and methods of teaching their specialist subject(s). In addition, students in primary courses are required to spend at least 100 hours studying the teaching mathematics and language, and subsequently this criterion has been extended to include science. It is expected that a part of this time will be devoted to enhancing students' personal knowledge of these core subjects (p. 232).

Senemoğlu (1991) summarised the CATE criteria as follows:

1. Students' school experience and teaching practice
2. Subject studies and subject application to pupils' learning
3. Curriculum studies in primary courses
4. Educational and professional studies

The recent professionalism model applied as a result of CATE criteria brought a new perspective to the definition of teachers as reflective practitioners. Senemoğlu (1991)

defined teachers as reflective practitioners who “gain understanding of situations holistically,… look at them from a variety of perspectives,… solve problems intelligently in unpredictable and complex, social situations and evaluate their own judgements and problem solutions. Hence, gaining this competence necessitates interacting with real practical conditions”.

Coming through the end of the 1990, the Teacher Training Agency (TTA) produced earlier version of the professional teaching standards in 1997. They called it the consultation document on standards for QTS. However, it was felt that the standards in the consultation document seemed general (Robinson, 2006). The standards developers felt that definitive statements of the outcomes for assessment of ability were needed (Reynolds, 1999).

The Secretary of State for Education in the UK has organized an annual meeting of the TTA in 2004 to review the first version of QTS standards. TTA began to restructure the QTS standards in 2004. In 2005, Teacher Development Agency (TDA) was set up and members of the Corporate Leadership of the TDA had a seminar to start the planning. Between May and June in 2005, ten commission members, 8 of whom had teacher background, consulted the QTS standards. In August 2005, a group of five colleagues in the project group circulated the draft QTS standards for consultation. The TDA leadership group reviewed the draft QTS standards in September 2005. In November 2005, the writing group was appointed. There were thirty-three people working on the draft version of the standards. The group was composed of five senior TDA officials and two civil servants of the Department of Education and Skills (DfES). Other delegates invited by the TDA project team included head teachers and schoolteachers, nominated by the Specialist

Schools and Academies Trust, three representatives from each union in Social Partnership, representatives of English, Maths and Science subject associations and three Higher Education Institute (HEI) teacher educators. These participants were divided into three and worked under the titles of Professional Values and Practice, Knowledge and Understanding and Teaching. A senior policy official of the TDA for listening to the views chaired each group. These groups were engaged in the process of drafting the QTS standards. Then, these three groups came together to review progress and to see the coherence between three titles and to document issues. The draft text was revised in seven consultation seminars in 2006. An online consultation was also available to see the views and to see whether others took them into consideration. Other 7 seminars were organized in London and its regions to make sure that the participants had a chance to engage in discussion of the content of the revised standards. The TDA submitted its advice on the draft standards to the Secretary of State and then the DfES had a consulting phase in collaboration with standards working groups of DfES, Social Partners and the TDA to consider detailed comments made on the draft by the Minister for Schools. Then, in November 2006, the 2007-version of the QTS standards was published in the TDA's website. Various versions of the QTS standards were produced and consulted till the published version. The writing group wrote the first version and then the TDA produced the consultation version. After the TDA's advice to the Secretary of State, DfES produced the consultation version till the publication of the 2007-version of the QTS standards (Nunn, 2008).

Recent QTS standards have been in use since September 2011. After seven meetings between March and July 2011, a Review Group was formed by the support of the

Secretariat with the recommendation of the Department for Education (DfE). The review group formed a sub-group from some its members and named this sub-group as the Drafting Group. Defining "what it is understood to be the purpose of teachers standards", the Review Group suggested that standards aimed at having nationally consistent benchmarks for quality of teachers' practice and conduct to improve pupils' achievement, including a suitable standard of demonstrable competence and conduct for entry to the profession, raising the quality, and also covering a need at the end of induction with a clear basis for helping teachers to develop professionally as well as including a clear basis for schools to tackle underperformance and misconduct through performance management in a broad sense (The Secretary of State Education, 2011, p. 17). Using the broad sense of framework, a draft professional standards' set was produced. After testing the draft standards by taking comments of the key stakeholders, a series of facilities was created to discuss the draft standards with the key stakeholders by the help of the Secretariat from May to June 2011. The feedback from the key stakeholders formed the final professional teaching standards for the UK and these standards are in use since September 2011 (The Secretary of State of Education, 2011).

The recent version of the professional teaching standards includes two main parts in the QTS standards' list: Part 1 is called teaching and includes eight standards. Each standard has its own performance statements. Part 2 has been named as the personal and professional conduct and covers three standards and some performance statements for standard 1 on the part regarding personal and professional conduct. Part 1 covers standards on setting inspiring, motivational and challenging expectations; promoting good progress and outcomes; demonstrating good

instruction and curriculum knowledge; planning and teaching lessons; adapting teaching to respond to the needs and strengths of the students; using productive assessment and managing behaviour effectively. Part 2 includes standards on supporting public trust in the teaching profession, maintaining ethos, policies and practices of the school in terms of attendance and punctuality, and displaying professional duties and responsibilities (Department for Education, 2012).

2.2 Professional Teaching Standards in Scotland

Scottish professional teaching standards aim at designing the programs of initial teacher training, assessing the students, providing a framework for reporting on student achievement; and identifying areas for teacher development (The General Teaching Council for Scotland, 2006).

Scottish Office produced some guidelines for initial teacher training in 1993. These guidelines were revised in 1998. The Scottish Office attempted to produce a set of competences for teacher education, controlled until the shift of teacher education from the separate colleges of education sector into the universities during the 1990s. It was felt that the Benchmark group was representative of all the relevant stakeholders. It was set out what was seen as a challenging and demanding standard for attaining by those who completed the course of initial teacher education and one in which the broad aspirations of teachers and teacher educators towards extended professionalism were met. The three domains of professionalism were agreed after much discussion, which were professional values and personal commitment; professional knowledge and understanding; and professional skills and abilities. Draft text on the benchmark standard and competences are refined in several rounds of discussion in the group. There were two national seminars/conferences where

about 60 stakeholders most of whom were teacher educators attended. The feedback from these conferences resulted in only minor changes being made. The standard list was reasonably well received in the field and was implemented quite consistently across the sector with the help of the General Teaching Council for Scotland (GTCS) and Scottish Executive through the Scottish collaborative review procedures for Teacher Education being set up in parallel with the Benchmark Standard. It was fair to say that the Standard for Initial Teacher Education was developed through collaborative discussions involving representatives of all stakeholder groups (D. Christie, personal communication, June 1, 2009).

Recently revised Scottish professional teaching standards (revised in 2012), which are in use since August 2013, cover three dimensions, each dimension includes various standards and standards have various elements (The General Teaching Council for Scotland, 2006). Dimensions are called professional knowledge and understanding (standards are called curriculum, education systems and professional responsibilities, principles and perspectives), professional skills and abilities (standards are named as teaching and learning, classroom organization and management, pupil assessment, professional reflection and communication) and professional values and personal commitment. Dimensions named "professional knowledge and understanding" and "professional skills and abilities" have standards and each standard includes elements of standards. The last dimension "professional values and personal commitment" does not include any standards, but includes some elements of standards (The General Teaching Council for Scotland, 2006; Conway, Murphy, Rath and Hall, 2009).

The main themes for the revised professional teaching standards are named as the theme on professional values and personal commitment (which focuses on the democratic values), the theme on learning for sustainability (which focuses on learners and developing their knowledge, skills, attitudes, values and practices for decision making) and the theme on leadership (which focuses on leadership skills of teachers in and out of the classroom) (The General Teaching Council for Scotland, n.d.). The revised professional teaching standards are named as professional values and commitment, professional knowledge and understanding (which focus on curriculum, education systems and professional responsibilities, pedagogical theories and practice) and professional skills and abilities (which focus on teaching and learning, classroom organization and management, pupil assessment and professional reflection and communication) (The General Teaching Council for Scotland, 2012).

2.3 Professional Teaching Standards in Northern Ireland

Providing professional teaching standards in initial teacher training are for promoting the integration of the three stages of teacher education (Initial, Induction and CPD) through the systematic acquisition and development of professional values and teaching competences, and the sustained development of critical and reflective practice by students and beginning teachers (General Teaching Council for Northern Ireland, GTCNI, 2005).

The General Teaching Council has established an advisory group to work on the teacher competences. Simplified and streamlined teacher competences are suggested to be helpful for teacher training providers, schools, teachers and student teachers (GTCNI, 2005). As a start, key education stakeholders were sent structured questionnaires to provide their reason for what kind of common framework, a model,

was necessary for Northern Ireland. Then, the teacher education partners were questioned as regards how effective the model was in achieving aims and how to structure and implement the model (GTCNI, 2005).

After finding out the development process, the Council proposed the new competence statements. Then, they reviewed the proposed new competence statements to make sure that the competence statements covered knowledge, skills, planning and assessment. In accordance to the data gathered from the teacher education partners, the Council appointed a commission from Institute of Education, University of London, to review the existing teacher competences (GTCNI, 2005).

There are three dimensions that are called “professional values and practice”; “professional knowledge and understanding”; and “professional skills and application”. Professional skills and application have some sub-dimensions called learning and leading; teaching and learning and assessment. Each of the dimensions and the sub-dimensions include standards or what they name competences. They have 27 competence statements in total (Department for Employment and Learning and Department of Education, 2010; GTCNI, 2005).

2.4 Professional Teaching Standards in the Netherlands

The professional teaching standards in the Netherlands aim at developing the policies for the schools and complying defined requirements for the teachers as the school itself can appoint the school staff. The school staff can keep the professional teaching standards up to date. The institutions providing higher education require basing their initial teacher training into the professional teaching standards (Good quality teachers for good quality education, n.d.).

Teachers teaching for the Netherlands education system were invited to be one of the members of the commission established by The Ministry of Education, Culture and Science under the supervision of the Association for the Professional Quality of Teachers (SBL). The aim of teachers' commission was to form a professional group for developing professional quality standards in terms of competence requirements of teachers. The teachers' commission produced a proposal for competence requirements and then an inventory about the characteristics of professional situations, actions and responsibilities. They produced 7 teachers' competences. Then, the working groups organized a series of regional quality panels under the supervision of a regional coordinator to discuss and take opinions on the proposal for competence requirements in a thorough and systematic way. In the mean time, they launched a website to discuss the proposal under the help of SBL's advisory council and the proposal was also discussed with the department concerned in the Ministry of Education, Culture and Science. Then, comments of employers' organizations, school management, parents' associations, students, training colleges, school advisory services, and other educational advisory centers were welcomed. Reactions by the teachers of professional group and all of the key stakeholders resulted in some modifications in the proposal (Good quality teachers for good quality education, n.d.).

There are seven key teacher competences, namely, "interpersonal competence", "pedagogical competence", "subject knowledge" and "methodological competence", "organizational competence," "competence for collaboration with colleagues", "competence for collaboration with the working environment" and "competence for reflection and development". Interpersonal competence, pedagogical competence,

organizational competence and subject knowledge and methodological competence of the teachers describe the professional roles of the teachers. Characteristics of teachers' profession are called competence for working with students, colleagues, and school's working environment as well as with the teacher himself/herself. Characteristics of teachers' profession also describe each teacher's own personal development (Good quality teachers for good quality education, n.d.; Mini version teacher quality in the Netherlands, 2007).

2.5 Professional Teaching Standards in Poland

In 1995, a Project, called KREATOR, was managed by a group of teacher who worked in teams in some of the Polish towns. The project focused on practical results. Some guidebooks were prepared for describing ways to introduce key competences, to organize classes and school operations, and to show how to grade them (Gordon et al., 2009). When the financial aid was cut, the studies on identifying key competences stopped. The professional teaching standards in Poland were produced with the aim of easing the evaluation of a limited range of competences during obligatory schooling (Gordon et al., 2009).

The project group described five competences for the Poland teachers with task groups and with the Council of Europe. These competences are named as the "planning", "organization" and "assessment of self-learning", "problem solving in a creative way" and "digital competence" (Gordon et al., 2009). In 1998, a research team from the Center for Science Policy and Higher Education focuses on five more key competences that are called searching for and processing information; critical thinking; communication; and mathematical literacy (Gordon et al., 2009). The

studies completed by the Center for Science Policy and Higher Education remained only as a pilot study, and no further steps were taken.

2.6 Professional Teaching Standards in Australia

In Australia, professional teaching standards aim at providing common national understandings of what teachers need to know and be able to do, supporting and improving student learning, describing levels of teaching quality aspiring teachers and ensuring available teacher development opportunities. Also, they have been used for providing a basis for national recognition of the quality of teaching, providing the basis for national alignment of standards for graduates of teacher education programs, strengthening initial teacher preparation and ensuring national commitment to effective and adequate teacher preparation. Additionally, these standards have a basis for ongoing commitment by Commonwealth and State and Territory governments to support teachers' professional development (Ministerial Council on Education, Employment, Training and Youth Affairs, Teacher Quality and Educational Leadership Taskforce, 2003).

The Ministerial Council on Education, Employment, Training and Youth Affairs appointed a taskforce. The taskforce in Australia wrote a consultation paper for explaining the reason and key issues behind developing and implementing of a national framework for professional standards in October 2002. Then, they set up a conference and 79 representatives from all States and Territories attended the conference. The participants from public and private sector employers, key stakeholders with teacher professional associations and organizations representing teachers as employees, those involved in preparation of teachers and those involved in research about teaching, principals and associations as well as teachers joined the

conference in November 2002. Those who joined the conference considered the consultation paper and a set of discussion questions. The participants accepted the initial consultation paper written by the taskforce and added that some terms and intentions needed to be clarified before sending it to broader parties. Following the conference, the revised consultation paper named as a national framework for standards for teaching. It was distributed nationwide to get perceptions of the key stakeholders (Ministerial Council on Education, Employment, Training and Youth Affairs, Teacher Quality and Educational Leadership Taskforce, 2003). After taking the written submissions from every jurisdiction and a wide range of teacher representative organizations, professional associations and teacher educators, all approved the development of the national framework in July 2003 (Ministerial Council on Education, Employment, Training and Youth Affairs, Teacher Quality and Educational Leadership Taskforce, 2003).

The recent version of the standards were revised by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) in 2009 (Australian Institute for Teaching and School Leadership, 2011). National Standards Sub-group of the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC) during 2009-2010 contributed a lot to the revision process. Also, another responsible branch called the Australian Institute for Teaching and School Leadership (AITSL) validated and finalized the standards in July 2010. Then, the revised version of standards has been in use since December 2010 with the help of Ministerial Council for Education, Early Childhood Development and Youth Affairs (Australian Institute for Teaching and School Leadership, 2011). The organization of the standards cover three domains of

teaching: “professional knowledge”, “professional practice” and “professional engagement” and under four professional career stages which are graduate teachers, proficient teachers, highly accomplished teachers and lead teachers (Australian Institute for Teaching and School Leadership, 2011). There are seven standards which are respectively “knowing students and how they learn”, “knowing the content and how to teach it”, “planning for and implementing effective teaching and learning”, “creating and maintaining supportive and safe learning environments”, “assessing, providing feedback and reporting on student learning”, “engaging in professional learning”, “engaging professionally with colleagues, parents and the community” (Australian Institute for Teaching and School Leadership, 2011).

2.7 Professional Teaching Standards in Singapore

The aim of the Ministry of Education while building a national framework is to define professional competences and capacities of teachers. They have established competency based performance management systems of the Ministry of Education (named as Educational Performance Management System, EPMS) for defining the requisite knowledge, skills and competences a teacher should have (Good quality teachers for good quality education, n.d.).

In 2000, Singapore teaching competency standards were produced and developed in cooperation with a fundamental review of the Education Scheme of Service. This involved collaborative working with a consultant and conducting extensive consultations with teachers and school leaders. Then the EPMS described the knowledge, skills, and professional characteristics customized for each of the career tracks in education (SEAMEO Innotech Regional Education Program, SIREP, 2010; Conway, Murphy, Rath and Hall, 2009). The EPMS has been functioning as a

vehicle for developing the requisite knowledge, skills, and competencies a teacher should possess (SIREP, 2010).

There are three dimensions of performance and seven core competences describing the professional teaching standards for Singaporean teachers. Dimensions of performance are called “the professional practice”, “leadership and management” and “personal effectiveness”. The dimension on professional practice includes four competences as “nurturing the whole child”, “providing quality learning of child”, “providing quality learning of child in co-curricular activities” and “cultivating knowledge with subject mastery”, with reflective thinking, with analytic thinking, with initiative, with creative teaching, with a future focus. The dimension on “leadership and management” has two competences as winning hearts and minds (understanding the environment; developing others) and working with others (partnering parents; working in teams). The dimension on personal effectiveness has got one core competence as knowing self and others (turning into self; exercising personal integrity and legal responsibilities; understanding and respecting others; resilience and adaptability) (Recommendation II: Graduate Teacher Competencies, n.d.).

2.8 Professional Teaching Standards in the United States of America

The United States of America (USA) has various states and most of the states have their own professional teaching standards. It should be noted that the USA has nation-wide unit standards to define the knowledge, skills, and professional dispositions expected from educational professionals. The standards also identify the organizational structures, policies, and procedures that should be in place to support candidates for meeting the mentioned expectations as well as for applying to the

programs on initial teacher preparation and advanced programs for teachers and other school-professionals. Initial teacher preparation and advanced programs cover licensure and non-licensure programs for the initial and continuing preparation of professionals who work in P-12 schools (National Council for Accreditation of Teacher Education, NCATE, 2008). Unit standards have been produced for accreditation of teacher training institutions. Thus, The NCATE standards aim at measuring ITT providers' continuous preparation effectiveness according to the profession's expectations on preparing highly quality teachers (NCATE, 2008).

The unit standards are called "candidate knowledge, skills and professional dispositions", "assessment system and unit evaluation; field experience and clinical practice", "diversity", "faculty qualifications, performance and development", and "unit governance and resources" (NCATE, 2008; Conway, Murphy, Rath and Hall, 2009).

NCATE unit standards, standards produced for accreditation of teacher training institutions throughout the USA are revised every seven years to make sure that standards represent current research and practice on the teaching profession. In order to revise, NCATE's standards' committee takes notice of the comments and suggestions from a wide range of educators and policymakers and then the committee shares their notices through professional conferences. Upon revising the standards, then, the revised standards are put into NCATE's website. Feedback is received, read, and dealt with at regular bases and the standards were last revised in May 2007 (NCATE, 2008).

Some states of the USA have identified the professional teaching standards for their own circumstances in accordance with the NCATE standards. The professional teaching standards and the developmental process of the professional teaching standards of four states, namely New Jersey, Alaska, Maryland and North Carolina, are examined in detail as follows.

In New Jersey, the professional teaching standards have been used for the purpose of having a certification system, having a more productive pre-service education and induction programs, and having more effective and relevant professional development. The standards are helpful to teachers for improving skills and knowledge a teacher should have. The standards cover deep content knowledge with varied instructional strategies, the creation of a productive learning environment, the use of various assessments, the understanding of human growth, the ability to work with diverse learners, strong communication skills, instructional planning; and the ability to create strong partnerships with parents, colleges, and the community (New Jersey Department of Education, 2004).

The New Jersey Professional Teaching Standards Board (PTSB) produces the professional teaching standards for teachers of New Jersey. The board works with national experts working for the Interstate New Teacher Assessment Support Consortium (InTASC) of the Council of Chief State School Officers. This is the organization, which developed the national model for professional standards for teachers and incorporated broad input from New Jersey educators (New Jersey Department of Education, 2004).

There are ten standards designed for New Jersey teachers. Each standard has a series of indicators comprised of statements of knowledge, dispositions, and performance. The statements of knowledge indicate the body of knowledge critical to effective practice. The statements of each disposition describe the behaviors, which communicate the traits and qualities valued by educators. The statements of performance provide the application of that knowledge (New Jersey Department of Education, 2004). The standards focus on skills not present in the national INTASC model like a concern for teaching literacy and numeracy across the curriculum and the use of technology in instruction. Also, the standards cover the wide range of skills and knowledge every teacher requires including deep content knowledge with varied instructional strategies, productive learning environment, usage of assessment skills, understanding of human growth, working with diverse learners, strong communication skills, instructional planning and strong partnerships with parents-colleges-community (New Jersey Department of Education, 2004).

Professional teaching standards for Alaskan teachers include skills and abilities teachers should have for making students successful and creative in their lives as well as throughout their careers. The aim of identifying professional teaching standards is to help students develop themselves academically. Therefore, many people and organizations take part in identifying the professional teaching standards for improving public K-12 schools and colleges of education (Alaska Department of Education and Early Development, 1997).

In 1994, the State Board of Education and Early Development in Alaska adopted the professional teacher standards. These standards were modified in 1997 (Alaska

Department of Education and Early Development, 1997). Development process of Alaska's professional teaching standards began with a campaign for bringing higher standards and accountability to the public school system in 1993. Educators, parents, business people and professionals worked together to develop the standards. Before adopting the standards, the Board of Education took perceptions and comments from Alaskan teams of educators on what they liked and disliked with the standards. Teams of educators worked on curriculum frameworks, planned how to teach the new standards and how to integrate them into the existing teaching and learning process. Another team of educators worked on the assessment issue. After taking the perceptions, the standards were accepted as the professional teaching standards for Alaskan teachers (Alaska Department of Education and Early Development, n.d.).

There are eight standards and each standard includes performance-reflecting attainment of the standard for Alaska's teachers. The standards are beneficial to teachers in terms of setting up philosophy of education, understanding teaching and learning process, respecting the cultural and individual characteristics of the students, having content knowledge, facilitating, monitoring and assessing student learning, creating the learning environment, working as a partner of the parents, families, the community, and teachers contributing to the teaching process (Alaska Department of Education and Early Development, 1997).

Professional teaching standards and related indicators written for Maryland teachers are helpful for empowering the quality of professional development by recognizing the local needs, priorities and resources as well as by guiding planning, designing, implementing, and evaluating high-quality professional development with

professional development programs and agenda. The professional teaching standards of Maryland also support properly organization of professional development with aims of empowering student learning, state, district and school policies and priorities, giving information about the resources and making sure that all teachers can develop themselves to the highest quality (Maryland Development of K-12, 2001).

Professional teaching standards in Maryland are derived from the 2001 version of the National Staff Development Council (NSDC) standards. They were developed in 1995 and were revised in 2001. The list of the PTS is a product of teacher study-groups, coaching and mentoring relationships, teacher-networks, teams on participation on school improvement and committees that develop curricula and assessments, workshops, and courses at colleges and universities (Maryland Development of K-12, 2001).

In Maryland, there are content and process standards including indicators of each standard defining high-quality professional development. The content standards are helpful to teachers for improving their content knowledge and quality teaching, research skills, collaboration, recognition of learning needs, learning environments and students' learning environments, and family involvement. Process standards include data driven evaluation, design and teacher learning (Maryland Development of K-12, 2001).

Professional teaching standards of North Carolina are useful for teacher preparation, teacher evaluation and professional development. Colleges and universities are renewing their programs; a new teacher evaluation instrument is being created; and

professional development is taking on a new look based on these standards. There are five standards. Each standard includes an explanation and sub-standards. Each sub-standard has indicators in the professional teaching standards of North Carolina (North Carolina Professional Teaching Standards Council, 2007).

In 1997, the North Carolina State Board of Education asked the North Carolina Professional Teaching Standards Commission to produce the Core Standards for the Teaching Profession. Commission members consisting of 16 practicing educators from across the state considered what teachers need to know and be able to do in the 21st Century schools. Then, the North Carolina State Board of Education produced the professional teaching standards in 2007 (North Carolina Professional Teaching Standards Council, 2007). The standards of North Carolina involve leadership skills, respectful environment, content knowledge, learning facilities and reflection (North Carolina Professional Teaching Standards Council, 2007).

2.9 Professional Teaching Standards in Turkey

Higher Education Council (YÖK, 2007) published a report about the strategies regarding the professional teaching standards of Turkey in relation to higher education in 2007. One of the most important issues raised in this report is to develop studies regarding the accreditation and teaching standards for teachers. Developing such kind of studies will enable raising quality at the education faculties and their performance (Kara, 2012). Studies on developing a national framework on professional teaching standards in Turkey started in 2005, and till 2008, draft professional teaching standards were produced (Kara, 2012). The professional teaching standards in Turkey are helpful for identifying teacher training policies, designing the initial teacher training programs, designing in-service training of

teachers, choosing teachers for training, evaluating teacher performances and teaching practices, evaluating self-identification as well as evaluating career-development of teachers (General Directorate of Teacher Training and Education, 2008).

The General Directorate of Teacher Training and Education established a committee and the committee members consulted the developmental process to the foreign experts. They designed a series of seminars to identify the conceptual framework, methodology and techniques as the starting step. Then, the committee reviewed the literature to find out responses to the questions about the quality of teaching and the qualified teachers and students as well as the format by examining the documents published by the Higher Education Council, Ministry of National Education, General Directorate of Teacher Training and Education, Directorate of Research and Development of Education, and they also examined documents of five countries, namely England, USA, Seychelles Islands, Australia and Iceland (General Directorate of Teacher Training and Education, 2008).

Identifying the format as main standards, sub-standards and performance statements for each sub-standard, the committee arranged a workshop. 120 teachers, 25 university tutors, 18 elementary school inspectors, 6 measurement and evaluation experts, some representatives from Central Organization of Ministry of National Education, representatives from teachers' trade unions have joined the workshop to identify the draft professional teaching standards. After the workshop, the committee sent the draft PTS to Central Organization of Ministry of National Education, teachers' trade unions, non-governmental organizations (NGOs) and the Higher

Education Council through the General Directory for Teacher Training and Education for their feedback. The Higher Education Council sent the draft PTS to 49 universities to receive feedback from the key stakeholders (General Directorate of Teacher Training and Education, 2008). After receiving the feedback from the key stakeholders in the above-mentioned organizations, with the necessary amendments, the draft PTS were accepted as the PTS of Turkey. Then, there was a revision by the commission members (teachers) of 6 pilot provinces of Turkey (General Directorate of Teacher Training and Education, 2008).

There are six professional teaching standards and thirty-one sub-standards and each sub-standard includes performance statements. There are 233 performance statements in total. The standards are called "professional development", "recognizing the student", "teaching and learning process", "monitoring learning, development and evaluation", "school, family and society relationship", "curriculum and content knowledge" (General Directorate of Teacher Training and Education, 2008).

In their study, Yurdagül, Erdem and Seferoğlu (as cited in Kara, 2012, p. 43) found that most of the faculty members agreed that performance statements of the professional teaching standards in Turkey are important but non-functional enough to observe because they are not written in measurable terms. It is suggested to include some performance statements on the expected skills for primary and secondary school students.

2.10 Summary

To sum up, developmental process of the professional teaching standards shows minor varieties from country to country. However, the most applicable way of developing the professional teaching standards has started with forming a working group (appointing a taskforce such as in Australia; working collaboratively with a consultant and with teachers and school leaders such as in Singapore; appointing a project group such as in Poland; establishing a teacher commission such as in the Netherlands; working together with educators, parents, business people and professional such as in Alaska; establishing an advisory group such as in Northern Ireland; setting a benchmark group such as in Scotland; and forming a committee such as in Turkey). Working group members decided for the plan of developmental process (consulting the developmental process to the foreign experts such as in Turkey and developing a national model for professional teaching standards such as in New Jersey). Mostly, working group included members from teachers (such as in the Netherlands; Turkey; Australia; Maryland; Poland; Northern Ireland and Scotland), school administrators (such as school leaders in Singapore; the school leaders in the UK and school management in the Netherlands), and members of associations defending teachers' rights (such as unions in Social Partnership in the UK), faculty members (such as in Turkey) and educational experts working for departments/associations of hiring teachers (such as the national experts working for the Interstate New Teacher Assessment Support Consortium in New Jersey; such as the professionals in Alaska and such as the Council of Europe in Poland). Working group members met regularly, prepare seminars and administer a scale to key stakeholders to fill in or administer an online scale where key stakeholders log in and fill in the scale (such as in the UK, Scotland, Northern Ireland, the Netherlands,

Turkey and Australia). Findings of the study were announced mostly through written announcements (such as publishing a consultation paper in Australia) or through online websites of the association the working group work for (such as in the Netherlands and the NCATE standards of the USA). Some countries piloted their draft professional teaching standards for a while and then the professional teaching standards were used as a national framework (receiving feedback from the key stakeholders such as in Turkey and comments of the key stakeholders such as in the Netherlands).

In addition to the developmental process of the professional teaching standards, countries have various dimensions and professional teaching standards. Contents of dimensions mainly include professional values and personal commitment/practice (from Scotland and Northern Ireland) as well as commitment, teaching, personal and professional conduct (from the UK), professional practice (from Australia and Singapore), leadership and management (from Singapore), professional development/engagement (from Australia and Turkey), recognizing the student (from Turkey), teaching/teaching and learning process (from the UK and Turkey), monitoring learning, development and evaluation; planning, organization and assessment of self-learning (from Turkey and Poland) as well as subject knowledge and methodological competence (from the Netherlands), school-family and society relationships (from Turkey) as well as reflection and development; collaboration with colleagues; collaboration with the working environment (from the Netherlands), curriculum and content knowledge (from Turkey), professional knowledge/professional knowledge and understanding (from Scotland, Northern Ireland and Australia), professional skills and abilities/application (from Scotland

and Northern Ireland), sustainability (from Scotland), interpersonal competence (from the Netherlands), organizational competence (from the Netherlands), problem solving in a creative way and digital competence (from Poland).

Some countries have not identified any dimensions but have already identified the professional teaching standards. Professional teaching standards for various countries include having philosophy of teachers such as *describing the teacher's philosophy and demonstrating its relationship to the teacher practice; identifying purpose and principles of the Turkish national education* (from Alaska and Turkey), knowing how students learn and applying this knowledge to the professional instruction by taking into consideration the physical, personal, cognitive, emotional development of the students such as *understanding how students' learn and develop as well as applying that knowledge in the teacher's practice* (from Alaska, New Jersey, Turkey and the UK), diverse learners and their effective teaching such as *teaching students with respect for their individual and cultural characteristics* (from Alaska, New Jersey, Maryland and Turkey), content knowledge and its professional application such as *knowing the teacher's content area and how to teach it* (from Alaska, New Jersey, North Carolina, Maryland, the UK and Scotland), classroom management such as *classroom organization and management* (from Turkey, the UK and Scotland), assessing, giving feedback and revising the instruction, curriculum and self assessment of the teacher such as *facilitating, monitoring and assessing student learning; assessment; self-assessment; interpreting results by analyzing the data, providing feedback on the student's development and learning* (from Alaska, New Jersey, Maryland, Turkey, the UK and Scotland), learning environment such as *creating and maintaining a learning environment in which students are actively*

engaged and contributing members (from Alaska, New Jersey, North Carolina, Maryland and Turkey), teacher, learner, parent/career/family, community partnership and professional engagement with them such as *engage professionally with colleagues, parents; careers and the community* (from Alaska, New Jersey, Maryland and Australia), professional development and professional reflection of teachers such as *participating in and contributing to the teaching profession* (from Alaska, New Jersey, North Carolina, Maryland, Turkey, Scotland and Australia), strategies on planning the instruction such as *plan for and implement effective teaching and learning; planning and organizing extra curricular activities* (from New Jersey, North Carolina, Turkey, the UK, Scotland and Australia), dealing with the program of and students with special needs such as *knowing program of special needy students and teaching students with special needs* (from New Jersey and Turkey), teachers as leaders of their classroom and their school such as *fulfill wider professional responsibilities* (from North Carolina, Turkey and the UK), having knowledge, skills and dispositions to apply research *research-based* (from Maryland), respecting to some values such as *paying attention to the national and universal values* (from Turkey), effective guidance such as *guiding students* (from Turkey), preparing materials for teaching and learning process such as *preparing teaching materials* (from Turkey), managing time such as *time management* (from Turkey).

Looking at the qualifications a Scottish and/or an Australian teacher has a Polish and/or Turkish teacher, more or less, should have similar qualities. Analysis of dimensions and professional teaching standards of various countries reveal that they cover professional teaching standards mainly on values and commitment;

engagement; understanding, knowledge and skills; learning environment; curriculum and instruction; assessment, feedback, revision and self-assessment process; content knowledge; collaboration and communication with colleagues and working environment.

Chapter 3

METHOD

In this chapter, the research design, population and sampling procedures, data collection instruments and procedures, and data analysis procedures used in this study as well as the assessment of trustworthiness are introduced.

3.1 Research Design

The sequential exploratory design as a mixed method design is used in this study for data collection and analysis purposes because it permits using both qualitative and quantitative data to more fully identify the professional teaching standards as a national framework for North Cyprus. Figure 3.1 shows the exploratory design model with QUAL and QUAN data in mixed method design.

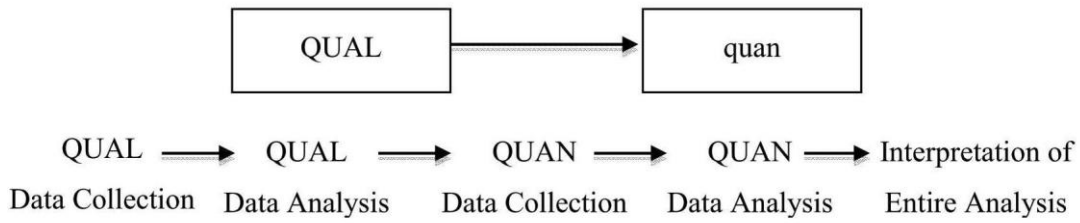

Figure 3.1. Sequential exploratory design model (Creswell, 2003, p. 213)

As in any mixed-methods design, the researcher of this study has dealt with the issues of priority, implementation, and integration of the qualitative and quantitative approaches. In the design of the current study, interrogating the developmental process through face-to-face interviews with the educational experts (EE),

identifying the dimensions necessary for a national framework and identifying the draft professional teaching standards has established the sequence of the qualitative data collection and analysis. Then, exploring to what extent the key stakeholders agree with the draft professional teaching standards has established the quantitative data collection and analysis. Mixing or integration of the qualitative and quantitative approaches actually has occurred throughout the study.

Priority refers to which approach, quantitative or qualitative (or both), a researcher gives more weight or attention throughout the data collection and analysis process in the study (Creswell, 2003). In this regard, it is necessary to identify the developmental process of the study (the procedures, working group members, study techniques and the format of the professional teaching standards). Finding responses to these questions using a qualitative approach gives rise to the discussion of the dimensions necessary for the national framework. Identifying the dimensions requires finding out the draft professional teaching standards for the national framework. Identifying the dimensions and draft professional teaching standards is completed using the qualitative approach. The priority in this study is given to the qualitative approach.

Implementation refers to whether the qualitative and quantitative data collection and analysis come in sequence, one following another, or concurrently (Creswell, 2003; Green, Caracelli and Graham, 1989; Morgan 1998). In this regard, the researcher first collected and analyzed the qualitative data. Quantitative data were collected in the following phase of the study and were related to the outcomes obtained at the qualitative phases. In this study, the decision following the qualitative and then the

quantitative data collection and analysis sequence in this design depends on the purpose of the study and the research questions regarding developing the national framework on professional teaching standards in North Cyprus**.**

Figure 3.2 shows the sequential exploratory model applied in this study.

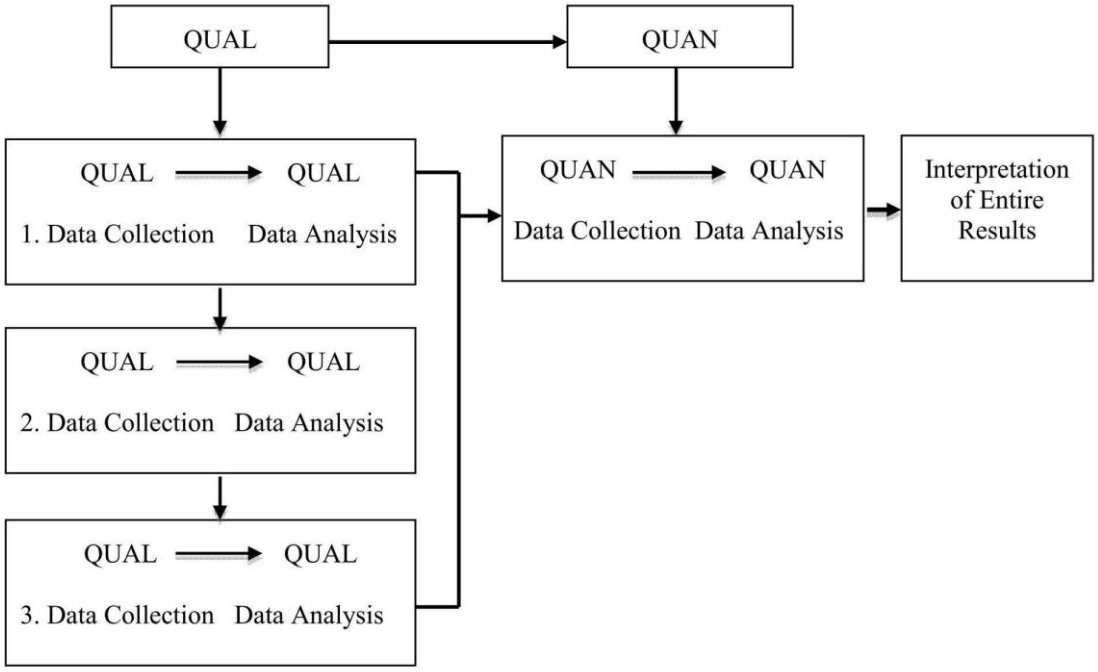

Figure 3.2. The research model applied in the current study

The researcher mixed the quantitative and qualitative approaches at the study design stage by introducing both qualitative and quantitative procedures. Then, the researcher integrated the results from the qualitative and quantitative phases during the interpretation of the outcomes of the entire study. In the present study, the researcher connected the qualitative and quantitative phases at the end of the first three phases in the research process while selecting the participants for the qualitative studies after finding the out the developmental process of the study. The working group was identified in order to identify the dimensions and then to identify

the draft professional teaching standards. Then, quantitative phase of the study was implemented in order to finalize the draft professional teaching standards.

3.2 Population and Sampling

The population of the study includes the teachers teaching for the state schools, vice school administrators and school administrators serving for the state schools, full time faculty members of education faculties in North Cyprus, executive board members of teachers' trade unions (from TCTTU and CTSETU), chief inspectors, inspectors, educational experts, vice general principals and general principals from the various departments of the Ministry of National Education.

In this study, two kinds of sampling method have been used: one is purposive sampling and the other is stratified random sampling. The purposive sampling was used for identifying the developmental process, identifying the dimensions and developing the draft professional teaching standards. In addition to this, the stratified random sampling was used for identifying the agreement level on those professional teaching standards.

Regarding method of sampling used for identifying the developmental process, identifying the dimensions and developing the draft professional teaching standards, the participants were identified due to the fact that they represent the key stakeholders of the study. Regarding this, typical sample type of purposive sampling was applied as the key stakeholders are either working at the initial teacher training arena, developing training instructional materials, hiring teachers, managing and inspecting teachers at schools and/or defending the rights of the teachers arenas. Similarly, educational experts were the experts working in the field of science

education and teacher training, as well as experts working in the field of teacher-education and supervision.

The participants for the Developmental Process, regarding the prior aim of the study, were chosen for identifying the plan of the study. These participants were five of the faculty members, the principal of the Board of Education and the principal of the Board of Supervision, Assessment and Guidance of National Education from the Ministry of National Education. These experts were identified for identifying the developmental process of the study by using a semi-structured interview form. Table 3.1 shows the characteristics of the developmental process group members interviewed.

Table 3.1

Characteristics of Developmental Process Educational Experts

Title	Position	Associated Codes	Gender	Field
General Principals	The Principal of Board of Education	EE1	M	Teacher
	The Principal of the Board of Supervision, Assessment and Guidance of National Education	EE2	M	Teacher
Faculty Members	Cyprus International University	EE3	M	Educational Sciences Department
	Atatürk Teacher's Training Academy	EE4	F	Department of Guidance and Counseling
	Eastern Mediterranean University	EE5	F	Department of Special Education
	Atatürk Teachers' Training Academy	EE6	M	Department of Pre-School Education
	Eastern Mediterranean University	EE7	M	Department of Turkish Language and Education

For identifying the dimensions and then the draft professional teaching standards of the national framework have been second and third phases of the study. The participants of each of the phases are called the working group members. There are seventeen working group members identified for the sake of the study with the strong suggestions of the educational experts of the first phase of the study. The members of the working group are suggested to be faculty members, teachers from pre-primary to high school; vice/school administrators from pre-primary to high school; inspectors, educational experts and vice/general principals from the Ministry of National Education (experts from the Ministry of National Education) and executive members of teachers' trade unions. The participants are asked to identify the dimensions for a national framework of professional teaching standards in North Cyprus by using a semi-structured interview form. Each participant's interview has been recorded.

Characteristics of the working group members are presented in Table 3.2.

Table 3.2

Characteristics of Working Group Members

Title	Position	Assigned ID	Gender
Faculty Members	Near East University Eastern Mediterranean University Atatürk Teacher's Training Academy Cyprus International University	WGM1 WGM2 WGM3 WGM4	M F M M
The Board of Supervision, Assessment and Guidance of National Education	A Chief Inspector	WGM5	F

Table 3.2 (continued)

Department of the Board of Education	A Member from the Board of Education	WGM6	F
The Department of Education Common Services	Vice General Principal of the Department of the Education Common Services	WGM7	F
The Department of the General Secondary School Education	General Principal of the Department of the General Secondary School Education	WGM8	M
School Administrators	Pre-Primary School Principal	WGM9	M
	Secondary School Principal	WGM10	M
	High School Principal	WGM11	F
Teachers	Pre-Primary Teacher	WGM12	F
	Primary School Teacher	WGM13	M
	Secondary School Teacher	WGM14	M
	Vocational High School Teacher	WGM15	F
Teachers' Trade Unions	General Education Secretariat (KTOS)	WGM16	M
	General Education Secretariat (KTOEOS)	WGM17	M

The key stakeholders of the study are implemented a scale, called Professional Teaching Standards Scale, to explore to what extent the key stakeholders agree with the identified draft professional teaching standards to finalize the professional teaching standards.

Table 3.3 shows the status of the key stakeholders, population and samples sizes as well as the number of scales returned and evalauted for the sake of this study.

Table 3.3

Population and/or Sample Sizes of the Study

Status	Population	Sample Sizes	Number of Scales Returned	Number of Scales Evaluated
School Administrators	289	174 100%	147 84.48%	119 68.39%
Teachers	3559	712 100%	534 75.00%	490 68.82%
Executive Members of Teacher's Trade Unions	51	51 100%	48 94.18%	42 82.41%
Faculty Members	119	119 100%	79 66.39%	52 43.69%
EE, C/I, V/GP from Departments at the MNE	52	52 100%	35 67.31%	32 61.54%

Due to the stratified random sampling applied to find out the sample sizes of the teachers and school administrators, the following stratified sample formula for calculating sample sizes (Balcı, 2004, p. 95) of vice/school administrators and teachers is suggested as follows:

$$n = \frac{\frac{t^2 . (PQ)}{d^2}}{1 + \frac{1}{N} . \frac{t^2 . (PQ)}{d^2}}$$

For this study, as seen in Table 3.3, total number of scales sent to the vice/school administrators is 174. Number of scales evaluated is 147 (84,48%) and number of scales returned is 119 (68,39%). Teachers have been sent 712 scales in total. Number of scales returned is 534 (75,0%) and number of scales evaluated is 490 (68,82%). Total number of scales sent to the executive members of teachers' trade unions is 51. Total number of scales returned is 48 (94,18%) and number of scales evaluated is 42 (82,41%). Faculty members have been sent 119 scales in total. Number of scales returned is 79 (66,39%) and number of scales evaluated is 52 (43,69%). Total

number of scales sent to the educational experts, chief/inspectors, and vice/general principals at the MNE is 52. Number of scales returned is 35 (67,31%) and number of scales evaluated is 32 (61,54%). The scales which are not taken into consideration is due to some mistakes in the scales such as some irregular unmarked items, regular unmarked items and/or completed regular patterns over the items such as marking A, B, C, D, E, D, C, B, A respectively. These scales are not taken into consideration but they are considered as the returned scales.

3.3 Instrumentation

Various types of instruments have been applied in the current study to collect data. Three semi-structured interview forms and a scale have been used. They are called the Interview Form for the Developmental Process, Interview Form for Key Stakeholders 1 and Interview Form for Key Stakeholders 2 and the Professional Teaching Standards Scale.

- *Interview Form for the Developmental Process (IFDP):* The aim of producing the Interview Form for Developmental Process is to identify the development process of the professional teaching standards. In other words, the existing situation, working group members, the procedure of the study, format of the professional teaching standards and study technique of the study are identified with this instrument (see Appendix A for IFDP). The instrument has been prepared reviewing the literature on exploring the developmental processes of various countries using professional teaching standards for some years. Keeping the aim of the study in mind, the research practitioner has produced the instrument. The instrument has been reviewed; necessary changes and additions

have been made by the supervisor and finalized version of the instrument with seven questions has been implemented to the educational experts.

- *Interview Form for Key Stakeholders 1 (IFKS 1):* The aim of producing the Interview Form for Key Stakeholder 1 is to identify the dimensions for developing a national framework for North Cyprus. The scope of the semi-structure interview form includes various dimensions used by various countries. The interview form has been prepared through literature. The items in the interview form have been as much as representative as possible. The instrument has been prepared reviewing the literature on exploring the dimensions of various countries using professional teaching standards for some years. Keeping the aim of the study in mind, the research practitioner has produced the instrument. The instrument has been reviewed; necessary changes and additions have been made by the supervisor and finalized version of the instrument with thirteen identified dimensions from the literature has been implemented to the working group members (see Appendix B for IFKS 1).

- *Interview Form for Key Stakeholders 2 (IFKS 2):* The aim of producing the Interview Form for Key Stakeholders 2 is to identify the draft professional teaching standards for North Cyprus. The scope of the semi-structure interview form includes various draft professional teaching standards convenient to the identified dimensions from the previous phase. The interview form has been prepared through literature. The instrument has been prepared reviewing the literature on exploring the possible draft professional teaching standards of various countries using professional teaching standards for some years. Keeping

the aim of the study in mind, the research practitioner has produced the instrument. The instrument has been reviewed; necessary changes and additions have been made by the supervisor and finalized version of the instrument has been implemented to the working group members. The interview form includes 4 dimensions and 55 draft professional standards. Working group members have identified draft professional teaching standards for North Cyprus (see Appendix C for IFKS 2).

- *Professional Teaching Standards Scale (PTSS):* Upon identifying the draft form of the professional teaching standards, a scale has been administered for identifying the finalized version of the professional teaching standards for North Cyprus. 5-point Likert has been placed in the scale for measuring to what extend the draft PTS are acceptable in North Cyprus. The Likert has been ranged from strongly agree (5) to strongly disagree (1). They are respectively Strongly Agree (5); Agree (4); Agree on Middle level (3); Seldom Agree (2); and Strongly Disagree (1). There are 52 items in the scale (see Appendix D for Turkish version of the PTSS and Appendix E for the English version of the PTSS).

3.4 Data Collection Procedures

The instruments prepared regarding the research questions of the current study, have been implemented using certain procedures.

Data for the study were collected through face-to-face semi-structured interviews and through administering the scale. The data collection of the current study was completed through using three semi-structured interview forms and a scale named as Interview Form for Developmental Process (IFDP), Interview Form for Key

Stakeholders 1 (IFKS 1) and Interview Form for Key Stakeholders 2 (IFKS 2) as well as Professional Teaching Standards Scale (PTSS) as follows:

3.4.1 Having Interviews for Developmental Process

Interviews with the educational experts (EE) were completed using IFDP. The educational experts were interviewed in their offices with no intervene during the interviews. Prior permissions have been taken for recoding the interviews from the educational experts one-by-one and the participants are invited to sign in an informed content before starting the interviews. Duration of the interviews has been ranged from 56 minutes to 69 minutes from 14 December 2010 to 23 December 2010 (see Appendix F for the duration of interviews with each of the working group member and Appendix M for the Informed Consent Form for Phase 1).

3.4.2 Having Interviews for Identifying the Dimensions

Interviews were held with the working group members for identifying the dimensions using IFKS 1. Face-to-face interviews had taken place with the working group members, without any intervenes, had been carried out between the dates 18 April 2011 and 29 April 2011. Duration of the interviews was ranged between 76 minutes to 88 minutes. Prior permissions had been taken for recoding the interviews from the working group members one-by-one and the participants were invited to sign in an informed content before starting the interviews (see Appendix G for the duration of interviews with each of the working group member and Appendix N for Informed Consent Form for Phase 2).

3.4.3 Having Interviews for Identifying the Draft Professional Teaching Standards

Interviews were held with the working group members for identifying the draft professional teaching standards using IFKS 2. Face-to-face interviews with the

working group members had been completed without any intervenes. Duration of the interviews ranged from 77 minutes to 89 minutes from 18 June 2012 to 17 July 2012. Prior permissions had been taken for recoding the interviews from the working group members one-by-one and the participants were invited to sign in an informed content before starting the interviews (see Appendix H for the duration of interviews taken place with each of the working group members and Appendix O for Informed Consent Form for Phase 3).

3.4.4 Implementing the Professional Teaching Standards Scale

The Professional Teaching Standards Scale was implemented to gather data from the key stakeholders for finalizing the professional teaching standards. There were four facets of the scale; facet of the teachers, facet of the school administrators, facet of the faculty members and experts and facet of all groups. The list of Professional Teaching Standards Scale that was not fitting the Rasch model across key stakeholders' group can be seen in Table 4.4.1.

Implementing the scale had been conducted from the very beginning of October 2012 to the end of December 2012. The documents showing the official approval of the Department of Primary Education, the General Secondary School Education Department and Vocational Education Department for data collection from state schools can be seen in Appendix J, K, and L respectively.

List of the schools and the number of scales evaluated to the key stakeholders can be seen in detail in Appendix I. Figure 3.3 summarizes the data collection procedures, participants/samples and aim of each phase in detail.

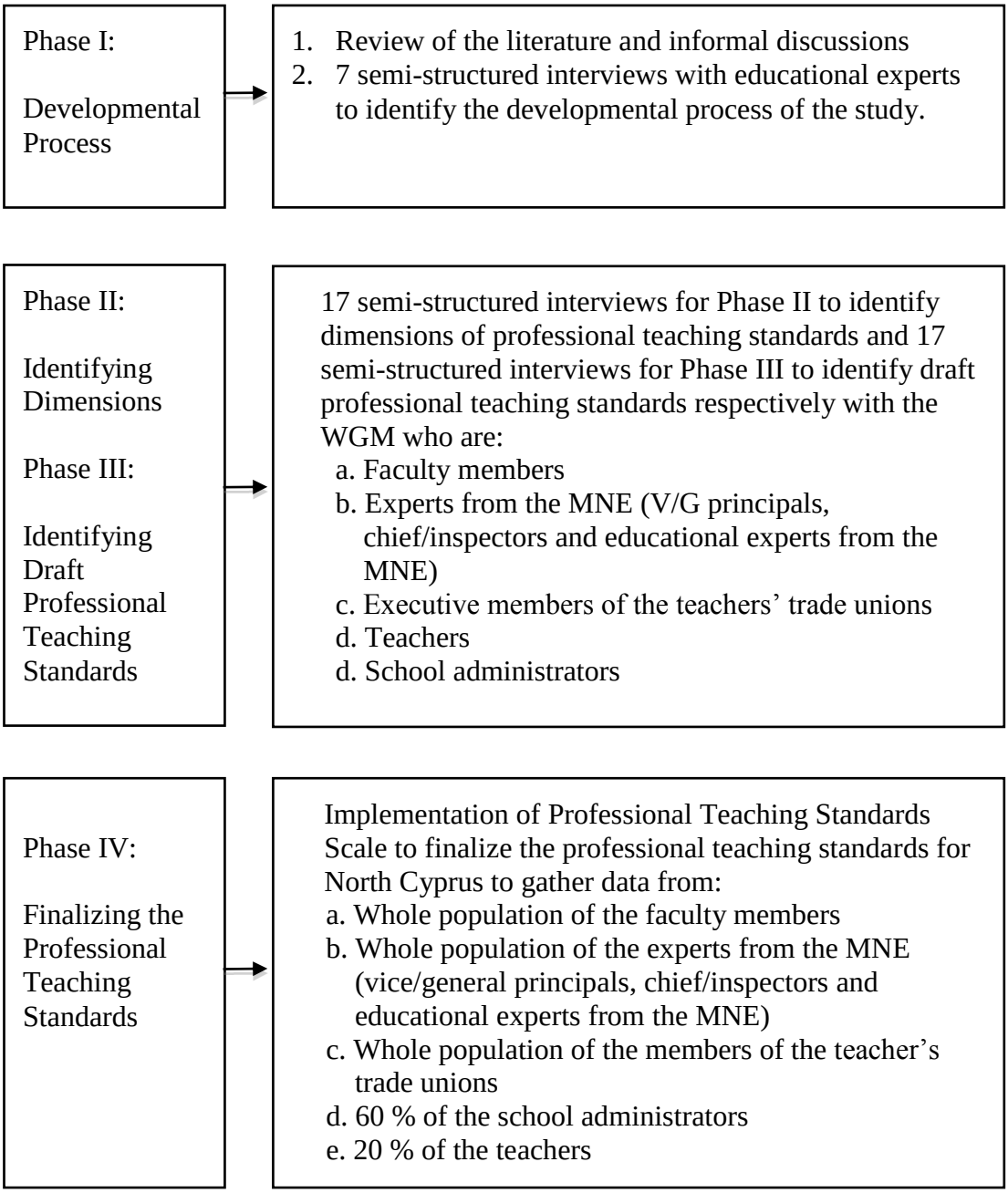

Figure 3.3. Data collection procedures

3.5 Data Analysis

Data were collected using the instruments prepared specifically for the current study. Data collected qualitatively have been analyzed respectively. Regarding this, recorded interviews were transcribed; categories, themes and sub-themes were identified. Categories, themes and sub-themes were emerged due to the responses

taken from the educational experts and then from the working group members. Categories, themes and sub-themes were identified manual. Each participant of the study was assigned an ID as, for instance, for the first interviewed educational expert, EE1, for the third interviewed working group member, WGM3 and for the fifth interviewed working group member, WGM5. Analysis of the data was managed through 4 phases.

3.5.1 Phase 1: Developmental Process

Data were collected through having interviews with 7 educational experts (experts from the Ministry of National Education and Faculty members from various higher education institutions in North Cyprus). After transcription of the data, data were analysed manual. Categories, themes and sub-themes were identified accordingly. Categories, themes and sub-themes of the phase 1 were shown in Table 3.4 below:

Table 3.4

Category 1: Developmental Process, Themes and Sub-themes of Category 1

No. and Name of Themes	Name of Sub-themes	Ex.	FM	Total
Theme 1 Existing situation	1. Recent studies	4	6	10
	2. Importance of identifying PTS	12	58	70
	3. Pros and Cons of PTS	9	33	42
	Total	25	97	122
Theme 2 Procedures	1. Literature Review	7	13	20
	2. Identifying Working Group Members	6	4	10
	3. Identifying Dimensions	7	10	17
	4. Identifying Draft PTS	2	12	14
	5. Implementing the Scale	11	13	24
	Total	33	52	85
Theme 3 Working Group	1. Faculty Members	4	12	16
	2. Teachers	5	7	12
	3. School Administrators	5	6	11
	4. Educational Secretaries of TTUs	5	8	13
	5. Experts from MNE	5	22	27
	6. Parents	0	2	2
	7. Students	0	1	1

Table 3.4 (continued)

	8. YÖDAK	0	1	1
	Total	24	59	83
Theme 4 Format	1. Dimensions	3	3	6
	2. Professional Teaching Standards	3	4	7
	Total	6	7	13
Theme 5 Study Techniques	1. Face-to-face Interviews with WGMs	11	18	29
	2. Implementing PTSS	5	13	18
	3. Delphi Technique	0	1	1
	Total	16	32	48

Analysis results shown on Table 3.4 showed that 5 themes were emerged under category 1. Category 1 was related to the developmental process of the professional teaching standards. The first emerging theme was existing situation. The mentioned theme had 3 sub-themes. The sub-theme on recent studies was coded 10 times. The sub-theme on importance of identifying professional teaching standards was coded 70 times. The sub-theme on pros and cons of professional teaching standards was coded 42 times. Sub-themes were coded 25 times by experts and 97 times by faculty members. The next emerging theme was called procedures. The mentioned theme involved 5 sub-themes. The sub-theme on literature review was coded 20 times and the sub-theme on identifying working group members was coded 10 times. Also, sub-theme on identifying dimension was coded 17 times and sub-theme on identifying draft professional teaching standards was coded 14 times. In addition to this, sub-theme on implementing the Professional Teaching Standards Scale was coded 24 times. Sub-themes were coded 33 times by experts and 52 times by faculty members. The third emergent theme was on working group. The theme on working group had 8 sub-themes. However, the 5 sub-themes taking the most attention by the participant were taken into consideration. The sub-theme on faculty members was coded 16 times. Also, the sub-theme on teachers was coded 12 times and the sub-

theme on school administrators was coded 11 times. The sub-theme on educational secretaries of teachers' trade unions was coded 13 times, whereas the sub-theme on experts from the Ministry of National Education was coded 27 times. The sub-themes were coded 24 times by experts and 59 times by the faculty members. The next emerging theme was called format and it involved 2 sub-themes. The sub-theme on dimensions was coded 6 times, whereas the sub-theme on professional teaching standards was coded 7 times. Sub-themes were coded 6 times by experts and 7 times by faculty members. The final emerging theme was study techniques and it involved 3 sub-themes. The 2 sub-themes taking the most attention by the participants were taken into consideration. The sub-theme on face-to-face interviews with working group members was coded 29 times, whereas the sub-theme on implementing the PTSS was coded 18 times. Sub-themes were coded 16 times by experts and 32 times by faculty members.

3.5.2 Phase 2: Dimensions of the Professional Teaching Standards

Data were collected through having interviews with 17 working group members. After transcription of the data, data were analysed manual. Categories, themes and sub-themes were identified accordingly. Categories, themes and sub-themes of the phase 2 were shown in Table 3.5 below:

Table 3.5

Category 2: Dimensions, Themes and Sub-themes of Category 2

No. and Name of Themes	Name of Sub-themes	T	SA	FM	Ex.	TTU	Total
Theme 6 Professional Values and Practice	1. Commitment	6	4	8	5	3	26
	2. Understanding	7	4	7	4	4	26
	3. Respect	9	5	8	5	4	31
	Total	22	13	23	14	11	83

Table 3.5 (continued)

Theme 7 Professional Development and Practice	1. Ongoing Development	9	8	11	13	9	50
	2. Inquiry Orientation	9	9	12	10	8	48
	Total	18	17	23	23	17	98
Theme 8 Teaching and Learning Process	1. Content Knowledge	8	6	11	9	8	42
	2. Subject-Matter Knowledge	8	7	9	8	8	40
	3. Program Knowledge	7	5	9	8	7	36
	4. Instructional Planning and Strategies	6	8	12	11	10	47
	5. ICT usage	8	7	8	10	9	42
	6. Classroom Management	9	9	11	12	10	51
	7. Research Skills	7	6	9	9	8	39
	8. Diverse Learning Needs	6	7	7	8	5	33
	9. Teaching and Learning Environment	8	9	9	9	7	42
	10. Assessment	11	9	13	12	7	52
	Total	78	73	98	96	79	424
Theme 9 Professional Relationships and Practice	1. School-family-community relationships	7	7	8	8	5	35
	2. Socio-cultural and economic characteristics of environment	7	6	8	7	4	32
	3. Team-work	8	6	9	8	6	37
	4. Cooperation	7	7	9	9	6	38
	5. Communication	8	7	8	9	5	37
	Total	37	33	42	41	26	179

Analysis results seen on Table 3.5 showed that 4 themes were emerged under category 2. Category 2 was related to the dimensions of the professional teaching standards. The first emerging theme was on professional values and practice. The mentioned theme had 3 sub-themes. The sub-theme on commitment was coded 26 times whereas the sub-theme on understanding was coded 26 times. The sub-theme on respect was coded 31 times. The sub-themes were coded 22 times by teachers; 13 times by school administrators; 23 times by faculty members; 14 times by experts from the Ministry of National Education and 11 times by the educational secretaries of the Teachers' Trade Unions. The next emerging theme was called professional

development and practice. The mentioned theme involved 2 sub-themes. The sub-theme on ongoing development was coded 50 times and the sub-theme on inquiry orientation was coded 48 times. Sub-themes were coded 18 times by teachers; 17 times by school administrators and by the educational secretaries of the Teachers' Trade Unions; 23 times by faculty members and by experts from the Ministry of National Education. The third emergent theme was on teaching and learning process. The sub-theme on content knowledge; ICT usage; and teaching and learning environment were coded 42 times. The sub-theme on subject matter knowledge was coded 40 times and the sub-theme on program knowledge was coded 36 times. The sub-theme on instructional planning and strategies was coded 47 times, the sub-theme on classroom management was coded 51 times and the sub-theme on research skills was coded 39 times. Also, the sub-theme on diverse learning needs was coded 33 times. In addition to this, the sub-theme on assessment was coded 52 times. Sub-themes were coded 78 times by teachers; 73 times by school administrators; 98 times by faculty members; 96 times by experts from the Ministry of National Education and 79 times by the educational secretaries of the teachers' trade unions. The next emerging theme, professional relationships and practice, involved 5 sub-themes. The sub-theme on school-family-community relationships was coded 35 times and the sub-theme on socio-cultural and economic characteristics of environment was coded 32 times. Also, the sub-themes on teamwork and communication were coded 37 times. In addition to this, the sub-theme on cooperation was coded 38 times. The sub-theme was coded 37 times by the teachers; 33 times by the school administrators; 42 times by the faculty members; 41 times by the experts of the Ministry of National Education and 26 times by the educational experts of the teachers' trade unions.

3.5.3 Phase 3: Identifying Draft Professional Teaching Standards

Data were collected through having interviews with 17 working group members (17 WGMs). After transcription of the data, data were analysed manual. Categories, themes and sub-themes were identified accordingly. Categories, themes and sub-themes of draft professional teaching standards on professional values and practice were shown in Table 3.6 below:

Table 3.6

Category 3.1: Professional Values and Practice, Themes and Sub-themes of Category 3.1

No. and Name of Themes	Name of Sub-themes	T	SA	FM	Ex.	TTU	Total
Theme 10 Valuing Learners	1. Respecting to Cultural and Individual Differences	5	4	6	6	4	25
	2. Treating Learners Equal	6	5	7	7	4	29
	3. Being Constructive and Positive	7	5	7	6	5	30
	4. Having Belief on Cooperation and Continuous Development	6	5	6	6	4	27
	5. Having Belief on Learners' Interaction and Learning from each other	6	5	6	7	5	29
	6. Learners' Critical Skills	5	5	6	6	4	26
	Total	35	29	38	38	26	166
Theme 11 Being a Role Model	1. Being a Public Model	6	5	7	7	5	30
	2. Fostering Intellectual Development	5	6	7	6	4	28
	Total	11	11	14	13	9	58
Theme 12 Entrepreneurship	1. Developing School	6	6	7	6	4	29
	2. Valuing National-Universal Values	7	6	6	6	5	30
	Total	13	12	13	12	9	59

Analysis results shown on Table 3.6 revealed that 3 themes were emerged under category 3.1. This category was related to the draft professional teaching standards

on professional values and practice. The first emerging theme was valuing learners. The mentioned theme involved 6 sub-themes. The sub-theme on respecting to cultural and individual differences was coded 25 times. The sub-theme on treating learners equal was coded 29 times. The sub-theme on being constructive and positive was coded 30 times and the sub-theme on having belief on cooperation and continuous development was coded 27 times. Also, the sub-theme on having belief on learners' interaction and learning from each other was coded 29 times and the sub-theme on learners' critical skills was coded 26 times. The sub-themes were coded 35 times by teachers; 29 times by school administrators; 38 times by faculty members; 38 times by experts from the Ministry of National Education and 26 times by the educational secretaries of the Teachers' Trade Unions. The next emerging theme was called being a role model. The mentioned theme had 2 sub-themes. The sub-theme on being a public model was coded 30 times. The sub-theme on fostering intellectual development was coded 28 times. Sub-themes were coded 11 times by teachers and school administrators; 14 times by faculty members; 13 times by experts from the Ministry of National Education and 9 times by the educational secretaries of the Teachers' Trade Unions. The final emergent theme was entrepreneurship. The sub-theme on developing school was coded 29 times and the sub-theme on valuing national-universal values was coded 30 times. The sub-themes were coded 13 times by teachers and faculty members; 12 times by school administrators and experts from the Ministry of National Education; and 9 times by the educational secretaries of the teachers' trade unions.

Categories, themes and sub-themes of draft professional teaching standards on professional development and practice were shown in Table 3.7 below:

Table 3.7

Category 3.2: Professional Development and Practice, Themes and Sub-themes of Category 3.2

No. and Name of Theme	Name of Sub-themes	T	SA	FM	Ex.	TTU	Total
Theme 13 Focus on Learning Strategies	1. Having Effective Learning Strategies for Students	8	7	6	6	5	32
	2. Having Expectations	4	3	6	7	4	24
	3. Taking Responsibility	7	5	8	7	5	32
	Total	19	15	20	20	14	88
Theme 14 Knowledgeable Expert	1. Instructional Organizational Conditions	9	6	7	6	8	36
	2. General, Legal Duties and Responsibilities of Teachers	12	7	7	6	7	39
	3. Legal Knowledge	8	8	7	7	9	39
	Total	29	21	21	19	24	114
Theme 15 Research Skills	1. Integrating Theory and Practice	7	6	13	6	8	40
	2. Adapting Emphasis	6	6	12	5	9	38
	3. Engaging Debates	7	7	12	5	11	42
	Total	20	19	37	16	28	120
Theme 16 Curricular Knowledge	1. Organization of Curriculum / Educational Program	6	5	12	6	4	33
	Total	6	5	12	6	4	33
Theme 17 Active Leadership	1. Leading Learning	7	7	11	7	7	39
	2. Organizing Learning Opportunities	9	8	12	9	8	46
	3. Engaging	7	9	11	8	7	42
	4. Developing Self-Regulatory Learning Skills	8	9	14	9	9	49
	5. Organizing Opportunities to Process New Learning with Others	9	8	13	10	9	49
	Total	40	41	61	43	40	225

Analysis results shown on Table 3.7 revealed that 5 themes were emerged under category 3.2. Category 3.2 was related to the draft professional teaching standards on professional development and practice. The first emerging theme was on focusing on learning strategies. The mentioned theme had 3 sub-themes. The sub-theme on

effective learning strategies for students was coded 32 times. The sub-theme on having expectations was coded 24 times whereas the sub-theme on taking responsibility was coded 32 times. Sub-themes were coded 19 times by teachers; 15 times by school administrators; 20 times by faculty members; 20 times by experts from the Ministry of National Education and 14 times by the educational secretaries of the Teachers' Trade Unions. The next emerging theme was called knowledgeable expert. The mentioned theme involved 3 sub-themes. The sub-theme on instructional organizational conditions was coded 36 times whereas the sub-theme on general, legal duties and responsibilities of teachers was coded 39 times. Also, the sub-theme on legal knowledge was coded 39 times. The sub-themes were coded 29 times by teachers; 21 times by school administrators and faculty members; 19 times by experts from the Ministry of National Education and 24 times by the educational secretaries of the Teachers' Trade Unions. The third emerging theme was on research skills. The sub-theme on integrating theory and practice was coded 40 times, the sub-theme on adapting emphasis was coded 38 times and the sub-theme on engaging debates was coded 42 times. The sub-themes were coded 20 times by teachers; 19 times by school administrators; 37 times by faculty members; 16 times by experts from the Ministry of National Education and 28 times by the educational secretaries of the teachers' trade unions. The next emerging theme, curricular knowledge, had one sub-theme. The sub-theme on organization of curriculum / educational program was coded 33 times. The sub-theme was coded 6 times by the teachers; 5 times by the school administrators; 12 times by the faculty members; 6 times by the experts of the Ministry of National Education and 4 times by the educational experts of the teachers' trade unions. The final emerging theme of the draft professional teaching standards on professional relationship and practice category, included 5 sub-themes.

The sub-theme on leading learning coded 39 times. The next sub-theme on organizing learning opportunities was coded 46 times and the sub-theme on engaging was coded 42 times. In addition to this, the sub-theme on developing self-regulatory learning skills and the sub-theme on organizing opportunities to process new learning with others were coded 49 times. The sub-themes were coded 40 times by teachers; 41 times by school administrators; 61 times by faculty members; 43 times by experts from the MNE and 40 times by the educational secretaries of the teachers' trade unions.

Categories, themes and sub-themes of draft professional teaching standards on teaching and learning process were shown in Table 3.8 below:

Table 3.8

Category 3.3: Teaching and Learning Process, Themes and Sub-themes of Category 3.3

No. and Name of Themes	Name of Sub-Themes	T	SA	FM	Ex.	TTU	Total
Theme 18 Pedagogical Content Knowledge	1. Subject Knowledge	10	11	16	10	8	55
	2. Pedagogical Knowledge	11	13	17	11	7	59
	3. Curricular Knowledge	8	9	15	8	8	48
	4. Knowledge on Educational Contexts	9	11	13	8	6	47
	Total	38	44	61	37	29	209
Theme 19 Learning as Cycles of Monitoring, Assessment and Feedback	1. Monitoring Learning	11	9	12	8	7	47
	2. Assessment of Learning	12	9	13	7	8	49
	3. Giving Differentiated Feedback	11	10	11	9	7	48
	Total	34	28	36	24	22	144
Theme 20 Planning Learning	1. Class Instruction	13	9	11	7	9	49
	2. Differentiated Instruction for Learners	12	8	12	8	9	49
	Total	25	17	23	15	18	98

Table 3.8 (continued)

Theme 21 Learners' Responsibilities	1. Learning Strategies	9	6	9	7	6	37
	2. ICT Usage	7	7	9	6	6	35
	3. Skills on Assessment	8	7	10	8	6	39
	4. Skills on Self-Assessment	9	6	8	6	5	34
	Total	33	26	36	27	23	145
Theme 22 Special Needs	1. Planning, Designing and Implementing Teaching and Learning Activities	11	9	12	7	6	45
	2. Learning Environment	9	8	11	7	6	41
	3. Using Educational Technologies	8	8	11	9	7	43
	Total	28	25	34	23	19	129

Analysis results shown on Table 3.8 revealed that 5 themes were emerged under category 3.3. Category 3.3 was related to the draft professional teaching standards on teaching and learning process. The first emerging theme was pedagogical content knowledge. The mentioned theme involved 4 sub-themes. The sub-theme on subject knowledge was coded 55 times whereas the sub-theme on pedagogical knowledge was coded 59 times. The sub-theme on curricular knowledge was coded 48 times and the sub-theme on knowledge on educational contexts was coded 47 times. The sub-themes were coded 38 times by teachers; 44 times by school administrators; 61 times by faculty members; 37 times by experts from the Ministry of National Education and 29 times by the educational secretaries of the Teachers' Trade Unions. The next emerging theme was called learning as cycles of monitoring, assessment and feedback. The mentioned theme involved three sub-themes. The sub-theme on monitoring learning was coded 47 times whereas the sub-theme on assessment of learning was coded 49 times. Also, the sub-theme on giving differentiated feedback was coded 48 times. The sub-themes were coded 34 times by teachers; 28 times by school administrators; 36 times by faculty members; 24 times by experts from the Ministry of National Education and 22 times by the educational secretaries of the

Teachers' Trade Unions. The third emerging theme was on planning learning. It involved 2 sub-themes. The sub-theme on class instruction was coded 49 times and the sub-theme on differentiated instruction for learners was coded 49 times. The sub-themes were coded 25 times by teachers; 17 times by school administrators; 23 times by faculty members; 15 times by experts from the Ministry of National Education and 18 times by the educational secretaries of the teachers' trade unions. The next emerging theme, learners' responsibilities, had 4 sub-themes. The sub-theme on learning strategies was coded 37 times whereas the sub-theme on ICT usage was coded 35 times. In addition to this, the sub-theme on skills on assessment was coded 39 times and the sub-theme on self-assessment was coded 34 times. The sub-themes were coded 33 times by the teachers; 26 times by the school administrators; 36 times by the faculty members; 27 times by the experts of the Ministry of National Education and 23 times by the educational experts of the teachers' trade unions. The final emerging theme of the draft professional teaching standards on teaching and learning process category, included 3 sub-themes. The sub-theme on planning, designing and implementing teaching and learning activities was coded 45 times. The next sub-theme on learning environment was coded 42 times and the sub-theme on using educational technologies was coded 43 times. The sub-themes were coded 28 times by teachers; 25 times by school administrators; 34 times by faculty members; 23 times by experts from the MNE and 19 times by the educational secretaries of the teachers' trade unions.

Categories, themes and sub-themes of draft professional teaching standards on professional relationships and practice were shown in Table 3.9 below:

Table 3.9

Category 3.4: Professional Relationships and Practice, Themes and Sub-themes of Category 3.4

No. and Name of Themes	Name of Sub-Themes	T	SA	FM	Ex	TTU	Total
Theme 23 Communication	1. Effective Teacher-Learner-Parent-Community Communication Practice	9	11	9	8	6	43
	2. Enquiry and Diversity	7	11	11	9	5	43
	3. Effective Respectful Relationships	8	13	11	8	8	48
	4. Effective Responsive Engagement	7	12	12	10	9	50
	Total	31	47	43	35	28	184
Theme 24 Collaboration	1. Learner-Parent-Community Collaboration Practice	11	9	10	8	6	44
	2. Practice with Professionals	11	11	9	7	7	45
	Total	22	20	19	15	13	89

Analysis results shown on Table 3.9 revealed that 2 themes were emerged under category 3.4. This category was related to the draft professional teaching standards on professional relationships and practice. The first emerging theme was communication. The mentioned theme involved 4 sub-themes. The sub-theme on effective teacher-learner-parent-community communication practice was coded 43 times. The sub-theme on equity and diversity was coded 43 times. The sub-theme on effective respectful relationships was coded 48 times and the sub-theme on effective responsive engagement was coded 50 times. The sub-themes were coded 31 times by teachers; 47 times by school administrators; 43 times by faculty members; 35 times by experts from the Ministry of National Education and 28 times by the educational secretaries of the Teachers' Trade Unions. The final emerging theme was called

collaboration. The mentioned theme involved two sub-themes. The sub-theme on learner-parent-community collaboration practice was coded 44 times and the sub-theme on practice with professionals was coded 45 times. The sub-themes were coded 22 times by teachers; 20 times by school administrators; 19 times by faculty members; 15 times by experts from the Ministry of National Education and 13 times by the educational secretaries of the Teachers' Trade Unions.

3.5.4 Phase 4: Development of the Professional Teaching Standards Scale

The overall results contributed for designing the Professional Teaching Standards Scale. Data obtained using the PTSS of the study were analyzed using the Rasch model (Linacre and Wright, 1995). Rasch model used four facets for analyzing the data. Professional teaching standards that are not fitting with the values provided by the Rasch model across key stakeholders were identified, then, infit mean square statistics and infit *t* statistics for teachers (facet 1), school administrators (facet 2), faculty members and experts (facet 3) and all groups (facet 4) were identified accordingly. The infit mean square values obtained as a result of the data analysis of the Professional Teaching Standards Scale can be seen in Table 4.4.1. The quantitative data, obtained through the perceptions of the samples as a result of the scale, PTSS, are helpful for identifying professional teaching standards and separating proficient standards from non-proficient standards.

3.6 Trustworthiness

Both qualitative and quantitative studies need to possess certain patterns to be valid and reliable. Validity and reliability are two patterns necessary for providing credibility of a scientific research (Silverman, 2001). The quality issue of the current study has been ensured through certain strategies during the data collection and analysis processes.

3.6.1 Validity

Lewis and Ritchie (2009, p. 273) note "the validity of findings or data … refer to the correctness or precision of a research finding." Regarding this study, content validity and internal validity/credibility were used to validate the instruments used and the data collected for the current study.

Content validity of the semi-structured interview forms (IFDP, IFKS 1 and IFKS 2) has close relationship with a type of validity requiring direct elements, skills and behaviors measured effectively and at an acceptable level (Zohrabi, 2013). Regarding this study, the experts in the field of curriculum and instruction reviewed the research instruments and the data. Based on the reviewers' comments, the ambiguous and uncertain questions were redesigned and the complex/unclear items were re-worded. In addition to this, the ineffective and nonfunctioning questions were either removed or re-shaped. Also, these experts face validated the questions.

Mainly, *internal validity* of the semi-structured interview forms (IFDP, IFKS 1 and IFKS 2) is concerned with the harmony in the research findings, of which the researcher collects and measures what is supposed to be collected and measured (Zohrabi, 2013). On the whole, increasing the internal validity of the research data and instruments, the researcher has applied the *member checks, the participatory/collaborative modes of research* and *the researcher's bias* (Merriam, 1998).

Through the member checks, the participants were given back the results and interpretations to confirm and validate them. Therefore, the interviewees were re-

mailed the completed transcripts of the results of interviews for confirming the content of the interview they already completed, which enabled the interviewers to recognize and support the plausibility and accuracy of the information they already given (Zohrabi, 2013). For the purpose of the member check, the participants of this study were requested to read and approve the transcripts of their interviews. The educational experts and the working group members signed interview forms at each stage of the qualitative data collection. Their ticks and comments on the interview forms verified the quality of data. Therefore, data verification through member checks, incorporating the participants into the data collection process and having them approve the transcripts ensured the internal validity.

Involving participants in all phases of the study has been complied *through participatory / collaborative modes of research* (Zohrabi, 2013). Educational experts and working group members of the study were the participants of the study for sharing their opinions from various angles: angle of the faculty members and angle of the educational experts from the Ministry of National Education for the developmental process as well as angle of the teachers, school administrators; angle of the educational experts from the Ministry of National Education; angle of faculty members and angle of the executive members of the teachers' trade unions for identifying the dimensions and the draft professional teaching standards.

In terms of the *researcher's bias*, it is vital for the researcher to be as impartial as possible from his/her own values, beliefs and world-views while collecting, analyzing and interpreting the data (Zohrabi, 2013). Therefore, the researcher of the current study remained as non-judgmental and clear as possible from start to the end

of the process of the research as well as stuck to the moral principles and rules. In addition to be non-judgmental and clear throughout the study, the researcher should perform the evaluation as truly as possible and should report the results sincerely. In this respect, the researcher commented on any of the particular issue, did not present the world-views, values and/or beliefs. The researcher was ready to complete the interviews, but had never been part of the processes of the interviews.

Clearly, upon providing the different stakeholders for the evaluation process, then *utility criterion* has been fulfilled to manage the requirement on the validity of the study (Zohrabi, 2013). The key stakeholders for this study are teachers, school administrators, faculty members, executive members of the teacher's trade unions and chief/inspectors as well as general managers of the Ministry of National Education. The aim while administering the Professional Teaching Standards Scale is to explore to what extend the key stakeholders agree with the draft professional teaching standards. The educational experts of the study were the responsible people working for the educational sciences fields and for supervising teachers and organizing the curriculum and instructional issues. The working group members of the study represented the key stakeholders. Data obtained from the scale showed that apart from items number 1, 3, 32, 40, 42, 46 and 49, other items (45 items out of 52 items) were agreed. That is, 45 items in the scale generated enough information for the key stakeholders, who were the decision makers of the finalized version of the professional teaching standards.

Another issue to consider attentively is the *external validity,* the transferability of the results. For the present study, the literature review proved the same procedure to

follow, to identify the developmental process of the study, to identify the dimensions of the study, to identify the draft professional teaching standards and then implement a scale to finalize the professional teaching standards. In addition to this, investigation of teachers and school administrators within 48 schools from educational levels of the education system, whole representation of faculty members, executive members of teachers' trade unions, educational experts from the MNE provide generalization. The larger the sample size and/or whole population means the more representative of the data obtained.

The aim of validation study of *The Professional Teaching Standards Scale* (PTSS) is to validate the draft professional teaching standards proposed for the teacher development using the key stakeholders' perceptions; through analysis of faculty members from institutions providing initial teacher training of teachers; vice/general principals, chief/inspectors and educational experts from MNE: vice/school administrators and teachers from state schools and the executive members of teacher's trade unions comments about the nature of their work.

The draft professional teaching standards describe what teachers should know, value and be able to do. The validated professional teaching standards supply a shared language for professional debates between teachers, educational experts, teachers' trade unions, professional unions and the society. Particularly, they clearly define the knowledge, skills, and statements required while planning, designing and evaluating teaching. The validated professional teaching standards support the continuous professional development of the teachers. Additionally, such a study, which involves data from the educational experts and working group members as well as involves

the key stakeholders' perceptions, provides most possible ways of recognizing and performing teaching at higher qualities among the schools in North Cyprus.

The validation study for national professional teaching standards was planned to gather data from the key stakeholders across North Cyprus through samples' reflecting their point of views. This was achieved through considering teachers' and other key stakeholders' views in several distinct ways. The validation study supplied data to develop the national framework with the opinions from the key stakeholders. The current study involved a psychometric analysis of a set of scale, PTSS, directed at key stakeholders in North Cyprus. The survey examined perceptions of the key stakeholders regarding the professional teaching standards (closed questions) and their comments on standard items.

The study gave rise to the internal validity from the samples regarding in what level the draft professional teaching standards were appropriate for the key stakeholders and provide evidence for valid professional teaching standards. The scale highlighted the meaningful role for the teaching profession while deciding on the most appropriate standard items. The proposed samples were the full time faculty members from institutions providing initial teacher training of teachers; vice/general principals, chief/inspectors and educational experts from MNE: vice/school administrators and teachers from state schools and the executive members of teacher's trade unions.

3.6.2 Reliability

Reliability of the data and the findings has been considered compulsory for every research process. Reliability deals with the "consistency, dependability and

replicability of the results" (Nunan, 1999, p. 14). Obtaining identical results in quantitative research is rather understandable as the data are expressed in numbers. In qualitative research, obtaining similar results seem hard because researchers obtain data using interview forms, which is fairly subjective (Zohrabi, 2013). Therefore, when collecting qualitative data, the dependability and consistency of the data, data collection processes, findings and results should be provided (Zohrabi, 2013). The dependability of the results obtained from the data using the semi-structured interview forms has been provided through the use of the techniques called *the investigator's position, triangulation and audit trial* (Lincoln and Guba, 1985).

Obtaining reliable research data, the researcher needs to explain the processes and the phases of the study clearly (Zohrabi, 2013). The researcher of the current study elaborated on every aspect of the study, described why this study was designed, how it was designed and for whom the study was designed while collecting qualitative data.

The researcher used different procedures (interview forms and a scale) to collect data. In this regard, through literature review, semi-structured interview forms were prepared for the qualitative data of the study; the scale was prepared using the literature review and then perspectives of the working group members shaped the scale. Both qualitative and quantitative data were obtained through 4 angles: teachers and school administrators; faculty members; educational experts from the Ministry of National Education; and executive members of the teachers' trade unions. Participants and samples were used for the triangulation purposes. Carrying out this

procedure, the researcher described the processes of data collection and analyses, the processes of deriving themes and categories as well as processes of obtaining the data in detail. Providing a detailed explanation was helpful in replicating the research and contributes to the reliability of the study. The researcher sent the semi-structured interview to the educational experts / working group members and samples in advance and gave prior information in detail about how data were collected and analyzed, about themes found in previous phase and possible themes to be obtained from the present study and about how to obtain the data.

On the whole, *external reliability* of the semi-structured interview forms (IFDP, IFKS 1 and IFKS 2) was related to the replication of the study. There are four features for meeting the external validity for the current study, which are called *the status of the researcher, the choice of informants, the social situations and conditions, the analytic constructs and premises and the methods of data collection and analysis* (Zohrabi, 2013).

The feature on *the status of the researcher* necessitates clarification of the social position of the researcher with the participants joined in the study. As a researcher and a practitioner, the researcher's social position was a key role in choosing the key participants for the sake of the study. Similarly, the researcher's social position also increased the number of scales filled.

The feature on *the choice of informants* requires the researcher defining the participants of the study as clearly as possible in order to respond to the replication desire of any other researcher (Zohrabi, 2013). The educational experts, who

identified the developmental process of the study, were chosen on purpose. The working group members all represent the key stakeholders. They were chosen on purpose as well.

Zohrabi (2013, p. 260) notes that describing "The main terms, constructs, definitions, units of analysis and premises" give rise to identify and describe them in order to facilitate replication process and increase the reliability. In this regard, the educational experts and the working group members of the current study were explained the key terminology and/or definitions, answered the prior/on the site questions regarding the terms and definitions at once.

For the feature on *methods of data collection and analysis*, there are various procedures to complete. The data collection methods in the current research were through using the semi-structured interviews and then administering the scale. Similarly, the quantitative data were analyzed using the Rasch model with four facets and qualitative data were analyzed using the content analysis and thematic codings and their interpretations. The key people from the educational arena, called the educational expert and the working group members, were interviewed using semi-structured interview forms for three phases of the study. Then, a scale, the Professional Teaching Standards Scale was administered to a wider group.

Providing consistency in collecting the data, analyzing and interpreting the data has close relationships with supplying *internal validity* (Zohrabi, 2013). There are types of elaborating on internal validity. The ones appropriate for the present study are using *low inference descriptors* and having *mechanically recorded data*.

Richards and Schmidt (2002) note that *low inference descriptors* are "easily observable and can be readily quantified (i.e. counted or measured)" (p. 239). In this respect, the data of the qualitative phases of this study were transcribed, emergent themes were identified and then discovered themes were derived from the emergent themes. Associated categories were derived from discovered themes.

The interviews were recorded and preserved. Therefore, any independent investigator can rather easily implement the re-analysis or the replication of the data, which enables increasing the internal validity of the study (Zohrabi, 2013). Qualitative data were recorded with the prior permission of the participants. The quantitative data of this study were collected using a scale. The researcher, for future reference, if necessary, kept the scales and the interview forms of each phase.

The responses to the Professional Teaching Standards Scale in the study were analyzed using the Rasch model. The outcomes of the current study reveal undertaking "the reliability of estimates and item fit" analysis and using the Rasch model, which has benefits in terms of providing "a statistical measure of the homogeneity of responses to items within the construct" (Ministerial Council for Education, Early Childhood Development and Youth Affairs [MCEECDYA], 2011, p. iii). The outcomes of the study also reveal "The measures of homogeneity included *fit statistics* (infit mean square and infit *t*, and item and case separation reliability estimates. Separation reliability estimates over 0.7 being considered acceptable)" (MCEECDYA, 2011, p. iii) and infit mean square values of between 0.7 and 1.4 indicate that data are compatible with values provided with the model and "infit mean square statistics are, in all cases, close to '1.00' with any variance of + or

– 0.01 seen as indicating either 1% more or less variance between the observed and predicted model than estimated by the model, which means, “In all but one case, the infit *t* statistics are close to zero and therefore seen as indicating reliability of the estimates” (MCEECDYA, 2011, p. iii). In the literature, compatible values are accepted between 0.70/0.75-1.30/1.40 with small t values (Bond and Fox, 2007).

Chapter 4

FINDINGS AND DISCUSSION

In this chapter the findings obtained from the data collected from multiple key stakeholders for developing a national framework for professional teaching standards in North Cyprus are presented. The results and discussion of results are presented in the order of research questions.

4.1 Developmental Process

The first research question aimed to find out what kind of developmental process should be implemented for developing a national framework for professional teaching standards in North Cyprus. The findings revealed certain elements critical to be considered during the developmental process (see Figure 4.1).

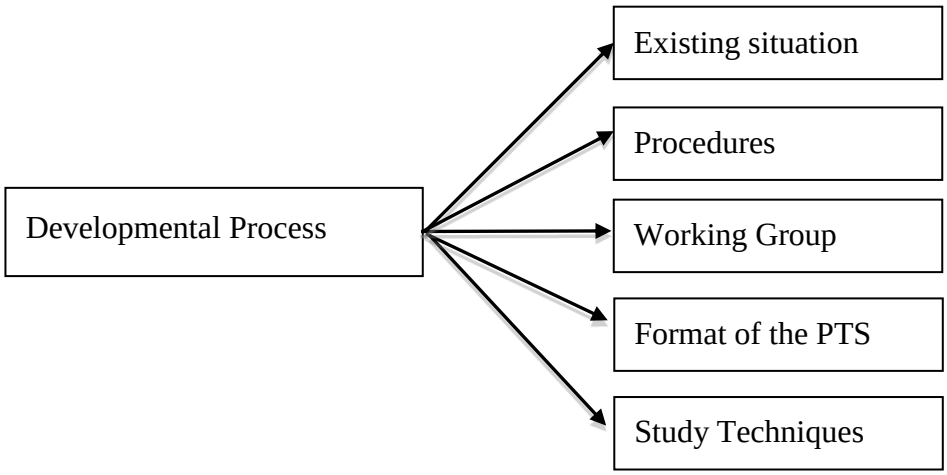

Figure 4.1. The themes of the Category 1: Developmental process

For this aim, using a semi-structured interview form with educational experts (EE), seven interviews were conducted face-to-face. During the interviews, the opinions of the educational experts were taken on the pre-determined topics for identifying the *existing situation, procedures, working group, format of the professional teaching standards* and *study techniques*.

Opinions of the EEs regarding the developmental process for a national framework for professional teaching standards are as follows:

4.1.1 Existing Situation

The qualitative data revealed the theme *existing situation* and this theme yielded the sub-themes *recent studies, importance and necessity of identifying professional teaching standards,* and *pros and cons of having professional teaching standards*.

For existing situation of professional teaching standards in North Cyprus, majority of the educational experts (EE) state that they have not heard any study regarding identifying the professional standards for teachers whereas EE 2 talks about two projects for identifying standards for vocational, industrial and trade school teachers. EE 2 notes that the projects mentioned have not been concluded yet. EE 1 from the Ministry of National Education states that there are "some minor studies regarding identifying the professional teaching standards." However, he adds that he has not heard about the finalized version of those projects. As a result, it can be said that there are some minor studies regarding developing a national framework for professional teaching standards in North Cyprus, but none of the studies has revealed a conclusion.

4.1.2 Procedures

The qualitative data generated the theme called *procedures*. This theme involved the sub-themes *having literature review on some countries' professional teaching standards and dimensions, identifying the working group members, identifying dimensions, identifying draft professional teaching standards, and implementing the scale to key stakeholders*.

About procedures for developing professional teaching standards in North Cyprus, EE 4 states that literature review has been a must to examine what other countries have done about professional teaching standards and how they have produced their professional teaching standards.

EE 4 says:

> The research can be based on to have interviews with the people from other countries' education system and conduct some researches about how other countries have developed their standards. It is necessary to know what …[other countries] have done about this topic. Then, the researcher needs to work with a working group, with a committee. It is vital to set up draft professional teaching standards using literature with the working group. Then key stakeholders' general perceptions should be taken. A scale should be implemented for this purpose.

However, EE 7, one of the faculty members suggests using "Delphi technique" for the developmental process of the study. EE 7 says that this technique requires having a literature review to see other countries' procedures. Then, it is essential to come up

with a list of dimensions and then the list of draft standards for administering the working group members.

In general, the educational experts have suggested having face-to-face interviews or administer a questionnaire for identifying the dimensions and then the draft standards. As the final version, a scale should be prepared and administered to the key stakeholders in order to take their perceptions regarding to what extent they agree on the finalized professional teaching standards' list. Most of the educational experts' suggestions are similar to what the Council of Chief State School Officers (2011, p. 7) says. The abovementiond council officers note, in the USA, "The committee drew upon a range of resources in revising the standards. This included key research literature, the work of states who had already updated their standards, and additional key resources such as books and documents related to 21st century learning." Then it is indicated that the committee members are chosen. The committee members have captured some evidence for writing the standards procedure and the Interstate Teacher Assessment and Support Consortium (InTASC) has welcomed feedback on the website.

As a result, the procedures of this study should include literature review on some countries' professional teaching standards and their developmental processes; identifying the working group; identifying draft dimensions from literature and conducting face-to-face interviews with the working group members to take their perceptions regarding the dimensions; then identifying draft professional teaching standards from the literature and conducting face-to-face interviews with the working group members to take their perceptions regarding professional teaching standards

and implementing a PTS Scale to the key stakeholders to take their perceptions regarding the extent they agree on the draft professional teaching standards and finalize the PTS framework.

4.1.3 Working Group

The qualitative data gave rise to the theme, *working group* and this theme generated the sub-themes *faculty members, teachers, school administrators, educational secretaries of Teacher's Trade Unions,* and *a member from some departments at the MNE.*

Regarding the working group members, EE 1 states that the person working for the BSAGNE can be "a/n chief/inspector, can be the principal or vice principal of the Department." The person from the Department of Board of Education can be "a member of the Board of Education or the vice/general principal of the Board of Education." People from other departments of Ministry of National Education can be chosen among one of the departments called "the Department of Primary Education, or Department of General Secondary School Education" and the person from each of these departments "a member from one of these departments, or an educational expert or can be principal/vice principal of one of these departments." EE 1 suggests someone being the working group from the Department of Education Common Services, from each of the teacher's trade unions, teachers and school administrators from pre-primary to higher education levels of the education system. In addition to this, EE 1 says, "Faculty members with a PhD or EdD from the education faculties can be a beneficial source for this kind of committee."

The Council of Chief State School Officers (2011, p. 7) state "teachers, teacher educators, researchers, state policy leaders were selected to assure expertise across a range of topics important to the update process. Their expertise was another key resource in the development of the revised standards."

EE 5 believes that the Permanent Secretary of the MNE, some non-governmental organizations such as vice/principal of the Businessmen Association, vice/principal of the private schools as well as parent-teacher associations should also be part of the working committee. Only EE 7 additionally suggests adding the vice/principal of the Higher Education Planning, Monitoring, Accreditation and Coordination Committee to the working group.

As a result, all of the educational experts agree that the working group for this study should include teachers from pre-primary, primary, secondary and vocational high schools, vice/school administrators from pre/primary, secondary and high school, full time faculty members who have PhD or EdD, educational secretaries of teachers' trade unions, a member from the Board of Supervision, Assessment and Guidance of National Education (BSAGNE), a member from the Department of Board of Education (DoBE), a member from the Department of General Secondary School Education (DoGSSE) and a member from the Department of Education Common Services (DoECS).

4.1.4 Format of the Study

The qualitative data yielded the theme *format of the study* and this theme gave rise to the sub-themes *dimensions* and *professional teaching standards*.

Regarding the format of the professional teaching standards, EE 7 says, "there should be dimensions and standards, which are identified very well, written and explained with measurable terms." In addition to this, EE 2 believes that "Dimension, professional teaching standards and the performance statements, they should all be in harmony and very well explained." EE 2 notes that "Performance statements of other countries ask for many things from each teacher ... the aim should be to know what to want exactly, to explain each standard and its content carefully with measurable terms. Performance statements are not compulsory."

As a result, format of this study should include dimensions and professional teaching standards.

4.1.5 Study Techniques

The qualitative data revealed the theme *study techniques* and this theme gave rise to the sub-themes *face-to-face interviews with working group members on identifying draft dimensions* and then *on identifying the draft professional teaching standards* and *implementing the Professional Teaching Standards Scale to key stakeholders.*

On how to conduct the research, the study techniques, EE 3 says that

> Working group members should be identified first and then they study with the interviewer one-by-one to identify the dimensions and the professional teaching standards. Literature review and then face-to-face interviews with the working group members will be beneficial in identifying the draft dimensions and then the professional teaching standards. The final phase should be implementing a scale to the samples, the key stakeholders to see to

what extent they agree with the identified items on dimensions and teaching standards.

Apart from this, EE 6, who suggests using Delphi techniques, states that this technique requires putting the items (items on dimensions and items on professional teaching standards) in order of importance. The items that attract most participants' attention can be accepted as the dimensions and the professional teaching standards.

As many countries have been using professional teaching standards for many years, they start revising their PTS. Once they had working groups or advisory groups (The General Teaching Council for Scotland, n.d.) to produce the standards, but nowadays, they form review groups for revision purposes (Australian Institute for Teaching and School Leadership, 2011; The Secretary of State Education, 2011). Whatever the name of the group for producing or revision purposes, teachers are seen the unique members of these committees. Regarding the format of the professional teaching standards of the countries, some countries' format include competence statement, aspects of competence and phase exemplars on initial teacher education, induction, early professional development and continuing professional development, collaborative practice and school improvement for each competence (General Teaching Council for Northern Ireland, n.d.). Similarly, another country's format of the standards covers two parts: Part 1 and part 2 refer to dimensions. Then, each part has some standards and each standard has its statements identified (The Secretary of State for Education, 2011). Therefore, various countries have various groups, study techniques and/or format of the professional teaching standards.

As a result, for the current study, the draft dimensions should be identified from the literature and perceptions of the working group members should be taken to finalize the dimensions; then it is necessary to identify the draft professional teaching standards from the literature and take perceptions of the working group members to finalize the draft professional teaching standards and to implement a scale to explore on to what extent the participants agree on the draft professional teaching standards.

4.1.6 Summary

To sum up, the first research question was aimed at identifying the developmental process of the study, necessary for the national framework for professional teaching standards in North Cyprus. There were seven educational experts who were interviewed face-to-face. Summarizing the findings of the category 1, *the developmental process* of the study, it was revealed that some minor studies were started for identifying the professional teaching standards, but these studies were not revealed a conclusion yet. Similarly, the procedures for data collection for the study should have a start on literature review on some countries' professional teaching standards, their dimensions and their developmental process. The second step should be taken on identifying the working group members for the study. The third and the fourth steps should be on identifying the dimensions and then the draft professional teaching standards using face-to-face interviews for the national framework for North Cyprus. It was suggested to implement a scale to the key stakeholders to take their perceptions on to what extent they agreed on the produced draft PTS. Implementing the scale gave rise to the finalized version of the professional teaching standards. Working group members should be a small scale of the key stakeholders for representing them. There should be at least four full time, EdD or PhD holder faculty members, four teachers (one from pre-primary, one from primary, one from

secondary and one from vocational school level), three school administrators (one from pre/primary school, one from secondary and one from high school level), the educational secretary of each of the teacher's trade unions, and a member from each of the departments at the MNE (from the Board of Supervision, Assessment and Guidance of National Education, from the Department of Board of Education, from the Department of General Secondary School Education and from the Department of Education Common Services) for interviewing face-to-face. It was suggested the format of the study cover dimensions and professional teaching standards.

4.2 Dimensions of the Professional Teaching Standards

Within the second research question, it was aimed at identifying the dimensions necessary for professional teaching standards in North Cyprus. The findings generated certain elements critical to be considered on identifying the dimensions of the professional teaching standards (see Figure 4.2).

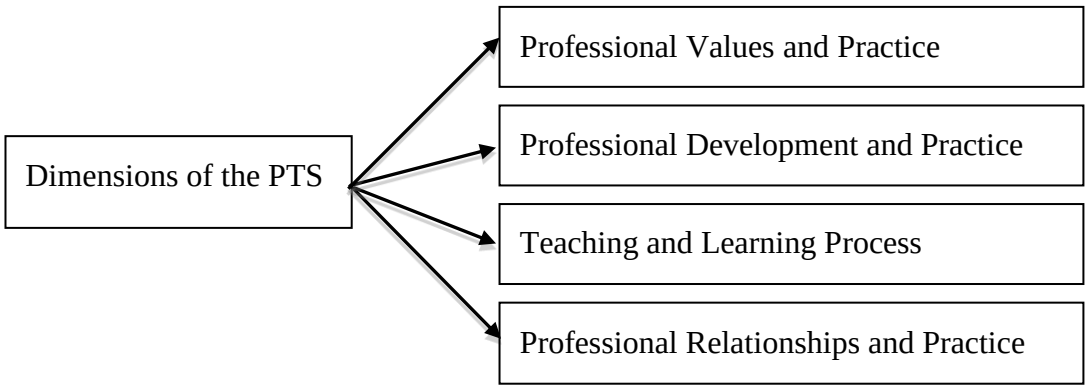

Figure 4.2. The themes of the Category 2: Dimensions of the professional teaching standards

For this aim, using a semi-structured interview form with seventeen working group members (WGM), seventeen interviews were conducted face-to-face. During the

interviews, the opinions of the working group members were taken and then analyzed among the pre-determined dimensions. Each WGM expressed their opinions on the pre-determined dimensions and added the dimensions they found necessary for identifying the dimensions necessary for the national framework for identifying professional teaching standards. They also decided that the dimensions of the professional teaching standards should be *professional values and practice*, *professional development and practice*, *teaching and learning process* and *professional relationships and practice* (see Figure 4.2).

Opinions of the WGMs regarding the dimensions required for the national framework for professional teaching standards in North Cyprus are presented below.

4.2.1 Professional Values and Practice

The qualitative data generated the theme *professional values and practice* and this theme yielded the sub-themes *commitment, understanding* and *respect*.

Regarding the theme, professional values and practice, WGM 9 says, "teachers should be able to promote positive attitudes; values and behavior effectively, positively, show understanding, commitment and respect to each student and provide learning opportunities to ensure that each student has made a progress." WGM 9 adds, "… a dimension on values and their professional application should be in the framework list." Additionally, WGM 2 says, "Standards on being able to communicate and promote positive attitudes, values and behavior …, using each student's educational background to load expectations on each student can learn, providing such learning opportunities facilitating each student's background make positive progress." Therefore, WGM 2 suggests having a component named

"professional values and their practice. This is a core dimension showing the affective side of the standards and includes commitment, understanding, share and respect."

WGM 16 suggests having a dimension named as professional values and practice.

> It includes commitment (commitment to students, commitment to colleagues and others in the teaching and learning system and commitment to teaching profession), some values of the teaching profession every teachers needs to obey such as respect (to the students, colleagues in the system and teaching profession) and showing understanding (towards students, colleagues, school administration).

Smith et al. (2008) believe that initial teacher education requires teachers to engage with values and values-related issues, which may influence their own values and attitudes. In Northern Ireland, curriculum of initial teacher education gives importance to values and the General Teaching Council for Northern Ireland has introduced a code of professional values and professional practice (General Teaching Council for Northern Ireland, 2004).

It is argued that teachers develop "a cluster of values" throughout their professional work life and they are the "drivers of commitment" (Day, Elliot, and Kington, 2005, p. 573). However, Loughran (2006) notes that the extent the teachers' putting norms and values into practice, the extent these norms and values effect the behavior of the students. Similarly, Taylor (2000, p. 164) reveals that although teachers' ideologies regarding "their own values, their attitude to promoting values in teaching or their

values priorities" have not been known in detail, this creates a problem as it is not known whether teachers "go along with the school's culture on values, whether or not they affirm these values themselves".

Haydon (2007) emphasizes that teachers have based upon their own values while teaching. Haydon (2007, p. 40) interrogates the whether these values are found "in what they profess to value, or in what they actually put weight on in their behavior, or in what they are actually like? Probably the answer is all of these."

Sunley and Locke (2010) believe that personal and professional values of teachers are a matter of issue. Therefore, there should be a component called professional values and their practical application should be added to the national framework.

As a result, a dimension regarding professional values and practice has been an essential part of the national framework for professional teaching standards in North Cyprus.

4.2.2 Professional Development and Practice

The qualitative data revealed the theme *professional development and practice* and this theme generated the sub-themes *ongoing-development* and *inquiry oriented teachers.*

For the theme, professional development and practice, a professionally developed teacher has been defined as "the one who asks for continuous development options, develops recent techniques for planning, presenting, assessing and giving feedback, inquiries about legal and personal rights, technological and recent developments

regarding teaching and learning" (WGM 2). WGM 2 also adds that a professional developed teacher is proficient with "the educational program s/he uses, subject matter s/he teaches, the most possible ways of promoting learning and learning environment". Similarly, WGM 4 believes that teachers should question the needs of their students continuously for determining their own gaps. WGM 4 reveals that when teachers start determining on their gaps, they will start asking how they can fulfill their gaps, which will facilitate "teachers' developing continuously and teachers' asking what and how to develop their performance more" (WGM 4). WGM 10 emphasizes that continuous professional development of teachers should be promoted with "the research skills and [use of ICT]" and some other studies such as "postgraduate studies, in-service trainings or … online courses [and] … some support courses supplied by some other teachers …." WGM 10 suggests, "Teachers … need to monitor their development, do necessary treatment on their missing points such as they can attend in-service courses, re-assess and re-monitor themselves till they treat their missing points." WGM 1 suggests using "technology" and following "online courses" while dealing with the professional development of teachers. Technology facilitates the professional development of teachers. WGM 10 suggests formulating some standards "research skills, information and communication technology and cooperation among teacher-teacher, teacher-students and teacher-parents to promote continuous development of the teachers" under the dimension called professional development of teachers and practice. WGM 17 also suggests having a dimension on "teachers' continuous development professionally and professional application of what they have learned throughout their professional development process for exploring continuous innovations in the teaching and learning process." Additionally, WGM 5 suggests having such kind of dimension,

which includes professional teaching standards on "evaluation of learners and monitoring them since learner evaluation and monitoring is not an easy process".

Level of participation of the teachers to professional development activities has positive effect on the student achievement (Wenglinsky, 2002). Thus, Joyce and Showers (2002) agree that the more level of teacher participation to the professional development activities the more level implementing innovative practices. Studies on showing whether teachers' participation in formal or informal professional development activities are effective, it is found that effective professional development activities generally occur informally in nature (Bickmore, 2012).

Studies conducted in relation to the topic have revealed that certified teachers are more effective that those who have not trained at teacher training programs (Evertson, Hawley, and Zlotnik, 1985). They (1985, p. 8) add that well planned initial teacher training programs have a small of proportion of chance teaching "specific knowledge or skills seem to succeed."

Arslan and Özpınar (2008) suggest having components on personal and professional development, teaching and learning process, school-parent-community and teacher relationship and measurement and assessment in a national framework.

Smith et al. (2008) note that most beginning teachers on reflecting their own professional development experiences believe that they get full acceptance as a teacher and get recognition as a member of the teaching profession among colleagues. They add that most beginning teachers "identified a growing sense of

professionalism in their developing knowledge and expertise in different subject areas, their improved classroom management, their management of pupils' learning and their own personal development."

Professional development of teachers has been described as "a formal process such as conference, seminar, or workshops; collaborative learning among members of a work team; or a course at a college or university" and has been named as "staff development, in-service, training, professional learning, or continuing education" (Mizell, 2010, p. 5). Similarly, Mizell (2010) believes the importance of professional development of teachers and states, "Even experienced teachers confront great challenges each year". Mizell adds that these challenges include "changes in subject content, new instructional methods, advances in technology, changed laws and procedures, and student learning needs. Educators who do not experience effective professional development do not improve their skills, and student learning suffers" (p. 6).

Although it has been found that most of the teachers are not willing to attend the professional development programs generally (Özer, 2004), professional development programs are organized to develop and foster growth of the beginning teachers, to develop and assess more experienced teachers. Variety of forms of professional development programs exists such as through "orientation sessions, faculty collaborative periods, meetings with supervisors, developmental workshops, extra classroom assistance, reduced workloads, and especially mentoring" (Ingersoll and Strong, 2011, p. 5). Therefore, teachers need to be encouraged to attend the

professional development programs organized for developing and fostering their professional growth.

Stanulis and Floden (2009) say that deep mentoring activities on instruction can be concentrated on improving teaching practice. They add that intentional studies conducted via seminars as well as deep mentoring can ease initial teachers' improvement in their professional practice through collecting and analyzing data from their professional practice.

Timperley, Wilson, Barrar and Fung (2007) state that content of effective professional development for teachers has been built on the practices on "discipline knowledge and the interrelationship between such fundamentals as new curricula, pedagogy, and assessment information; knowledge of students, including their developmental progressions through particular curricula, and their culture; linguistic and cultural resources; and theoretical frameworks and conceptual tools". They add, "Skills of teacher inquiry included analysis of the teacher's own practice and new possibilities in relation to a standard of practice…" (p. xxxi).

Craig, Kraft and du Plessis (1998) find that the teachers' professionally ongoing technological development has been one of the important barriers while integrating technology to the curriculum. Using traditional models, one-day trainings are not seen as the productive ways of making teachers feeling comfort while using or integrating the technology to curriculum. They suggest a program, which should include in-service trainings of teachers for making sure that teachers can implement technology in the classroom setting and that they are supported continuously. They

believe that well organized and regularly supported school-based activities for professional development of teachers are considered changing attitudes and behaviors of teachers. Also, these activities add new skills to teachers for using in the classroom. Similarly, in addition to suggestions made by Craig et al. (1998), and Bakır and Koç (2010) find that while integrating technology to the curriculum, majority of the teachers can integrate office tools, webpage design and presentation tools, but they do not feel expertise while using spreadsheets, databases, WebQuest, video editing and some other advanced level technological tools. Majority of teachers need in-service trainings regarding their missing points while integrating technology to curriculum as part of their professional developments. They state that initial teacher training programs are not necessary to provide pre-service trainings to teacher candidates. The suggest that both pre-service training programs of teachers and then in-service training programs should include training programs on technology integration and technologically supported instructions.

As a result, the dimension called professional development and practice has been a necessary part of the national framework for professional teaching standards, specifically produced for North Cyprus.

4.2.3 Teaching and Learning Process

The qualitative data yielded the theme *teaching and learning process* and this theme generated the sub-themes *content knowledge, subject-matter knowledge, program knowledge, instructional planning and strategies, ICT usage, classroom management, research skills, diverse learning needs, teaching and learning environment* and *assessment.*

Regarding the theme, teaching and learning process, WGM 14 suggests teaching and learning to be a dimension because teaching and learning is a process, which should cover planning, designing and evaluation processes. WGM 14 suggests having a dimension on "planning, designing and evaluation of the teaching process with the help of, cooperation and communication among the colleagues." Participants add that teachers need to know about the learners with special needs in their classes. However, if they realize that they cannot take further positive steps with learners with special needs, and then they should be able to direct these learners to a specialist.

WGM 4 says:

> Teachers should realize the learners with special needs in their classes and plan their learning as soon as they can. If they can't go further with the learner with special needs, it is better to direct them to a specialist. Each learner has special needs; a teacher should be able to meet the average needs of each learner.

WGM 11 adds, "Learners with special needs require teachers from the special education field." For the program, WGM 14 suggests:

> There is no need to have any standard or dimension regarding program and program knowledge. The educational specialists make programs from the MNE, teachers do not have any opportunity to change the program according to the needs and interests of the learners. Instead they apply the program sent by the MNE for preparing their annual, weekly and daily plans. Actually, there is a ready pocket program; sometimes books cannot be appropriate to

these programs. Teachers prepare an annual plan from the contents page of the specified book/s. They do not consider the needs and interests of the learners because it is not a flexible program. I suggest not having dimension and a standard regarding the program.

WGM 11 also states that "program is the vital part of teaching and learning process but teachers do not have a flexible program." Therefore, it is not necessary to have professional teaching standards regarding the program knowledge of the teachers.

Drew and Mackie (2011, pp. 463-464) suggest, "In an educational setting all purposeful learning should be planned through a curriculum that has an appropriate underpinning rationale and suggests suitable pedagogies and assessment to inform and assist those charged with its implementation." This has been named as the active learning. The development of professional understanding of its meaning and pedagogical implications has importance in supporting educational practices.

Findings of the research emphasize that for being an effective teacher, teachers should display a deep understanding of their subject area, a clear knowledge on how students learn specific subject matter and sort of strategies and practices supporting learning of students (Elmore, 2002; Elmore and Burney, 1997; Greenwald, Hedges and Laine, 1996; Guskey and Huberman, 1995; Hawley and Valli, 1999). This requires teachers having professional knowledge and practice for having effective skills on planning, designing, presenting, monitoring and assessing the teaching and learning process. Thus, Darling-Hammond (2000) suggests general academic ability

and intelligence, subject matter knowledge, knowledge of teaching and learning, teaching experience and certification status as variables of teachers' competence.

As a result, the dimension called teaching and learning process should be added to the national framework for professional teaching standards in North Cyprus.

4.2.4 Professional Relationships and Practice

The qualitative data yielded the theme *professional relationships and practice* and this theme generated the sub-themes *school-family-community relationships, socio-cultural and economic characteristics of environment, teamwork, cooperation* and *communication.*

For the theme, professional relationships and practice, WGM 1 draws attention on the fact that earlier teachers of the children are the parents. This reveals that there should be high levels of parental-community and parental-school. Families constitute the nucleus of each community and schools are the vital elements of a community (WGM 1). In addition to this, WGM 4 believes that providing professional relationship among school-family-community triangle gives rise involving families and community to the teaching and learning process for students' benefit.

WGM 3 suggests that there should be a strong tie between the environment around school and teachers as well as school administrators for increasing the school-family-community cooperation and communication. WGM 3 believes that establishing strong ties have positive contribution for acquainting the school environment. WGM 14 suggests "Having team-work among the families, community and schools, building effective collaboration and communication among them is a very good issue" as "families can understand the education system properly, see the difficulties

schools and teachers face, and devote their valuable time to support the school and the teachers.". Similarly, WGM 7 believes the importance of having a dimension called professional relationships and practice for promoting "team-work, collaboration and cooperation." WGM 7 adds that importance of having such kind of dimension gives rise shaping the learning environment. WGM 8 strongly emphasizes having such kind of dimension as it helps teachers to manage the students' learning truly and increase their motivational levels. In addition to this, such kind of dimension enables teachers' having "detailed information about socio-cultural and economic characteristics of each learner" (WGM 9).

Minke (2010) suggests a model named as the "CORE model" for strengthening the family-school collaboration and states that such a training model improves skills of educators in terms of their "thinking systematically, communicating effectively, and developing family-friendly practices" (p. 1). Regarding the model suggested, Amatea et al. (2004) believe education professionals need to decide whether to "invest time in relationship development […and] treatment, … address the needs of all children and families ..., work jointly with their teachers …, and become a leader in their school rather than merely respond to individual requests for assistance" (p. 54). Butt and Retallick (2002) note that having an affirmative sense of teachers' health and wellbeing professionally has a close relation to teachers' perceiving confidence, respect, independence and efficacy. Having these kinds of feelings give rise being willing in taking risks, committing themselves, being creative, developing themselves professionally, solving problems and challenges appearing between student-teacher learning. When teachers feel success, they feel willing to take new responsibilities and develop themselves professionally. However, when teachers feel

that they are in difficulty, these kinds of feelings help teachers to feel positive. Relationships between school principals and teachers have always been vital element of the professional wellbeing and continuous professional development of teachers at schools.

Fisher (2009) believes that a conflict always exists when there is lack of effective communication and collaboration skills between professionals and parents. Therefore, Fisher (2009) notes that higher education institutions as well as education agencies should provide professional development training to leaders of education, teachers and parents. Fisher (2009, p. 135) believes, "Pre-service and in-service trainings are necessary to provide knowledge and skills for preventing or resolving conflicts." However, research findings suggest that teacher professional development is not the only way to promote healthy school-parent-community, but "leadership and policy guidance" should also support the teacher professional development (Murray and Mandell, 2006, p. 125). Therefore, it is necessary to get support from colleagues and administrators, to have working policies as well as to establish effective teacher professional development programs to promote healthy and effective school-family-community relationships.

To conclude, the theme, professional relationships and practice, should be one of the dimensions of the national framework for professional teaching standards in North Cyprus.

4.2.5 Summary

To sum up, the second research question was aimed at identifying the dimensions necessary for professional teaching standards in North Cyprus. There were 17

working group members who were interviewed face-to-face. The qualitative data generated the category *dimensions of the professional teaching standards*. This category yielded the themes *professional values and practice, professional development and practice, teaching and learning process* and *professional relationships and practice*. The first theme *professional values and practice* gave rise to the sub-themes *commitment, understanding* and *respect*. The next theme *professional development and practice* yielded the sub-themes *ongoing development* and *inquiry orientation.* The theme *teaching and learning process* generated the sub-themes *content knowledge, subject-matter knowledge, program knowledge, instructional planning and strategies, ICT usage, classroom management, research skills, diverse learning needs, teaching and learning environment* and *assessment*. The final theme of this category *professional development and practice* gave rise to the sub-themes *school-family-communication relationships, socio-cultural and economic characteristics of environment, teamwork, cooperation* and *communication*.

4.3 Draft Professional Teaching Standards

The third research question aimed to identify the draft professional teaching standards for the national framework produced for North Cyprus. The findings revealed certain elements critical to be considered on draft professional teaching standards. For this aim, using a semi-structured interview form with seventeen working group members (WGM), seventeen interviews were conducted face-to-face. During the interviews, the opinions of the working group members were taken and then analyzed among the pre-determined draft professional teaching standards. Each WGM expressed their opinions on the pre-determined draft professional teaching standards necessary for the national framework for identifying the professional

teaching standards and added/changed/reshaped the draft professional teaching standards they found important. They decided that the draft professional teaching standards should comprise of *professional values and practice, professional development and practice, teaching and learning process* and *professional relationships and practice*. Each category has its own themes and each theme has its own sub-themes as presented below.

4.3.1 Professional Values and Practice

The qualitative data generated the category *professional values and practice* and this category gave rise to the themes *valuing learners, being a role model* and *entrepreneurship* (see Figure 4.3.1).

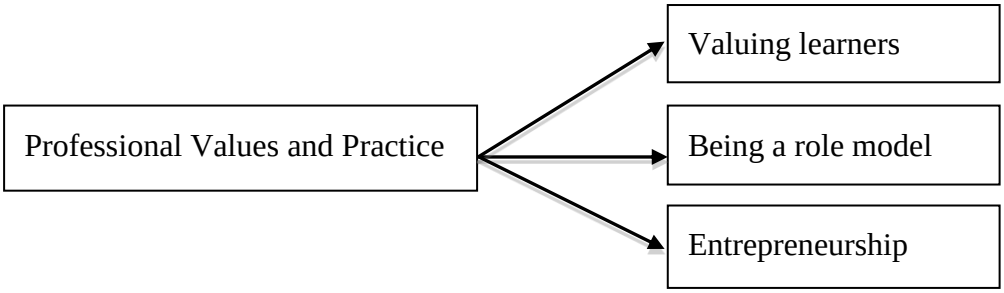

Figure 4.3.1. The themes of the category 3.1: Professional values and practice

4.3.1.1 Valuing Learners

The qualitative data revealed the theme *valuing learners* and this theme gave rise to sub-themes *respecting to cultural and individual differences, treating learners equal, being constructive and positive, having belief on cooperation and continuous development, having belief on learners' interaction and learning from each other,* and *learners' critical skills*.

For the theme, valuing learners, WGM 3 believes, "dealing with a group of students in a classroom, teachers need to value them, respect them, and develop their critical skills such as independent learning, critical thinking and problem-solving skills." WGM 3 adds, "…[e]very one comes to the teaching and learning atmosphere with their differences. Therefore, teachers should be aware of each learner's differences and design the learning point regarding each learner's difference." Similarly, WGM 5 states that a teacher contributes to the development of teachers "by sharing knowledge, cooperating students when it is a learning point, create connections where similarities exit so that they can find common points in learning, learn about students' culture and living style and learn about the student in general." WGM 13 also believes that teachers should concern about "sharing student's experiences and developing their problem solving, critical thinking skills." This kind of contribution will help students trust their teachers and learn much better. WGM 16, on the other hand, believes,

> Teachers need to learn about the students. If you are a teacher, it means that there teens of learners in your classroom. They are all different from each other and different from each other with various needs, interests and background. It is a need for … [teachers] to learn about each student, ... value them separately, share their experiences, cooperate with them and design the teaching and learning atmosphere while they are at the teaching-learning process.

Lindgren (2003) says that without explicitly mediating values, teachers still implicitly mediate values. While teaching, values should be mediated. Similarly, teachers need to be open to various values, ideas and problems. This can be possible

through teachers' being aware of their values and having concern to various values. Teachers' focusing to the aims of the teaching and learning process can only be possible through teachers' giving importance to the values in general. Taking a step away from values can give rise to taking a step away from the aims of the lessons. Culture has an effect on values as well. Various values take part in simple structures in a society. This brings teachers being aware of the values they pass on consciously or unconsciously (Sandström Kjellin, 2009).

It can be said that our actions are guided by our values. Certain actions, thoughts and views are regarded as self-evident and they are not questioned; they are often rooted in a fundamental value and these values may be very hard, or even impossible, to change. The unwelcome experiences many learners face at schools can be reduced, neutralized and even stopped when teachers develop sensitivity to the broader contexts of learners' lives and use teaching techniques and methods valuing and supporting all learners (Jacobson, 2000, p. 65).

Pope and Wilder (2005) find out, "teachers who are sensitive to the issues of culturally diversity may be much better teachers for their students" (p. 327). They add that each student has different characteristics peculiarities and cultural background. Understanding each student's characteristics and cultural background facilitates enhancing the relationship at the positive way and teacher's improving the learning environment. Hallinan (2008, p. 282) identifies that students perceiving that their teachers care about them, respect them and praise them are positive factors for students having tendency to like school.

To conclude, the learners should be valued in and out of the classroom. Treating learners equal, developing positive attitude towards the learners and their learning styles, respecting their individual differences and cultural differences, developing their critical skills on independent learning, critical thinking and problem-solving are necessary because every learner is a separate individual and brings their individual characteristics as well as background to the classroom. It is teachers' responsibility and talent to value to them and organize the teaching and learning atmosphere using all these things. Each student should be valued and cared by the teachers. Feeling that they are cared and valued, students respect their teachers, love school and never distract the environment. This brings comfortable learning environment valuable for the teaching and learning process.

4.3.1.2 Being a Role Model

The qualitative data generated the theme *being a role model* and this theme yielded sub-themes *being a public model* and *fostering intellectual development.*

For the theme, being a role model, WGM 11 says:

> I do not smoke at school and ask teachers not to smoke in front of the students. Some listens, some does not listen, but it is essential that teachers behave in a way that they role model the students because students see their teachers as a model, as a pubic model…. An intellectually developed teacher is also a good model for students.

WGM 15 believes that teachers want their students to be highly qualified and develop good behavior. WGM 15 adds,

> If, for example, a teacher wants to develop the quality of honesty, then the teacher should be very honest in all of the behavior all the time. Students observing the teacher learn instinctively that they must be honest…. Also, teachers should be developed intellectually.

WGM 5 from the MNE believes, "Students examine their teachers closely, monitor and adapt their behavior, qualities, clothing style accordingly." WGM 5 adds, "The students, …, notice teachers' attitudes, …, students feel that their teacher is not loyal in his/her dealings with … students, … in the process students learn to be disloyal in their dealings with … teacher and … classmates." WGM 5 suggests teachers being "honest and transparent with their dealings with the students and the colleagues because a teacher is a public figure and should be an example with the attitudes and behavior." WGM 5 also suggests teachers to develop themselves intellectually as an intellectually developed teacher has always been a good example to the students.

Being honest, smoking and being loyal are parts of being a public model for a teacher. Teachers' main responsibility requires them fostering the intellectual development of the learners. Teachers' using certain practices brings varieties to students' learning and increase success of students (Elmore, 2002). Guskey's theory of attitude and perceptual change in teachers has concluded that teachers those who use certain practices reveal some more positive attitudes toward teaching and increased personal responsibility for the learning of students, some changes in attitudes and beliefs they generally follow and some changes in behavior (Guskey, 1989).

Duquette (2007) identifies three stages in becoming a role model which are unawareness, coping and comport. Some people are not aware that they have been viewed as role models until they hear about it. Hearing that they are seen as role models, and then they start struggling to cope with the status given to them. Sometimes, they may struggle with the surveillance and criticism of others. They feel pressure on themselves that they should be perfect. During the process of resolving these cases, they realize that they should not be under pressure; role models can also have faults and they do not have to be famous, they feel comfort.

To conclude, teachers are role models among the public. They need to consider their attitudes, habits, and clothing styles and even to their talking styles in the community because whatever they do and however they behave becomes an example in front of the learners. They should see schools as a tiny mirror reflecting themselves in the community because most people see the teachers as the examples to their children, to the next generations. Teachers have always been role models to the students. Therefore, it is the teachers' duty to be very careful with their attitudes, habits, and clothing styles as well as even to their talking styles because they all shape the society.

4.3.1.3 Entrepreneurship

The qualitative data generated the theme *entrepreneurship* and this theme gave rise sub-themes *developing school* and *valuing national-universal values*.

For the theme, entrepreneurship, each working group member believes the importance of doing volunteer job in order to develop the school as well as the community. They state that in order to be an entrepreneur teacher, a teacher should

pursue educational opportunities for themselves, their colleagues and their students as well as to encourage each other to pursue such kind of opportunities for themselves and their students. They emphasize that when an entrepreneur teacher dims a light, this light should be able to give rise to the educational opportunities. Most of the working group members believe that dimming the light starts with volunteerism for doing something for the name of pursuing educational opportunities for themselves, for their colleagues and for their students (WGM 1; WGM 4; WGM 8; WGM 9; WGM 10; WGM 11; WGM 13; WGM 14; WGM 15; WGM 16). However, most of the WGMs say that doing a volunteer job is not popular among the key stakeholders of the teaching and learning process. WGM 1 says that each teacher has the facilitator of teaching and learning role. This role requires teachers use very recent and innovative methods of teaching and make their students develop innovative learning mindsets and skills. Therefore, teachers as dimmers of their lights need to be volunteer in supplying their own and colleagues' professional learning and help their students to see the world from innovative perspectives. WGM 14 believes that an enterprise teacher is a volunteer teacher. WGM 14 adds "Volunteerism is not very popular in this country. However, in most of the developed countries, people go and apply for volunteer jobs just for developing their qualities and skills." WGM 14 suggests that teaching skills requires teachers to do volunteer jobs for developing themselves, their teaching practical skills as well as their school. WGM 14 also notes "Valuing national and universal values are also a volunteer issue because these values shape each nation; give direction to their life and educational issues."

In addition to this, WGM 2 states,

> Doing voluntary work taking into account the community benefits and taking part in volunteer work is not a common behavior for most of the people living in the Turkish Cypriot society. This is the same with the schoolwork. Teachers also do not want to do profession-related volunteer jobs. However, it is better to do profession-related volunteer jobs for improving their [teachers' themselves] capacity and educational experiences. This also helps promoting the school they teach for. National and universal values are indicators of being a human being, being an individual. Teachers are part of this community and they are all human beings, individuals. Therefore, they need to value national and universal values.

WGM 17 supports the idea that teachers have always been volunteers in their jobs. WGM 17 suggests, "School administrators should not force teachers to do an extra job voluntarily. Volunteerism does not mean to force someone to do something." WGM 17 says "Volunteerism makes teachers promote their skills, knowledge, and experiences to develop themselves and their school as well." Similarly, WGM 17 suggests valuing the national and universal values; this brings students' valuing the national and universal values of our nation. WGM 17 emphasizes the importance of the cycle in terms of teachers teach, students learn; then students teach to the coming generations on the way they learn from their teachers. At the same way, WGM 7 emphasizes that being enterprise and volunteer has been seen as an extra duty over the teachers. Although the idea that being a teacher requires extra jobs is a good one, everything should have benefits to the teacher in some respect, teachers do not want to devote their time to the extra jobs.

Banade (2008) believes, if teachers do not encourage their students to make use of their skills on entrepreneurism for the social benefit, then, teachers' ethical professionalism can be prevented. Therefore, teachers should teach entrepreneur skills to the students, and they should be entrepreneur for claiming an ethical professionalism.

The European Commission (2011, p. 2-3) suggests that entrepreneurship education should be made "available to all students and be taught as a theme rather than as a separate subject at all stages and levels of education." This kind of suggestion covers initial teacher training as well. Entrepreneur education requires students/trainees to be active in the process and requires teachers having a facilitator role, using learner-centered approaches and pursuing practical learning opportunities from the real world. Similarly, Holt and Segrave (2003) note that an entrepreneur teacher, who forms systems of organization and communication for entrepreneurism, facilitates creating wide-ranging integrated learning environment.

In conclusion, the entrepreneur teachers are seen as indispensable parts of the professional development and practice component. As an entrepreneur teacher, every teacher can take further steps for developing himself or herself.

4.3.2 Professional Development and Practice

The qualitative data yielded the category *professional development and practice* and this category generated the themes *focus on learning strategies, knowledgeable expert, research skills, curricular knowledge* and *active leadership* (see Figure 4.3.2).

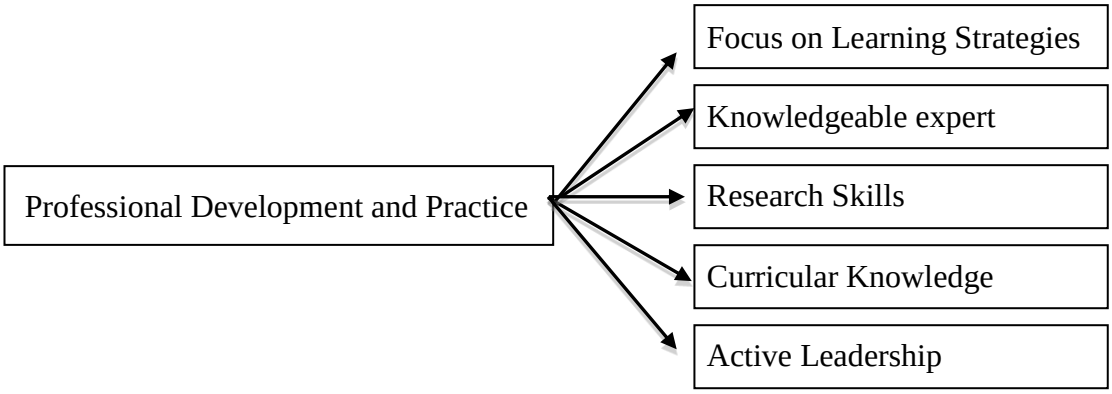

Figure 4.3.2. The themes of the category 3.2: Professional development and practice

4.3.2.1 Focus on Learning Strategies

The qualitative data revealed the theme *focus on learning strategies* and this theme gave rise to the sub-themes *having effective learning strategies for students, having expectations* and *taking responsibility*.

For the theme, focus on learners' outcomes, WGM 3 notes, "Knowing students' developmental characteristics, factors preventing/providing learning requires teachers to create a safe environment for each student in the class." WGM 3 believes that each learner has special needs to consider. Therefore, teachers need to know individual characteristics of each learner and "…use various teaching techniques including technological techniques, creative materials and various methods to bring variety to teaching and learning process." WGM 3 notes that whenever teachers supply each student's needs, they build strong relations with the learners. WGM 3 adds that teachers should take the responsibility of teaching and the students should take the responsibility of their learning mutually. WGM 3 thinks that when a student has special needs that a teacher cannot meet in the classroom, then the parents of the student need to take the responsibility of the learning of their child/children. It is their duty to direct the student to the suitable learning environment. Similarly, WGM 12 says that using students' names to call them has benefits especially when they are

at the pre-school. This is because they feel that their teacher values them. WGM 12 suggests "Knowing students means knowing their names, … ages, how they learn, where they learn effectively, what kind of teaching techniques and materials to use for each student, their close friends, something about their family background has importance in students' learning" WGM 12 believes that this kind of knowledge provides opportunities for a teacher to plan students' learning peculiar to each learner. WGM 6 emphasizes that knowing learner's learning styles and characteristics facilitate planning and designing teaching and learning atmosphere easily. Then, it is the teachers' responsibility to know very well the learning styles of each student in the classroom.

Getting to know students lead to supportive learning environments. The ways teachers use for valuing and motivating students cover being sensitive to learners as individuals. Establishing a valuing learning environment starts with getting to know each learner as an individual (Jacobson, 2000, p. 54-55).

Similarly, maintaining a valuable learning environment requires knowing each student as an individual to be able to facilitate the teachers for developing a close and harmonious relationship supporting the teaching and learning process. Similarly, having a good relationship between teacher and learners enables teachers to evaluate the best ways to teach each learner. Each learner has their own unique learning styles and teachers become more successful with learners when they find a method to feed the learning style of each learner. The process of getting to know each learner can have start with learning each learner's name. When each learner's names has been learned and used often, then learners acknowledge that their teacher respects them

and do not see their teachers as bodies sitting at the teacher's desk. Also, each learner acknowledges when their teacher asks them to write about some personal information about themselves that facilitates the teacher's understanding them as learners (Jacobson, 2000).

Jacobson (2000) believes that especially classroom teachers often have possibilities in showing their care and values towards each student as the member of the class.
As a result, teachers should know their learners from head to toe. This gives rise to focus on the learning strategies as learning strategies give clues on the expectations of both sides (teacher and learner) and on taking responsibility in terms of teaching, learning, planning, presenting, managing, revising plans, instructional goals and objectives as well as assessing and giving feedback.

4.3.2.2 Knowledgeable Expert

The qualitative data generated the theme *knowledgeable expert* and this theme yielded sub-themes *instructional organizational conditions, general and legal duties and responsibilities of teachers* and *legal knowledge.*

For the theme, knowledgeable expert, WGM 2, reminding the duties and responsibilities of the teachers in the classroom and to the school administration, believes that teachers need to be well-organized for preparing, presenting teaching materials and activities as well as assessing the teaching and learning process. WGM 2 adds, "They need to reveal assessment results to each student and to parents especially. They should attend to the staff meetings; take part in curricular and extra-curricular activities." In addition to this, WGM 2 suggests, "Teachers should be aware of their legal duties and responsibilities. Teachers have legal responsibilities as

well. They should be aware of their responsibilities and rights." WGM 8 also supports the idea that teachers need to be aware of their legal duties and responsibilities. One point WGM 8 emphasizes is that students also have legal rights while they are in the teaching and learning process. WGM 8 says, "Sending a medical report to school and being absent most of the school time throughout a year creates organizational problems and should be abolished. There are teachers who never misuse their legal duties and responsibilities." WGM 8 mentions the existence of a small proportion of teachers who always misuse their legal rights. WGM 8 adds, "Teachers have legal rights to improve themselves either using local universities and/or universities abroad. They can get benefit of this legal support. Legally they have good opportunities, being aware of them is a good thing." Schimmel and Militello (2007, p. 274) identify three cases when dealing with the legal responsibilities of the teachers, as teachers have not informed properly (either unformed or misinformed) about student and teacher rights, have not taken any course on school law, obtain much school law information from other teachers.

As a result, teachers need to know school law, change their behaviours and have desire to learn about the issues.

4.3.2.3 Research Skills

The qualitative data gave rise to the theme *research skills* and this theme generated the sub-themes *integrating theory and practice*, *adapting emphasis* and *engaging debates*.

For the theme, research skills, WGM 5 says, "Teachers should be the natural research practitioners. This is because they face the management issues, cases in

planning, designing and presenting their lessons. Therefore, it should be teachers' naturalistic duty to solve the problems scientifically." WGM 5 suggests that higher learning providers need to plan initial teacher training and train teachers' in that way. Education faculties offer some courses on developing research skills of the trainees, but upon graduation, teachers do not apply research skills in their classes. Similarly, WGM 1 notes while getting trained, trainees need to take some courses on planning, designing and organizing research actual research practices. However, whenever problems arise in their classes, they do not "try to solve most of their problems regarding students, classroom management, cultural issues, teaching and learning process etc. and their learning through conducting mini-researches, for example" (WGM 1). WGM 1 compares newly graduated teachers to older graduated teachers and says, "Newly graduated teachers give equal importance to collaborative learning, building learning communities, self-assessment practices and use multiple ways of assessing the students." Conducting necessary research in their classes will provide mutual benefit for the students and for the teachers. WGM 1 suggests students "will not have problems and will be able to be active listeners and participators of the lessons [and teachers] … will settle down the class, manage the classroom successfully, and will have students who enjoy the lesson."

Lovat, Davies and Plotnikiff (1995) in their study find that most of the trainees enter the teacher education without having some basic skills. Having ability to conduct researches is one of the skills they lack while entering the teacher education. To some extent, upon entering to the education, the trainees develop these skills in them through the integrated research component. Similarly, Bower (2010) notes that teachers of next generations should have enough capacity to combine research based

learning with professional practice as teaching has always been changing. Therefore, teachers will not be able to determine on the effective strategies to use unless they have enough capacity to use the recent pedagogical approaches and test the effect of these strategies on learning of the students. Bower (2010) suggests using LAMS, a learning design, for teachers' constructing and conducting research studies at an accelerated speed.

As a result, most of the educational experts agree that teachers are the natural researchers. They have chances in exploring how a new learning material, a recent learning method and/or instructional technologies work in the classroom. They have chances in promoting students' learning, motivation and success level using their research skills. They have chances in exploring the management issues, if any, in their learning atmosphere. Teachers need to gain powerful research skills in order to conduct regular researchers in and out of their classes for promoting the classroom environment, managing the classroom more successfully, exploring the effect of the most effective methods, techniques, assessment styles and/or materials.

4.3.2.4 Curricular Knowledge

The qualitative data generated the theme *curricular knowledge* and this theme gave rise the sub-theme *organization of the curriculum / educational program*.

For the theme, curricular knowledge, WGM 16 notes, "improving the impact of the curriculum has close relationship with …, organization of the content, planning and applying the educational and teaching methods, defining the goals and objectives of the curriculum and the instruction, identifying the educational strategies, …." WGM 16 also adds, "organizing … in-service-trainings to train the staff, evaluating the

curriculum and giving feedback on learners' learning, teachers' instructional planning and teaching methods as well as teachers' and learners' self evaluation [are]… part of the professional development of the teachers." WGM 4 says, "Teachers in our education system do not take active part in curriculum studies. They have ready-made curriculum to apply, which is directly sent to schools by the educational experts from the Ministry of National Education." WGM 4 believes, "teachers should have such kind of responsibility to join and discuss curriculum issues." WGM 4 suggests teachers and PhD holder faculty members to take part to "plan and decide … content … , how this content should be organized, what kind of educational methods and techniques should be included …, what kind of goals and objectives … should be written …, how to evaluate … give feedback." WGM 4 believes that "Teachers can only know these kinds of things practically … because teachers apply curriculum, …. Most of the educational experts [from the MNE] do not have PhDs …. but they do not know the scientific side of the curriculum development."

Choppin (2009) says that teachers find challenging when they deal with a new material on mathematics though they are familiar with the earlier versions of the topic. The difficulties they reveal have relation to the unfamiliarity with the task features and sequences in the recent unit because they implement the unit for the first time. It has been suggested to link teacher learning with curriculum implementation.

Similarly, Baştürk and Dönmez (2011) find that curricular knowledge of pre-service teachers is limited. This finding has similarities to what Canbazoğlu (2008) finds at

the end of the study conducted to the science teachers. This shows that the curricular knowledge of teachers of various branches is limited.

As a result, there should be a harmony between a well designed and a very well implemented curriculum and learning program. This kind of harmony gives rise enhancing student engagement and achievement.

4.3.2.5 Active Leadership

The qualitative data revealed the theme *active leadership* and this theme yielded the sub-theme *leading learning, organizing learning opportunities, engaging, developing self-regulatory learning skills* and *organizing opportunities to process new learning with others*.

For the theme, active leadership, WGM 14 believes that teachers' having sound opinion on political issues, recent educational discussions and theories form a bridge for developing self-regulatory learning skills. WGM 14 adds that attending to activities beneficial to professional learning of the teachers should be planned basing upon the needs of the teachers and should be compulsory. WGM 14 suggests teachers to attend at least 3-5 professional development activities and to create learning opportunities for themselves. Meeting in a seminar or in a conference means having a chance to discuss educational issues. Similarly, WGM 1 has suggestions to educational experts for designing professional development practices basing upon the needs of the teachers. Also, WGM 1 adds, colleague-to-colleague interaction provides improvement and nourishes trust. This brings educational experts to design learning activities for teachers "to develop new possibilities, to lead learning and to organize learning opportunities."

At the same time, Weindling (2003, p. 4) believes, “Leadership programmes should be built around a theory of learning made explicit and understood by the facilitators and the participants.” Weindling suggests bringing theory and practice together for having a strongly planned structure underlying the leadership programme.

Smith and Riley (2012, p. 69) state that crisis times show the active leadership skill of the teachers. In crisis times, taking on the point decisions and being decisive, managing clarity and certainty, giving rise to hope, supporting effort and having sound communication with everyone are clearly affected by the crisis itself. They believe, “The leadership attributes and skills necessary to deliver these outcomes in a crisis are fundamentally different from those generally enacted by school leaders as part of their ‘normal’ day-to-day activities in the school.” They suggest, “Strong leadership generally is seen to be about positioning the school for the future, and about supporting and empowering staff and students in the pursuit of teaching and learning excellence.” They add that leadership of crisis times is for “dealing with events, emotions and consequences in the immediate present in ways that minimize personal and organizational harm within the school community.” Bickmore (2012) believes that improved practice has totally connected with increased participation in learning activities. This has close link to the administrators’ role in terms of supporting teachers in joining continuous professional development activities. Bickmore suggests, “Networking with other middle grades principals via … internet, joining blogs and podcasts, creating and joining teacher study groups within … school, and organizing professional book clubs with other local middle grade-leaders, are ways school administrators … enhance their … professional learning experiences” (pp. 108-109).

In conclusion, active leadership of teachers include the leadership in the classroom, the leadership at school, the leadership while planning, designing and organizing classroom activities and learning environment, the leadership while organizing continuous professional development activities, the leadership while communicating with the colleagues, other teachers, administrators and school staff and the leadership while contributing the professional learning of themselves, colleagues and staff (other teachers, administrators etc).

4.3.3 Teaching and Learning Process

This qualitative data generated the category *teaching and learning process*. This category gave rise to the themes *pedagogical content knowledge, learning as cycles of monitoring, assessment and feedback, planning learning, learners' responsibilities* and *special needs* (see Figure 4.3.3).

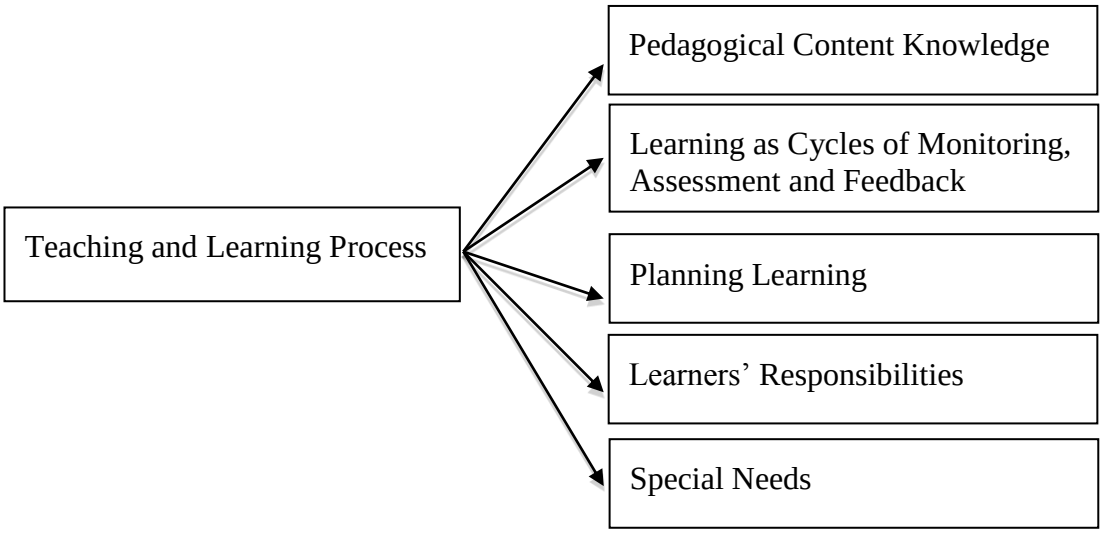

Figure 4.3.3. The themes of the category 3.3: Teaching and learning process

4.3.3.1 Pedagogical Content Knowledge

The qualitative data revealed the theme *pedagogical content knowledge*. This theme generated the sub-themes called *subject knowledge, pedagogical knowledge, curricular knowledge* and *knowledge of educational contexts*.

For the theme, pedagogical content knowledge, WGM 2 believes that "pedagogical content knowledge should cover the general features of teaching including classroom management, timing and/or planning. Additionally, content knowledge can be considered as the key to the establishment of teaching profession."

WGM 12 notes, "pedagogical content knowledge is the other name of setting principles for the classroom management, acquiring each learner's characteristics and designing the most beneficial learning environment, activities, materials, programs regarding each learner's characteristics, being proficient enough lesson planning, curriculum, educational goals and content of the lesson."

Teaching and learning process has close relationship to content knowledge. Content knowledge can be defined as the distinctive bodies of knowledge for teaching. It represents the combination of content knowledge and pedagogy knowledge into an understanding of how particular topics, problems or issues are organized, designed taking into consideration of the diverse interests and abilities of learners, and presented for instruction. Content knowledge is the category most likely used for distinguishing the understanding of the content specialist from that of the teacher (Shulman, 1987; Shulman, 1986). Ball, Thames and Phelps (2008) note that pedagogical content knowledge for teaching has usage in "informing the design of support materials for teachers, as well as teacher education and professional development" (pp. 406-407).

Good quality can be never be maintained without teachers of good quality who possess proper skills and knowledge acquired through training in the areas they are

supposed to teach (Kim, 2007). Content knowledge needs to be planned properly, designed according to the needs and interests of the learners, presented using necessary instructional tools, materials, techniques and methods, evaluated learning for feedback, self-assessment and improvement purposes in order to develop some critical skills on learners as well as made learners use learning tools independently. In math's education, for example, Turnuklu and Yeşildere (2007) believe that math's teaching cannot be separated from math's knowledge. Maths teachers should be educated in terms of math's knowledge and pedagogical content knowledge while they are studying at universities. They conclude that without having deep maths knowledge, maths teachers cannot sufficiently teach mathematics because there is a positive relationship between knowledge of maths and knowledge of maths teaching.

There has been a positive correlation between pedagogical content knowledge and student achievement (Carpenter, Fennema, Peterson and Carey, 1988, p. 398). Lenhart (2010) states that there is a positive correlation between "knowledge of subject specific difficulties and misconceptions, knowledge of useful representations of the content, knowledge of developmental levels, knowledge of connections among "big math ideas," and understanding student's proof, justification, or mathematical discourse and student achievement overall" (p. 85).

The results of a research on novice teachers reveal that novice teachers sometimes cannot estimate the roles required from them as part of a good maths teachers. Novice teachers have difficulties coming up with strong means of representing subject field to the learners. Mostly, their efforts have remained time-consuming and inefficient (Brown and Borko, 1992).

To conclude, pedagogical content knowledge covers both theory and practice in terms of the teaching and learning environment. Content knowledge is the pure knowledge offered to the university students but the issue is how to put this knowledge into practice. Some teachers are lack of practical skills. Their classes are like disaster. Teaching is an art and it fully depends on the talent of the teacher. Teachers who own teaching as an art, they are the artist in the class to present creative and skilful instruction. Similarly, it is the talent of the teacher to plan, design and present instruction to the students.

4.3.3.2 Learning as Cycles of Monitoring, Assessment and Feedback

The qualitative data yielded the theme *learning as cycles of monitoring, assessment and feedback.* This theme gave rise to the sub-themes *monitoring learning, assessment of learning* and *giving differentiated feedback.*

For the theme, learning as cycles of monitoring, assessment and feedback, WGM 1 suggests that giving feedback responds many questions on where the teacher is going, how the teacher is going and where the teacher needs to go further in terms of the subject. WGM 17 believes that "assessing the students, monitoring their progress and then giving feedback is inseparable part of the teaching and learning process." WGM 17 also says, "It is necessary for a teacher to get valid and reliable data on the progress of the students; to assess them using multiple ways of assessment techniques. This will let the teacher monitor the students' progress."

WGM 5 believes that it is important to give positive feedback because "positive feedback is more effective than negative feedback." WGM 5 also suggests using multiple ways of assessment techniques and monitoring the students' progress

continuously. WGM 10 asserts that teachers should use various types of assessment techniques, not only the mid-term and final exams. WGM suggests, "pop quizzes, asking questions, preparing portfolios" as some kinds of assessment techniques. WGM 14 suggests focusing, "good points first then negative points" while giving effective feedback. Nowadays, learning in higher education goes ahead the assessment. Students have their responsibilities for their learning as well as they are given full responsibility on their assessment processes. This opportunity brings students to "improve their capacity to manage their learning" (Nicol and Macfarlane, 2006, p. 215).

Freeman and Lewis (1998) suggest that teachers should have an "interest to an answer and ongoing dialogue either on the topics forming the basis of assignment or the learners' performance or the feedback." They believe, "Teachers' giving feedback facilitates learners to develop their understanding of expectations and standards, to check out misunderstandings and receive an immediate help to the difficulties and/or questions arising throughout the process" (p. 51).

As a result, there should be multiple types of assessment, beside the mid-term and final exams. In addition to this, students should be continuously monitored and after each assessment, effective feedback should be supplied. Considering the feedback, it is suggested to have positive feedback first then negative feedback. This kind of feedback giving will be helpful in keeping the students more focused and motivated.

4.3.3.3 Planning Learning

The qualitative data generated the theme *planning learning*. This theme involved the sub-themes *class instruction* and *differentiated instruction for all learners*.

For the theme, planning learning, WGM 1 asserts that it is teachers who can "provide the best possible methods to meet the needs of the students. A typical classroom includes variety of students requiring a differentiated instruction, adaptations to instruction and assessment, and/or additional supports." A caution taken for a student for repairing the learning abnormality may also be necessary for another student. It is necessary to see these kinds of commonalities and differences and take the necessary pre/cautions. Thus, WGM 7 believes, "At the very beginning of each academic year, teachers should clearly identify needs of the class of students they teach. In most of the classes, there are students who have special needs." WGM 7 suggests, "The teacher should not be expected to offer a totally different program to each student; but the varieties can be managed using a variety of teaching and learning approaches, objectives and aims. Teachers should determine the best methods to address each student's needs." WGM 17 notes, "Organizing an effective learning environment using variety of learning activities and technology are also suggested as a way to deal with differences among students. Promoting the students' basic skills, such as creativity, problem-solving skills, facilitates students' readiness for the real life."

Planning learning covers identifying needs, learning objectives and aims, designing and using effective teaching and learning activities, effective teaching methods and techniques, preparing teaching and learning materials, organizing the teaching and learning environment, designing and using technologies effectively, designing activities for improving basic skills of learners.

As an indispensable part of effective teaching methods and techniques, having information technologies literacy for a teacher has been considered as a vital teacher

quality (Seferoğlu, 2004). Holland, Boylan and Lowe (2005, p. 5) believe, “if the teachers understood how to use interactivity, between teacher and pupils, pupil and pupil, and both teacher and pupils making use of the in-built facilities in the IWB.” They (2005, p. 5) suggest, “The interactivity is seen as the key element to pupils' learning and sustained interest, but teachers need to learn how to teach in this way.” Finlayson and Rogers (2003) suggest that existence or nonexistence of teachers having intense enjoyment in using information and communication technologies makes a particular difference in terms of maturity of the workforce.

Koehler and Mishra (2009) suggest integrating technology and pedagogical content knowledge as the technological pedagogical content knowledge under the acronym “TPACK.” This acronym integrates “information technology into the pedagogical content knowledge for effective teaching with technology. Building up the infrastructure of the technological pedagogical content knowledge is a requisite in integrating information technology into the pedagogical content knowledge” (p. 66). Ingersoll (2007) suggests contemporary reformers understanding the strong effect of the “organizational and occupational contexts” where teachers use for teaching purposes while paying attention to the requirements of teacher training and teacher recruitment (p. 105).

As a result, different learning needs may arise. It might be that some students may learn through differentiated instruction, some others may learn through extra adaptation to instruction and assessment and some may learn through additional support. Various learning needs require teachers to plan, design, present, monitor and assess the teaching and learning process very carefully, see learning outcomes, adapt

learning strategies, and if necessary, re-plan, re-design, re-present, re-monitor and re-assess the teaching and learning process to achieve the goals utmost.

4.3.3.4 Learners' Responsibilities

The qualitative data involved the theme *learners' responsibilities*. This theme yielded the sub-themes *learning strategies, ICT usage, skills on assessment* and *skills on self-assessment.*

For the theme, learners' responsibilities, WGM 10 believes that planning every second of the lesson is not a good thing. It is also suggested that students have defined goals for their learning by providing opportunities for ongoing self-assessment and reflection. A creative way has been suggested which is having a blog for each student and sharing information, homework with the teachers and other students. Students need to take the responsibility of their learning. These kinds of applications require using information technologies effectively. WGM 2 suggests, "Teachers need to allow students to use technology, send feedback using students' blogs and/or share homework/term project details and comments using students' blogs." WGM 10 suggests that each student should use information and communication technologies by his/her own, assess their learning, and be aware of their strong and weak points for self-development. WGM 14 says, "Spoon-feeding is the most peculiar characteristics of the parents and teachers. They think it is the easiest way to promote life. However, they should allow students to take their own responsibilities."

While dealing with the responsibilities, Nussbaum (1997) states that it is important to produce human beings functioning with sensitivity and alertness. Similarly, Cronan

(1998) suggests having liberal education for achieving development of the growth of human talent in the service of freedom of human beings. Cook-Sather (2010) notes that conceptualizing education facilitates helping to develop responsible young people who are raised as responsibly and accountably.

Devlin (2002) suggests, "Personal responsibility in students must be maintained, as it is a necessary component of meta-cognition. Taking personal responsibility is a requirement for improving reflective thinking and ongoing learning" (p. 134). Therefore, students' learning styles should not be based on memorization for achieving the ultimate objectives of higher education.

Students need to take "active control" of their school life through "planning, monitoring and evaluating their learning (Scevak and Cantwell, 2007, p. 37). They need to know how to take notes, how to listen and how to solve problems (Brick, 2006; Scevak and Cantwell, 2007; Clarke, 2008). For taking active control of their school life, Masters and Donnison (2010) suggest forming a social network especially at the first year of the university to be successful. Similarly, Pittaway (2012) suggests that especially university students should be part of professional and subject unions, increase their learning opportunities through joining workshops and conferences to share experiences to learn from each other.

As a result, students' taking responsibilities of their learning require students accepting that they should take an action to make changes. Making changes mean taking innovative steps in better understanding their learning styles, valuing themselves and other students in the learning environment, identifying their weak and strong points, identifying strategies to better learning, assessing themselves and

knowing when existing learning strategies do not work or knowing existing strategies which challenge them.

4.3.3.5 Special Needs

The qualitative data gave rise the theme *special needs.* This theme yielded the sub-themes *planning, designing and implementing teaching and learning activities, learning environment* and *using educational technologies*.

For the theme, special needs, WGM 1 notes that teachers needs "to know what the students need to do, their special needs, and … current abilities… for designing … teaching materials and resources, doing … necessary physical and instructional arrangement and, finding necessary support for the student." WGM 1 suggests:

> Organizing activities that can take place at the learning environment, organizing activities that supports the students' program, modifying the activities that accommodating the student's special needs and finding the supporting technology that contributes to the active participation of the student to the organized activities" as strategies to promote learning.

WGM 8 suggests directing students who have above average special needs to the necessary institutions and appropriate learning environments. WGM 8 believes that directing students who have above average needs to special need education is vital; otherwise, "these kinds of students will behave disorderly in the classroom, which will distract other students and the teacher."

Grouws and Schultz (1996) find that every teacher needs to know about students' way of thinking in their classes. They believe that this will enable teachers basing

their teaching on existing maths conceptions and misconceptions of the students. There are similarities among other field of studies as well. Students' way of thinking, especially special needy students' way of thinking matters a lot for every teacher. Sometimes, special needs of the students determine teaching methods, strategies and type of activities to apply in the classroom. Similarly, Davis and Florian (2004) suggest using teaching strategies and approaches are related to specific categories of special educational needs in teaching and learning environment. They add that there seems to have "an increasing understanding of psychological and educational connections between different theoretical approaches to teaching and learning, and between social, emotional and cognitive aspects of educational experience" (p. 6). They also suggest using combination of strategies because combined strategies have strong effect when comparing with a single strategy to use in the classroom environment because multi-method usage has benefits in meeting the needs of each learner including students with special needs. O'Sullivan (2010) believes that it is important to focus more on teaching and learning than deficiencies of the learners. Focusing more on teaching and learning provides proper educational experiences for each student and for addressing the learning needs of all of the students. Santoro (2011) believes that policy reforms taken with an intention to improve the quality of teaching and learning process mostly prevent meeting the needs of students. Teachers are considered the thoughtful organizers of the teaching and learning process. However, Gardner, Csikszentmihalyi and Damon (2001) says, "When a professional realm loses some of its most thoughtful people because of constrains that they see as endemic, it has ventured into dangerous territory" (p. 141).

Cannon (2009) identifies three main themes on exploring how teachers move from extreme frustration to the experience of their students' academic success while developing and/or maintaining cultural competence and examining how educators successfully educate from ethically and linguistically diverse populations as using student's culture to build self-concept, advocating for children and revealing the value in all children and in all cultures. Findings of the study reveal that whether minority or non-minority, teachers working with diverse needs of the students should follow a culturally relevant and responsive instruction.

In conclusion, learners with diverse needs have always been a problem for the teachers. The extent the needs of the learners are met, the extent they are ready to the teaching and learning process. Otherwise, they become problems for every stage of the education. If the classroom teacher cannot meet the needs of the learners, they should get necessary help. Therefore, teachers should know educational needs and current abilities of the students in order to plan, design and assess the teaching and learning environment, teaching materials, instructional technologies and support.

4.3.4 Professional Relationships and Practice

The qualitative data yielded the category *professional relationships and practice.* This category generated the themes *communication* and *collaboration* (see Figure 4.3.4).

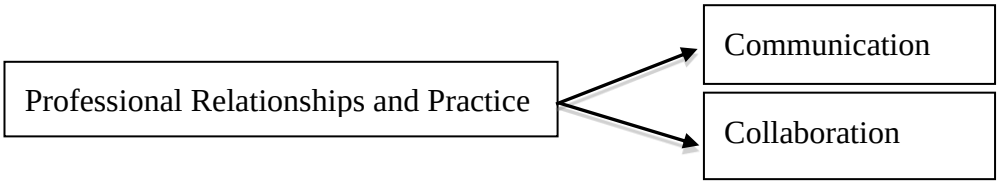

Figure 4.3.4. The themes of the category 3.4: Professional relationships and practice

4.3.4.1 Communication

The qualitative data yielded the theme *communication.* This theme generated the sub-themes *effective teacher-learner-parent-community communication practice, equity and diversity, effective respectful relationships* and *effective responsive engagement*.

For the theme, communication, WGM 12 says that teachers' communication between students, parents and community enable knowing about the school environment, knowing about the economical, social and educational background of the students in general. WGM 12 believes that where students live has close ties to the classroom atmosphere because it shapes the classroom atmosphere. Attitudes of the teachers are good indicators of making students be a part of the classroom; bad or unrealistic attitudes of teachers may make students feel alienated from the school environment. This requires teachers knowing school environment very well. WGM 12 gives an example "If … teacher teaches in a small village, … each student has their responsibility in helping their families, such as being a shepherd, assisting the family in the garden…. Teachers should be realistic when they give homework to these students." WGM 12 adds that if students are not doing their homework on time, then they may not feel themselves as a member of the classroom atmosphere. WGM 17 believes that detailed knowledge about the environment where the school has located has given hints regarding the "social and economical background of the students' families." WGM 17 adds, "Engaging parents to have effective communication with teachers regarding needs of students, and using effective professional suggestions about how teachers can help parents and teachers to be part of the effective teaching-partners in teaching-learning process." WGM 17 suggests using "needs assessment

surveys" in order to know about the expectations of parents and students from the school environment and from the teachers as well as know about the expectations of the teachers from the colleagues and parents.

Pollard (1997) states, "Communication has been viewed as a key component of classroom life and therefore has an important influence on the learning which might take place" (p. 270). Therefore key stakeholders of the education expect that professional teaching standards regarding communication should be included to the national framework.

Sandström Kjellin (2009) states that findings of a research on student teachers regarding the open dialogue emphasize the importance of setting up dialogue between newcomer teachers and the teachers teaching in a particular school for a few years, which facilitates effective communication between those mentioned teachers and students. Effective communication, open dialogue between experienced and inexperienced teachers provides mutual benefit for two groups; inexperienced teachers benefit from experienced teachers in terms of their practical experiences. Experienced teachers benefit from the inexperienced teachers in terms of their recent knowledge on theories, materials, methods, techniques and technologies (p. 7).

McElroy-Johnson (1996) notes, "Shaping towards a productive and positive fulfillment for self, family, community, and the world" facilitates teachers' assisting the students, supporting their learning and caring them as individuals (p. 107).

As a result, strong communication among teachers, parents and community has always brought fruitful and productive relationships. Strong communication has

positive contribution a lot to the students' success. Recognizing their children's excellencies, rather than hearing bad news about their children, will keep parents feel that they contribute to their children's education by communicating positively with the teachers. Students will have increased motivation for learning, improved behavior, more regular attendance and a more positive attitude about school duties, in and out of class works when they maintain positive communication with their teachers. Similarly, teachers will learn more about the learners' needs, educational and economical background. This helps teachers improve their morale.

4.3.4.2 Collaboration

The qualitative data generated the theme *collaboration.* This theme involved the sub-themes *having learner-parent-community collaboration practice* and *practice with professionals*.

For the theme, collaboration, WGM 14 believes that structures around each school have an affect on the school. The benefits of these structures should be known very well. WGM 14 sees institutionalizing as the initial step in collaboration with the professionals as well as learners, parents, community and adds that "for supplying collaboration with and among learners, parents, community as well as professionals, there should be mutual respect, shared planning, cooperation, shared expertise, and shared decision-making, common goals and coordination." WGM 16 notes that collaboration is an indispensable part of the vocational education and every stakeholder should have collaboration skills. WGM 16 adds, "In North Cyprus, people escape from this cooperation because they think that people will ask for some money from them. When schools do not have interaction with environment, then it is not significant. Mutual communication is a must." Cooperation provides to have

strong ties with the families and strengthens education. Similarly, WGM 16 believes, "Institutionalization requires everyone working hard and building partnership with professionals. Institutionalization means having and obeying standards the professionals set. Having standards means that everything works well and systematically. That's why we need to institutionalize school-parent-teacher collaboration." WGM 16 suggests having high level of expectations from the learners to go further. Also, WGM 13 suggests supplying strong collaborative ties among institutions around school environment because they have "Positive effect on education and school itself." WGM 13 believes, "Parents need to trust to school and teachers. Whenever a teacher realizes a problem with a student, s/he collaborates with the parent at once." WGM 13 suggests having ongoing communication and collaboration between school-parent-teachers. For this reason, school-parent unions of each school have been a step in building institutional relationships.

In Thailand an educational reform has been implemented to promote quality involving all sectors of the Thailand community. The most effective strategies while implementing the educational reform involve building partnerships, networks and encouraging key stakeholders to participate (Siribanpitak, 2007). As a lifelong process, the new culture of learning facilitates the development of learners in terms of physical, mental or emotional, social and intellectual aspects. Having qualified teachers are meaningful and necessary for the educational reform being managed successfully.

Reports by UNESCO (2006) emphasize that families and communities should collaborate for protecting and being careful of every child by understanding the

problems a child may face, and for taking action to solve these problems using certain methods. The most impressing method to prevent misbehavior can be supplied through "strong, caring, and productive families and communities" (p. 51). UNESCO (2006) has suggested that teachers need to learn about their "students' families" (p. 56), teachers need to have "strong parent-teacher communication" (p. 59), teachers need to have "encouragement strategies such as maintaining a positive emotional tone, providing attention, providing consistency, responding consistently, being flexible, making mistakes okay, building confidence and focusing on past successes to make learning meaningful" (pp. 63-64).

A pilot study on evaluating the facilitators and barriers educators experience while attending to professional development activities reports that collaboration and collegiality identified as the most influential characteristics in the development of teachers (Moore, 2009).

To conclude, collaboration has always brought fruitful gaining in terms of the teachers, students and parents especially. Having learner-parent-community collaboration practices give rise teachers' to practice with professionals and students' having high expectations on developing their skills and abilities.

4.3.5 Summary

To sum up, the third research question aimed to identify the draft professional teaching standards for the national framework produced for North Cyprus. There were 17 working group members who were interviewed face-to-face. Each of the working group members was interviewed face-to-face. Fifty-five draft professional standards were identified under four dimensions. Then, upon analyzing the

Professional Teaching Standards Scale using the Rasch model, fifty-two professional teaching standards were identified. Each dimension was considered as a category.

The qualitative data generated the category *professional values and practice*. This category involved three themes called *valuing learners, being a role model* and *entrepreneurship*. The theme *valuing learners* yielded the sub-themes *treating learners equal* (S1); *being constructive and positive* (S3 and S4); *respecting to cultural and individual differences* (S5); *having belief on cooperation and continuous development* (S6, S7 and S9); *having belief on learners' interaction and learning from each other* (S8 and S11); and *learners' critical skills* (S10). The theme *being a role model* gave rise the sub-theme *being a public model* (S2) and *fostering intellectual development* (S12). Also, the theme *entrepreneurship* generated the sub-themes *developing school* (S13) and *valuing national-universal values* (S14). On the other hand, S1, the statement on *treating learners equal, respecting them and acting them constructively* was changed to *treating learners equally and acting constructively towards them* in the theme.

The qualitative data yielded the category *professional development and practice*. This category generated the themes *focus on learning strategies, knowledgeable expert, research skills, curricular knowledge* and *active leadership*. The theme *focus on learning strategies* yielded the sub-themes *having effective learning strategies for students, having expectations* and *taking responsibility* (S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S26). Additionally, the theme *knowledgeable expert* gave rise to the sub-themes *instructional organizational conditions, general legal duties and responsibilities of teachers* as well as *legal knowledge*. The theme *research skills*

involved the sub-themes *integrating theory and practice, adapting the emphasis,* and *engaging the debates* (S25, S29, S30 and S31). In addition to this, the theme *curricular knowledge* gave rise the sub-theme organization of the curriculum / educational program (S27 and S28). Similarly, the theme *active leadership* generated the sub-themes *leading learning, organizing learning opportunities, engaging, developing self-regulatory learning skills* and *organizing opportunities to process new learning with others* (S2, S33 and S34).

The working group members did not accept S35, which was on *developing teaching by using the evaluation results for students' to lear*n. In addition to this, some minor changes were made. *Testing* was changed to *assessment* on S20. Similarly, *enabling* was changed to *providing* on S16. Also, S33 was changed from *knowing how to identify their professional development needs and ways of meeting professional development needs* to *Identifying professional development needs and determine ways to meet the professional development needs* on the theme.

The qualitative data generated the next category *teaching and learning process*. The category *teaching and learning process* yielded the themes *pedagogical content knowledge, learning as cycles of monitoring, assessment and feedback, planning learning, learners' responsibility* and *special needs*. The theme *pedagogical content knowledge* gave rise the sub-themes *subject knowledge, pedagogical knowledge, curricular knowledge* and *knowledge on educational contexts* (S39, S40 and S44). Also, the theme *learning as cycles of monitoring, assessment and feedback* generated the sub-themes *monitoring learning, assessment of learning* and *giving differentiated feedback* (S46, S48 and S49). The theme *planning learning* gave rise the sub-themes

class instruction and *differentiated instruction for all learners* (S36, S37, S38, S41 and S42). In addition to this, the theme *learners' responsibilities* generated the sub-themes *learning strategies, ICT usage, skills on assessment,* and *skills on self-assessment* (S45, S47 and S50). Also, the theme *special needs* involved the sub-theme *planning, designing and implementing teaching and learning activities, learning environment* and *using educational technologies* (S43).

S36, the statement on *identifying students' learning needs* changed to S35, *preparing lesson plans appropriate to learner's learning needs*. Similarly, S43 *adapting teaching according to the learners' with special need using appropriate models* changed to S40, the statement on *adapting teaching according to the learners' with special needs* (see Appendix D and E).

As a result, item numbers of some professional teaching standards were changed as follows: S36 became S35; S39 became S37; S40 became S38; S41 became S36; S42 became S39; S43 became S40; S44 became S41; S45 became S42; S46 became S43; S47 became S44; S48 became S45; S49 became S46 and S50 became S47. However, S37 *identifying learning goals* and S38 *designing learning activities* were not accepted by the working group members (see Appendix D and E).

The qualitative data yielded the category *professional relationships and practice*. The category gave rise the themes *communication* and *collaboration*. The theme *communication* generated the sub-themes *effective teacher-learner-parent-community communication practice, enquiry and diversity, effective respectful relationships* and *effective responsive engagement* (S51 and S52). Also, the theme

collaboration involved sub-themes *having learner-parent-community collaboration practice* and *practice with professionals* (S53, S54 and S55).

The number of items in the draft professional teaching standards' list was 55. After face-to-face interviews with the working group members, the number of items was reduced to 52. The identified four dimensions and identified 52 draft professional teaching standards were used for the scale purposes.

4.4 Key Stakeholders' Agreement Level

Within the fourth research question, it was aimed to explore to the extent to which key stakeholders agree with the identified draft professional teaching standards for the national framework produced for North Cyprus. For this aim, a scale, Professional Teaching Standards Scale, was used. Data were analyzed using the Rasch model with four facets: Facet 1 teachers, Facet 2 school administrators, Facet 3 faculty members and experts, and Facet 4 all groups.

The infit mean square values obtained for the profesional teaching standards are given in Table 4.4.1.

Table 4.4.1

Infit Mean Square Statistics and Infit Statistics for Teachers, School Administrators, FM and Experts, and All Groups

		Facet 1 Teachers		Facet 2 School Administrators		Facet 3 FM and Experts		Facet 4 All Groups	
D	Standards	MNSQ	*T*	MNSQ	*T*	MNSQ	*t*	MNSQ	*t*
Professional Values and Practice	**S1**	**1.44**	**4.8**	1.18	0.8	1.29	1.1	**1.44**	**4.8**
	S2	1.14	1.9	1.15	0.38	1.17	0.9	1.14	1.9
	S3	**2.42**	**17.9**	**2.12**	**5.9**	**2.80**	**8.4**	**2.42**	**17.8**
	S4	0.97	-0.5	0.94	-0.3	1.07	0.4	0.97	-0.5
	S5	1.26	3.5	1.28	1.6	1.17	0.9	1.26	3.5
	S6	1.24	3.5	1.23	1.3	1.21	1.2	1.24	3.5
	S7	0.95	-0.7	0.99	-0.0	0.98	-0.0	0.95	-0.7
	S8	1.07	1.1	0.96	-0.2	1.13	0.8	1.07	1.1
	S9	0.97	-0.5	0.84	0.9	1.20	1.1	0.97	-0.5
	S10	0.91	-1.3	0.62	-2.6	1.10	0.6	0.91	-1.3
	S11	0.98	-0.3	1.20	1.2	1.14	0.8	0.98	-0.3

Table 4.4.1 (continued)

		Facet 1 Teachers		Facet 2 School Administrators		Facet 3 FM and Experts		Facet 4 All Groups	
D	Standards	MNSQ	*T*	MNSQ	*T*	MNSQ	*t*	MNSQ	*t*
P V and P	S12	1.04	0.6	0.83	-1.1	1.23	1.4	1.04	0.6
	S13	1.21	3.3	1.07	0.5	1.59	3.3	1.21	3.3
	S14	1.26	3.7	1.19	1.1	1.47	2.6	1.26	3.7
Professional Development and Practice	S15	1.16	2.3	1.00	0.0	1.25	1.5	1.16	2.3
	S16	0.87	-2.0	0.65	-2.3	0.94	-0.3	0.87	-2.0
	S17	0.82	-3.0	0.58	-3.0	0.85	-0.9	0.82	-3.0
	S18	0.90	-1.5	0.73	-1.7	0.98	-0.1	0.90	-1.5
	S19	1.01	0.1	1.04	0.3	0.99	0.0	1.01	0.1
	S20	0.95	-0.8	0.81	-1.2	0.85	-0.9	0.95	-0.8
	S21	1.11	1.6	0.93	-0.4	0.92	-0.4	1.11	1.6
	S22	0.95	-0.7	0.75	-1.6	0.88	-0.6	0.95	-0.7
	S23	0.89	-1.8	0.89	-0.6	0.97	-0.1	0.89	-1.8

Table 4.4.1 (continued)

		Facet 1 Teachers		Facet 2 School Administrators		Facet 3 FM and Experts		Facet 4 All Groups	
D	Standards	MNSQ	*T*	MNSQ	*T*	MNSQ	*t*	MNSQ	*t*
Professional Development and Practice	S24	1.12	1.8	0.87	-0.8	1.03	0.2	1.12	1.8
	S25	0.99	0.1	1.10	0.6	0.93	-0.4	0.99	-0.1
	S26	1.11	1.7	1.11	0.7	1.04	0.3	1.11	1.7
	S27	1.10	1.6	1.06	0.4	1.06	0.4	1.10	1.6
	S28	0.97	-0.5	1.16	0.9	0.90	-0.5	0.97	-0.5
	S29	1.13	2.0	1.23	1.4	1.00	0.1	1.13	2.0
	S30	0.96	-0.6	0.92	-0.5	0.94	-0.4	0.96	-0.6
	S31	0.97	-0.5	1.01	0.1	0.89	-0.7	0.97	-0.5
	S32	**1.36**	**5.4**	1.41	2.4	1.43	2.7	**1.36**	**5.4**
	S33	0.92	-1.4	0.69	-2.1	1.12	0.8	0.92	-1.4
	S34	0.95	-0.8	1.02	0.2	1.12	0.7	0.95	-0.8

Table 4.4.1 (continued)

		Facet 1 Teachers		Facet 2 School Administrators		Facet 3 FM and Experts		Facet 4 All Groups	
D	Standards	MNSQ	*T*	MNSQ	*T*	MNSQ	*t*	MNSQ	*t*
Teaching and Learning Process	S35	1.19	2.7	1.16	1.0	1.25	1.4	1.19	2.7
	S36	0.89	-1.7	0.88	-0.7	0.96	-0.2	0.89	-1.7
	S37	0.94	-0.9	0.94	-0.3	0.79	-1.3	0.94	-0.9
	S38	0.88	-1.9	0.96	-0.2	0.99	-0.0	0.88	-1.9
	S39	0.89	-1.7	1.03	0.2	1.07	0.4	0.89	-1.7
	S40	**1.57**	**8.2**	1.80	4.4	1.44	2.6	**1.57**	**8.2**
	S41	0.89	-1.7	0.77	-1.5	0.64	-2.3	0.89	-1.7
	S42	1.03	0.5	0.75	-1.6	**1.68**	**3.5**	1.03	0.5
	S43	1.10	1.6	1.49	2.7	0.92	-0.4	1.10	1.6
	S44	0.93	-1.00	0.88	-0.7	1.00	0.0	0.93	-1.0
	S45	0.94	-1.00	0.84	-1.0	1.16	1.0	0.94	-1.0
	S46	0.87	-2.1	**0.47**	**-4.0**	0.93	-0.4	0.87	2.1
	S47	0.94	-0.9	1.00	0.1	1.00	0.1	0.94	-0.9

Table 4.4.1 (continued)

		Facet 1 Teachers		Facet 2 School Administrators		Facet 3 FM and Experts		Facet 4 All Groups	
D	Standards	MNSQ	*T*	MNSQ	*T*	MNSQ	*t*	MNSQ	*t*
Professional Relationships and Practice	S48	1.18	2.5	1.21	1.1	1.06	0.4	1.18	2.5
	S49	**1.40**	**5.8**	1.37	2.1	1.38	2.3	**1.40**	**5.8**
	S50	1.13	2.1	1.37	2.2	0.86	-0.9	1.13	2.1
	S51	1.13	2.0	0.94	-0.3	0.95	-0.3	1.13	2.0
	S52	1.23	3.5	1.05	0.4	1.22	1.4	1.23	3.5
		Separation Reliability: 0.989 Chi-square: 4772.50, df: 51, sig: 0.00		Separation Reliability: 0.927 Chi-square: 659.23, df: 51, sig: 0.00		Separation Reliability: 0.952 Chi-square: 993.69, df: 51, sig: 0.00		Separation Reliability: 0.989 Chi-square: 4772.50, df: 51, sig: 0.00	

As seen in Table 4.4.1, responses by the key stakeholders revealed that infit mean squares of standard items show varieties according to the dimensions. Teachers from professional values and practice dimension found S1 and S3 misfitting the values provided with the model. School administrators, as well as faculty members and experts from professional values and practice dimension found S3 misffiting the values provided with the Rasch model. All groups found S1 and S3 misfitting the values given with the Rasch model from professional values and practice dimension. On the other hand, teachers and all groups found S32 misfitting the values provided with the model on professional development and practice dimension. However, teachers and all groups found S40 misfitting the values provided with the Rasch model from teaching and learning process. School administrators found S40 and S46 misfitting the values given with the model from teaching and learning process whereas faculty members and experts found S42 misfitting the values provided with the model from the above-mentioned dimension. However, teachers and all groups found S49 misfitting the values given with the Rasch model from professional relationships and practice dimension.

The analysis of the Professional Teaching Standards Scale (see Appendix D and Appendix E) has shown that there are forty-five standards that are fitting values given with the Rasch model across the key stakeholders' group. There are ten standards (S2, S4, S5, S6, S7, S8, S9, S10, S11, S12 and 14) fitting the model from the Professional Values and Practice dimension. Some countries such as the United Kingdom (Department for Education, 2012) and Northern Ireland (General Teaching Council for Northern Ireland, 2005) have the similar professional teaching standards in terms of context with S2 and S4; Singapore (SEAMEO Innotech Regional

Education Program, 2010), Australia (Australian Institute for Teaching and School Leadership, 2011) and some states of the USA (North Carolina Professional Teaching Standards Council, 2007; New Jersey Department of Education, 2004) include similar professional teaching standards in terms of context with S6, S8 and S13); Northern Ireland (General Teaching Council for Northern Ireland, 2005) has similar professional teaching standards in terms of context with S5 and S9; New Jersey (New Jersey Department of Education, 2004) and NCATE standards of the USA (National Council for Accreditation of Teacher Education, 2008) cover some similar professional teaching standards in terms of context with S7 and S11; Singapore (SEAMEO Innotech Regional Education Program, 2010) has got a similar professional teaching standard in terms of context with S10; Turkey (General Directorate of Teacher Training and Education, 2008) and the United Kingdom (Department for Education, 2012) cover similar professional teaching standards in terms of context with S14. On the other hand, S12 does not have any similarity with the standard items of other countries.

There are nineteen standards (S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28, S29, S30, S31, S33, S34) fitting the values provided with the Rasch model from the Professional Development and Practice dimension. Some states of the USA (North Carolina and Alaska) (North Carolina Professional Teaching Standards Council, 2007; Alaska Department of Education and Early Development, 1997) have similar professional teaching standards in terms of context with S15 and S17; Northern Ireland (General Teaching Council for Northern Ireland, 2005) has got similar professional teaching standards in terms of context with S16, S29 and S30. Singapore (SEAMEO Innotech Regional Education Program, 2010)

and New Jersey (New Jersey Department of Education, 2004) include similar standard items with S18 and S22. Australia (Australian Institute for Teaching and School Leadership, 2011) covers similar standard items in terms of context with S19 and S20. Singapore (SEAMEO Innotech Regional Education Program, 2010) and the United Kingdom (Department for Education, 2012) cover similar professional teaching standards in terms of context with S21 and S23. Australia (Australian Institute for Teaching and School Leadership, 2011) and Northern Ireland (General Teaching Council for Northern Ireland, 2005) include professional teaching standards in terms of context with S26 and S27. The Netherlands (Good quality teachers for good quality education, n.d.), Turkey (General Directorate of Teacher Training and Education, 2008), some states of the USA (New Jersey Department of Education, 2004; Alaska Department of Education and Early Development, 1997) and Australia (Australian Institute for Teaching and School Leadership, 2011) have got similar professional teaching standards in terms of context with S33 and S34. North Carolina (North Carolina Professional Teaching Standards Council, 2007) has got similar professional teaching standard in terms of context with S24. The United Kingdom (Department for Education, 2012) cover similar professional teaching standard in terms of context with S25 and S28 and Maryland (Maryland Development of K-12, 2001) has got similar standard item in terms of context with S31.

There are ten standards (S35, S36, S37, S38, S39, S41, S43, S44, S45, S47) fitting the values provided with the Rasch model from the Teaching and Learning Process dimension. Turkey (General Directorate of Teacher Training and Education, 2008), the United Kingdom (Department for Education, 2012), Northern Ireland (General

Teaching Council for Northern Ireland, 2005) and New Jersey (New Jersey Department of Education, 2004) contain similar professional teaching standards in terms of context with S35 and S36. Australia (Australian Institute for Teaching and School Leadership, 2011) and Northern Ireland (General Teaching Council for Northern Ireland, 2005) have similar professional teaching standards with S37, S39 and S44. Australia (Australian Institute for Teaching and School Leadership, 2011) and Turkey (General Directorate of Teacher Training and Education, 2008) include professional teaching standards with S38 and S45. The United Kingdom (Department for Education, 2012) has got similar standards with S41 and S43. North Carolina (North Carolina Professional Teaching Standards Council, 2007) has got similar professional teaching standard in terms of context with S47.

There are four standards (S48, S50, S51, S52) fitting the values given with the Rasch model from the professional relationships and practice dimension. Alaska (Alaska Department of Education and Early Development, 1997) and Australia (Australian Institute for Teaching and School Leadership, 2011) include professional teaching standards in terms of context with S48 and S50. In addition to this, Singapore (SEAMEO Innotech Regional Education Program, 2010) and the USA (the NCATE) (National Council for Accreditation of Teacher Education, 2008) have got similar professional teaching standards with S51 and S52. The proposed national framework for professional teaching standards in North Cyprus can be seen in Appendix P.

However, seven standards are not fitting the values provided with the Rasch model across the key stakeholders' group. These standards are S1 and S3 from 'professional values and practice" dimension; S32 from "professional development and practice"

dimension; S40, S42 and S46 from "teaching and learning process" and S49 from "professional relationships and practice" dimension. North Carolina (North Carolina Professional Teaching Standards Council, 2007) and the Netherlands (Good quality teachers for good quality education, n.d.) have similar professional teaching standards with S1; Northern Ireland (General Teaching Council for Northern Ireland, 2005) includes similar professional teaching standards with S40, S42 and S46. The Netherlands (Good quality teachers for good quality education, n.d.), Turkey (General Directorate of Teacher Training and Education, 2008), Alaska (Alaska Department of Education and Early Development, 1997), Northern Ireland (General Teaching Council for Northern Ireland, 2005), the United Kingdom (Department for Education, 2012) and NCATE standards of the USA (National Council for Accreditation of Teacher Education, 2008) include similar professional teaching standards with S49.

Professional teaching standards identified as not fitting the values provided with the Rasch model were used to determine the level of agreement of the key stakeholders and to inform further refinement of the professional teaching standards. These professional teaching standards are itemized below in Table 4.4.2.

Table 4.4.2

The List of PTS That Is Not Fitting the Values Provided with the Rasch Model across Key Stakeholders' Group

Professional Teaching Standards not fitting the values provided with the Rasch Model	**Teachers**	**School Administrators**	**FM and Experts**	**All-Groups**
1. Treat learners equally and act constructively towards them	√			√
3. Build on a belief that all learners can learn and be successful	√	√	√	√
32. Have knowledge on the characteristics of the learners with special needs and ways of dealing with them	√			√
40. Adapt learning according to the learners' with special needs	√	√		√
42. Make learners learn learning strategies whenever necessary			√	
46. Use the assessment results to improve teaching		√		
49. Recognize the location of the school and community living around the school	√			√

Although the strength of support for professional teaching standards varied, from a statistical perspective, most professional teaching standards are seen to fit the values provided with the Rasch model. A small number of PTS are seen misfit the values given with the model across key stakeholders and these are indicated in Table 4.4.2 in "√" denoting Misfit. S1 has not seen as compatible by the teachers and all groups. S3 has been found not fitting the values provided with the Rasch model by teachers, schools administrators, faculty members and experts, and all groups. Similarly, S32

has not seen as compatible by teachers and all groups. S40 has been found not fitting the values given with the model by teachers, school administrators and all groups. S42 has been not seen as compatible by faculty members and experts. On the other hand, S46 has been found not fitting the values provided with the Rasch model by the school administrators. Hoewever, S49 has been found not fitting the values given with the model by the teachers and all groups.

Most of the infit mean square values of the standard items are around 1.00 (between 0.7 and 1.4) and infit *t* statistics are close to zero. They show that most of the standard items are not exhibited misfit. However, there are seven standard items that exhibited misfit. For teachers, there are five professional teaching standards that exhibited misfit. These professional teaching standards are entitled fields of teaching, which are based upon appropriate pedagogical strategies. The responses to these professional teaching standards suggest that there may be issues related to their practical implementation and/or interpretation in practice. For school administrators, most standards are seen to fit the values provided with the model. There are only three standards that exhibited not fitting the values given with the Rasch model in the teaching and learning process dimension. For faculty members and experts, there are two professional teaching standards that exhibited misfit. These standards are related with understanding and believing student learning. For all groups, the results are similar to the results from the teachers. There are five standards that exhibited not fitting the values provided with the model, which suggest that these standards give rise to various areas of teaching. Infit mean square values of some of these standards are over 1.4 and infit *t* statistics of these standards are very high.

To disscuss, some professional teaching standards have been found misfitting the values of the Rasch model by the key stakeholders though they are included some of other countries national frameworks. The findings in general show that teachers do not value varieties in their classes. Teachers have some prototype of students in their minds and they want to see these prototypes in their classes, but they are not open to variety of students. However, as a country where lots of people are emigrating from other countries, teachers should be open to accept the variety of student profiles in their classes and there should be a course to be included to the program of the initial teacher education called pedagogical values and practice and to the teachers teaching in the system under a series of in-service teacher training program, which include education of tolerance and acceptance of the varieties in the classroom. Learners with special needs, for instance, are kept apart from the learners who have regular needs. Parents of the learners who do not have special needs do not desire to see any learner with special needs in the children's classroom, as they believe the success of their children will be effected negatively. Most of the parents complain about the issue of the presence of any learner with special needs in their classroom to the MNE. Revising the programs of institutions offering initial teacher training in a way that every teacher in the education system can adapt their teaching according to the learners' with special needs and including a course called training students with special needs can enable teacher candidates learn learning strategies whenever necessary and be trained for planning and designing lessons, monitoring and assessing the special needy students. Initial teacher training programs at present do not necessarily raise teachers with these qualifications. This brings keeping apart the learners with special needs from the teaching and learning process. Therefore,

teachers need to be encouraged to ask for, apply and join in-service training programs.

Central examinations held by the Ministry of National Education in a small population community do not seem to get approved by school administrators. When the results of the central examinations have announced, then the administrators, teachers and parents of the successful school feel relaxed. However, the results from the schools whose scores are under standardized scores, especially the parents of the school force administrators to keep up a standardized score. Then, the administrators of the school force the teachers to keep up a standardized score for next year. The administrators do not want to be between the parents/community and the teachers; they do not want to administer a lower scored school. Using assessment results to improve teaching is a vital part of assessment procedures as assessment results enable teachers, programs and teaching to be improved. Then, having not to apply centralized exams in such a small country as it may led students be exam-oriented and under competition continuously can be solution, but still assessment results should be used for improving teaching.

The work of the school administrators is to develop the school culture and community culture. This is accepted as a role to the school administrators, not to the teachers. Therefore, teachers have little involvement in this process of recognizing the location of the school and community around the school; school administrators are frequently involved in this process rather than the teachers in North Cyprus. When teachers involve themselves in the process to recognize the location of the school and community living around the school, then they will know the parents very

well, know out-of-school life of the students and involve parents to the teaching-learning process more easily. In this regard, teachers can be able to plan and design the subject matter taking into account of the needs and interests of the students.

4.4.1 Summary

To sum up, the final research question has aimed to explore to the extent to which key stakeholders agree with the draft professional teaching standards. Rasch model with four facets has been used for analyzing the data. The facets of the Rasch model are teachers (facet 1), school administrators (facet 2), faculty members and experts (facet 3), and all groups (facet 4). There are forty-five professional teaching standards proposed which are fitting the values provided with the Rasch model, but there are seven professional teaching standards not fitting with the values given with the Rasch model.

Analysis of the data has shown that there are forty-five standards fitting the values given in the Rasch model. There are 12 professional teaching standards from "professional values and practice" and 18 professional teaching standards from "professional development and practice" dimension fitting the values provided with the model. In addition to this, there are 10 professional teaching standards from "teaching and learning process" dimension and 4 professional teaching standards from "professional relationships and practice" dimension fitting the values provided with the Rasch model.

The findings of the study have also revealed that there are seven professional teaching standards that are not fitting the values provided with the Rasch model. There are two professional teaching standards (S1 and S3) from "professional values

and practice" dimension not fitting the values given with the Rasch model. S1 has been found fitting the values provided with the Rasch model by school administrators and by faculty members and experts, but not seen as compatible with the teachers and all groups. S3 has been found not fitting the values provided with the Rasch model by teachers, schools administrators, faculty members and experts and all groups.

Similarly, there is a professional teaching standard (S32) from "professional development and practice" dimension not fitting the values provided with the model. This standard has been found not fitting the values given in the Rasch model by teachers and all groups.

Additionally, there are three professional teaching standards (S40, S42 and S46) from "teaching and learning process" not fitting the values provided with the Rasch model. S40 has been found not fitting the values given with the Rasch model by teachers, school administrators and all groups. Similarly, S42 has been found not fitting the values provided with the Rasch model by faculty members and experts. Also, S46 has been found not fitting the values given with the Rasch model by the school administrators

Finally, there is a professional teaching standard (S49) from "professional relationships and practice" dimension not fitting the values provided with the Rasch model. S49 has been found to be not fitting the values given with the Rasch model by the teachers and all groups.

Chapter 5

CONCLUSION

In this chapter, the findings of the study in relation to the research questions are summarized and conclusions by relating the results are drawn. Recommendations are provided for improving implications of teaching standards and for future research to promote the national framework produced.

5.1 Summary

According to the By-Law of Teachers in North Cyprus, teachers are not selected according to any specific standards. Owning a diploma from a relevant faculty and having the pedagogical certificate and/or completing a 3-month accelerated course seem to be enough for being appointed as a teacher in public schools in North Cyprus. All items in the Teachers' Act are based on general principles. On the other hand, there is a need to have qualified teachers, in other words teachers with certain standards for having qualified education at schools. Therefore, the purpose of this study is to develop the professional teaching standards as a national framework for North Cyprus.

The questions guiding this study are as follows:

1. What kind of development process should be implemented for identifying the professional teaching standards in North Cyprus?
2. What dimensions are necessary for professional teaching standards in North Cyprus?

3. What draft professional teaching standards should the dimensions consist of?
4. To what extent do the key stakeholders agree with the draft professional teaching standards?

Sequential exploratory design used in the study. Through this design, qualitative and quantitative data were collected to more fully identify the professional teaching standards as a national framework for North Cyprus.

In the current study, the researcher first collected the qualitative data using face-to-face interview techniques for three phases. The goal of the first phase of the study was to find out the developmental process, the general plan of the study. The goal of the second phase was to identify the dimensions necessary for the national framework for professional teaching standards in North Cyprus. The goal of the third phase of this study was to identify the draft professional teaching standards necessary for the national framework developed for North Cyprus. The researcher then collected the quantitative data using the Professional Teaching Standards Scale (PTSS) to explore to what extent the key stakeholders agreed with the draft professional teaching standards.

The population of the study included the teachers teaching for the state schools, vice/school administrators serving for the state schools, full time faculty members of education faculties in North Cyprus, executive board members of teachers' trade unions, chief inspectors, inspectors, educational experts, vice/general principals from various departments of the Ministry of National Education.

In this study, two kinds of methods of sampling were used: one is purposive sampling and the other was stratified random sampling. The purposive sampling was used for identifying the developmental process, identifying the dimensions and developing the draft professional teaching standards. Educational experts (7 EE) were interviewed for identifying the development process of the study. Working group members (17 WGM) were interviewed for identifying the dimensions of the national framework and for identifying the draft professional teaching standards. In addition to this, the stratified random sampling was used for identifying the agreement level on the draft professional teaching standards. 735 key stakeholders were the samples of this study.

Various types of instruments were applied in the current study to collect data. Three semi-structured interview forms and a scale were used. They were called the Interview Form for the Developmental Process (IFDP), Interview Form for Key Stakeholders 1 (IFKS 1) and Interview Form for Key Stakeholders 2 (IFKS 2) and the Professional Teaching Standards (PTSS).

Data were collected using the instruments prepared specifically for the current study. Data collected qualitatively were analyzed respectively. Regarding this, recorded interviews were transcribed; key components and themes were identified basing upon the interview questions of each phase. Codes were emerged due to the responses taken from the educational experts and then from the working group members. Codes were identified manual. Each participant of the study was assigned an ID as, for instance, for the second interviewed educational expert, EE2, for the

third interviewed working group member, WGM3 and for the twelfth interviewed working group member, WGM12.

Data obtained using the Professional Teaching Standards Scale of the study were analyzed using Rasch model (Linacre and Wright, 1995, p. 1). Four facets were used for analyzing the data. Professional teaching standards that were not fitting the values of the model across key stakeholders were identified. Infit mean square statistics and infit *t* statistics for each facet of each professional teaching standard were identified. The quantitative data, obtained through the perceptions of the samples as a result of the scale were helpful for identifying professional teaching standards and separating proficient standards from non-proficient standards.

5.2 Results

As a result, findings based upon the results are as follows:

- The qualitative data yielded the category *developmental process*. This category involved the categories *existing situation, procedures, working group, format of the study* and *study techniques*.
- The category *dimensions of the professional teaching standards* yielded themes *professional values and practice, professional development and practice, teaching and learning process*, and *professional relationships and practice*.
- The category *professional values and practice* generated the themes *valuing learners, being a role model and entrepreneurship*. The category *professional development and practice* included the themes *focus on learning strategies, knowledgeable expert, research skills, curricular knowledge* and *active leadership.* The category *teaching and learning process* gave rise the themes

pedagogical content knowledge, learning as cycles of monitoring, assessment and feedback; planning learning; learners' responsibilities and *special needs*. The category *professional relationships and practice* included the themes c*ommunication* and *collaboration.*

- 55 draft professional standards were identified under the category *dimensions* for the national framework produced especially for North Cyprus. The qualitative data generated the category *professional values and practice*. This category covered the draft professional teaching standards on *respecting to cultural and individual differences, treating learners' equal, being constructive and positive, having belief on cooperation and continuous development, having belief on learners' interaction and learning from each other* and *learners' critical skills* under the theme *valuing learners*; *being a public model* and *fostering intellectual development* under the theme *being a role model*; and *developing school* and *valuing national-universal values* under the theme *entrepreneurship*.

The next category *professional development and practice* covered the draft professional teaching standards on *having effective learning strategies for students, having expectations* and *taking responsibility* under the theme *focus on learning strategies*; *instructional organizational conditions, general and legal duties and responsibilities of teachers* and *legal knowledge* under the theme *knowledgeable expert*; *integrating theory and practice, adapting the emphasis, engaging the debates* under the theme *research skills*; *leading learning, organizing learning opportunities, engaging, developing self-*

regulatory learning skills and organizing opportunities to process new learning with others under the theme *active leadership*.

The next category teaching and learning process yielded draft professional teaching standards on *subject knowledge, pedagogical knowledge, curricular knowledge and knowledge of educational contexts* under the theme *pedagogical content knowledge*; *monitoring learning, assessment of learning and giving differentiated feedback* under the theme *learning as cycles of monitoring, assessment and feedback*; *class instruction and differentiated instruction for all learners* under the theme *planning learning*; *learning strategies, ICT usage, skills on assessment* and *skills on self-assessment* under the theme *learners' responsibilities*; *planning, designing and implementing teaching and learning activities, learning environment and using educational technologies* under the theme *special needs*.

The final category *professional relationships and practice* included the draft professional teaching standards on *effective teacher-learner-parent-community communication practice, equity and diversity, effective respectful relationships* and *effective responsive engagement* under the theme *communication*; and *learner-parent-community collaboration practice* and *practice with professionals* under the theme *collaboration*.

As a result of the face-to-face interviews with the working group members, 4 dimensions and 52 draft professional teaching standards were identified.

- The data gathered from the key stakeholders via Professional Teaching Standards Scale showed that the key stakeholders found 45 professional teaching standards fitting the values provided with the Rasch model and found 7 professional teaching standards misfitting the values given with the Rasch model. From *professional values and practice* dimension, S1 and S3 did not fit the values provided with the Rasch model. From *professional development and practice* dimension, S32 did not fit the values given for the model. From *teaching and learning process* dimension, S40, S42 and S46 did not fit the values given to the Rasch model across key stakeholders. From *professional relationships and practice* dimension, S49 did not fit the values provided with the Rasch model across key stakeholders' group.

For developing a national framework for North Cyprus, identified four dimensions, called *professional values and practice, professional development and practice, teaching and learning process* and *professional relationships and practice* are indispensable components of the national framework. Identified professional teaching standards from *professional values and practice* dimension are S2, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13 and S14. Identified professional teaching standards from *professional development and practice* dimension are S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28, S29, S30, S31, S33 and S34. Identified professional teaching standards from *teaching and learning process* are S35, S36, S37, S38, S39, S41, S43, S44, S45 and S47. Identified professional teaching standards from *professional relationships and practice* are S47, S48, S50, S51 and S52.

As a result of all these findings, the national framework for professional teaching standards developed for North Cyprus might include the dimensions called *professional values and practice, professional development and practice, teaching and learning process* and *professional relationships and practice*, and the professional teaching standards identified under these dimensions.

5.3 Recommendations

Recommendations about professional teaching standards for the national framework developed for North Cyprus in terms of development and application of the professional teaching standards are as follows:

The national framework for professional teaching standards developed for the education system of North Cyprus has been the first study in the field using mixed methods with wide participation by the key stakeholders. Therefore, those professional teaching standards for North Cyprus could be used for various purposes: for supervising the teachers by the Ministry of Education; for hiring the teachers by the Public Service Commission; for promoting professional development of the teachers in the teaching-learning process through in-service trainings by the Ministry of Education; for evaluating and redesigning the initial teacher training programs by the higher education institutions. In this regard, legal arrangements for making the key stakeholders use the professional teaching standards should be made. Initial teacher training programs of higher education providers could be examined closely to decide whether their programs comply with the identified professional teaching standards. Then, initial teacher training programs of the higher education providers could be revised basing upon the identified professional teaching standards. Similarly, teachers from educational levels of the education system could be

determined and researched whether they carry the identified professional teaching standards. There could be cooperation with the local and/or inter/national universities/high education providers in order to plan, design and manage the in-service trainings and/or joint projects. In addition to this, while hiring the teachers, the Public Service Commission could use identified professional teaching standards as criterion.

Similarly, professional teaching standards should be revised in regular periods. A working group including the representatives of all stakeholders could be established for this issue within the Ministry of Education to revise the professional teaching standards at regular times and supervise the process of revision following a scientific process.

This study has evoked a range of further issues for further studies that need to reconsider for promoting the Proposed National Framework for Professional Teaching Standards in North Cyprus.

The recommendations for future research are as follows:

The national framework developed for professional teaching standards in North Cyprus does not contain performance statements. They do not describe acceptable levels of performance of the knowledge, skills, attitudes and values outlined in the standards. Therefore, performance statements of the professional teaching standards should be identified.

Similarly, the professional teaching standards proposed for the national framework in North Cyprus are general standards for teachers at all levels of education system. Identifying the field specific professional teaching standards basing upon these standards has been left to a further study.

In addition to this, 7 professional teaching standards did not get acceptance by the key stakeholders. However, some of the countries have included these professional teaching standards into their national frameworks. Therefore, the professional teaching standards, which did not fit with the values provided with the Rasch model should be worked on and should be decided whether to include them into the national framework produced for North Cyprus.

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APPENDICES

Appendix A: Interview Form For Developmental Process (IFDP)

Eğitim Uzmanları Görüşme Formu

Giriş
Merhaba, ben MEB'na bağlı bir lisede öğretmen olarak görev yapmaktayım. Bunun yanı sıra, Doğu Akdeniz Üniversitesi Eğitim Bilimleri Bölümünde Doktora programında öğrenim görüyorum.

Şu anda, doktora tezim üzerinde çalışıyorum. Tezime dönük araştırmanın gereği olarak, KKTC öğretmenlik meslek standardlarını geliştirmeyi amaçlamaktayım. Yaptığım araştırmada, KKTC eğitim sisteminde öğretmenler için kullanılan belirgin standardlara rastlamadım. O nedenle böyle bir araştırma yapmanın yararlı olacağını düşündüm. Sizinle de bu amaçla görüşme yapmak istiyorum.

Eğitim uzmanı olarak sizinle yapacağım bu görüşme ile öğretmenlik meslek standardlarının belirleme sürecinin nasıl olması gerektiğine karar vereceğiz. Verilecek tüm bilgilerin, gizlilik esasına göre korunacağını, kişisel bilgilerin gizli tutulacağını bildirmek isterim. Çalışmaya katılım süresinin 1 saat kadar sürmesi tahmin edilmektedir. Zamanı daha iyi kullanabilmek ve sorulara verilecek cevapların kaydının ayrıntılı tutulabilmesi açısından, görüşmeyi kaydetme niyetindeyim.

Görüşme Soruları

1. Kuzey Kıbrıs Türk Cumhuriyeti okul öncesi eğitim, ilköğretim ve ortaöğretim kurumlarında görev yapan öğretmenlerle ilgili çeşitli süreçlerde temel alınan öğretmenlik meslek standardları var mı? Milli Eğitim Kültür ve Gençlik Bakanlığınca bununla ilgili ne gibi çalışmalar yapılmıştır?

2. Öğretmenlik meslek standartlarının belirlenmesi konusunda ne düşünüyorsunuz? Önemli ve gerekli görüyor musunuz? Neden?

3. Öğretmenlik meslek standartları hangi amaçlarla / ne tür işlemlerde kullanılabilir?

4. Size göre, öğretmenlik meslek standartları belirlemenin ve uygulamanın ne gibi yararları ve sınırlılıkları olabilir?

5. Öğretmenlik meslek standardlarını belirlemek için nasıl bir sürecin izlenmesi, başka bir deyişle ne tür işlemlerin yapılması / ne tür kararların alınması gereklidir?

   [Belirli bir çalışma grubunun oluşturulması…]

6. Öğretmenlik meslek standardlarının belirlenmesi için oluşturulacak çalışma grubunda kimlerin görev alması uygun olur?

   [Öğretmenler….]

7. Öğretmenlik meslek standardlarının belirlenmesinde nasıl bir formatın kullanılması uygun olur?

   [Yalnız standartlar; standardlar ve göstergeleri; boyutlar, standardlar ve göstergeleri].

8. Öğretmenlik meslek standardlarının belirlenmesinde hangi tekniklerin kullanılması uygundur?

   Taslak standardların oluşturulması için;

   Standandardların boyutlarının belirlenmesi için;

   Performans göstergelerinin belirlenmesi için;

   Genele uygulanması için

Appendix B: Interview Form For Key Stakeholders I

Değerli çalışma grubu üyesi,
Sayın hocam,

Merhaba, ben Milli Eğitim Gençlik ve Spor Bakanlığı'na bağlı bir lisede öğretmen olarak görev yapmaktayım. Bunun yanı sıra, Doğu Akdeniz Üniversitesi Eğitim Bilimleri Bölümünde Doktora programında öğrenim görüyorum.

Şu anda, doktora tezi araştırmam üzerinde çalışıyorum. Bu araştırmanın gereği olarak, KKTC öğretmenlik meslek standardlarını (genel öğretmenlik yeterliklerini) geliştirmeyi amaçlamaktayım. Yaptığım taramada, KKTC eğitim sisteminde öğretmenler için kullanılan belirgin genel öğretmenlik standardlarına rastlamadim. O nedenle, böyle bir araştırma yapmanın yararlı olacağını düşündüm. Daha önce uzmanlarla yaptığım görüşmeler sonucunda öncelikle taslak **öğretmenlik meslek standardları boyutlarının** belirlenmesi gerektiği belirlenmiştir. Çalışma grubu üyesi olarak sizinle bu amaçla görüşme yapmak istiyorum.

Sizinle yapacağım bu görüşme ile taslak öğretmenlik meslek standardları boyutlarının neler olması gerektiği ile ilgili görüşlerinizi alacağım.

Verilecek tüm bilgilerin, gizlilik esasına göre korunacağını, kişisel bilgilerin gizli tutulacağını bildirmek isterim. Çalışmaya katılım süresinin 45 dakika kadar sürmesi tahmin edilmektedir. Zamanı daha iyi kullanabilmek ve sorulara verilecek cevapların kaydının ayrıntılı tutulabilmesi açısından, görüşmeyi kaydetme niyetindeyim.

Teşekkür ederim,
Hale Alibaba Erden
DAÜ Eğitim Bilimleri Doktora Öğrencisi
Iletişim: 0533 863 93 05
E-mail: hale_cy@yahoo.com

Yönerge: Aşağıda çeşitli ülkere ait öğretmenlik mesleki standardlarının olası boyutları verilmiştir. Size göre hangi boyutları KKTC eğitim sisteminde öğretmenlerde bulunması en uygundur? Uygun gördüklerinizi X işareti koyarak belirtiniz.

Boyutlar	**Uygunsa bu sutüna X koyunuz**	**Açıklamalar**
Mesleki Değerler ve Uygulama *(Öğretmenler, eğitim öğretim, planlama ve değerlendirme süreçlerini en iyi şekilde bilirler).*		
Mesleki Gelişim *(Öğretmenler, mesleki çevreye karşı sorumluluk duyarlar ve bu çevreye aktif bir şekilde katılırlar, eğitim-öğreyim sürecini geliştirmek için meslektaşlarıyla ilişki içindedir ve mesleki açıdan gelişmek için her fırsatı değerlendirirler).*		
Alan Bilgisi *(Öğretmenler, alanlarıyla ilgili temel kavramları, yapıları bilirler, eğitim-öğretim süreçlerini tüm öğrencilerine anlamlı ve ulaşılabilir olacak şekilde desenler).*		
Araştırma *(Öğretmenler, karar verme sürecinde gerekli araştırmayı planlayabilecek bilgi ve beceriye sahiptir).*		
Okul-Aile-Toplum İlişkileri *(Öğretmen, çalıştığı okulun bağlı olduğu çevreyi, sosyo kültürel ve ekonomik özellikleri açısından iyice araştırır ve tanır. Aileleri ve okulun bulunduğu çevreyi, eğitim sürecine ve okulun gelişimi ile ilgili çalışmalara katılmaları yönünde olumlu yönlendirir).*		
Öğrenmeyi Değerlendirme ve İzleme *(Öğretmen, öğrencilerin gelişimlerini ile öğrenmelerini sınar ve değerlendirir. Öğrencilerin kendilerini ve diğer öğrencileri değerlendirme imkanı sağlar. Ölçme sonuçlarını eğitim-öğretimi geliştirmek maksatlı kullanır. Ayrıca, öğretmen, ölçme sonuçlarını öğrencinin kendisi, velisi, bağlı olduğu yöneticileri ve meslektaşlarıyla paylaşır).*		
Öğrenciyi Tanıma *(Öğretmen, öğrencisinin tüm öğrenmesine olanak sağlayan özelliklerini, ilgi, istek ve ihtiyaçlarını bilir, olumlu destekler, geldiği ailenin ve çevrenin sosyal, kültürel ve ekonomik özelliklerini tanır. Ayrıca, eğitim-öğretimi tüm bunları gözönünde tutarak düzenleme yoluna gider).*		

Takım Çalışması ve İşbirliği *(Öğretmen, takımın üyesi olarak çalışır ve meslektaşlarıyla çalışma fırsatlarını en iyi şekilde değerlendirirler ve etkili uygulamaları meslektaşlarıyla paylaşır. Ayrıca, öğretmenler, birlikte çalıştıkları meslektaşlarının öğrenmesini desteklerler ve kendilerinden beklenen rolleri en iyi şekilde karşıladıklarından emin olurlar).*		
Öğretme ve Öğrenme Süreci *(Öğretmen, öğretme ve öğrenme süreçlerini planlar, uygular, yönetir, izler, değerlendirir ve geri dönüt verir. Öğrencinin öğrenme sürecine en etkin şekilde katılmasını sağlar.)*		
Bilgi Teknolojilerini Kullanma *(Öğretmenler, derslerini ve geniş mesleki aktivitelerini destekleyecek Bilgi Teknolojilerini kullanma becerisine sahiptir).*		
İletişim *(Öğretmenler, etkili sözlü, sözlü olmayan ve yazılı iletişim tekniklerini kullanırlar).*		
Özel Gereksinmeler *(Öğretmenler, tüm öğrencilerinin özel öğrenme gereksinimlerini belirleyecek ve karşılayacak bilgi, beceri ve tutumlara sahiptir).*		
Eğitim Programı *(Öğretmenler, alanlarına özgü eğitim programını bilirler ve öğrencilerinin yaş ve yeteneklerine uygun pedagojiyi bilirler).*		

Appendix C: Interview Form For Key Stakeholders 2

ÇALIŞMA GRUBU ÜYELERİ GÖRÜŞME FORMU

Değerli Eğitimci,

Merhaba, ben MEB'e bağlı bir okulda öğretmen olarak çalışıyorum. Bunun yanı sıra, Doğu Akdeniz Üniversitesi Eğitim Bilimleri Bölümünde doktora programında öğrenim görüyorum. Şu anda da doktora tezim için araştırma yapıyorum.

Araştırmamda, "KKTC öğretmenlik meslek standardları"nı geliştirmeyi amaçlıyorum. Şu ana dek, alanyazını tarayarak taslak standardları oluşturdum. Sizinle, oluşturulan taslak standardların, KKTC Eğitim Sistemine uygun olup olmadığı konusunda görüşme yapmak istiyorum.

Verilecek tüm bilgilerin, gizlilik esasına göre korunacağını, kişisel bilgilerin gizli tutulacağını bildirmek isterim. Çalışmaya katılım süresinin 1 saat kadar sürmesi tahmin edilmektedir. Zamanı daha iyi kullanabilmek ve sorulara verilecek cevapların kaydının ayrıntılı tutulabilmesi açısından, görüşmeyi kaydetme niyetindeyim.

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AÇIKLAMA:

Öğretmenlik meslek standartları dört ana boyut altına toplanmıştır. Bunlar (1) Mesleki Değerler ve Uygulama; (2) Mesleki Gelişim; (3) Öğretme ve Öğrenme Süreci; (4) Mesleki İlişkiler olarak adlandırılmıştır. Her bir boyutun altında da o boyuta ilişkin kapsam ve o boyutla ilgili standartlara yer verilmiştir. Lütfen her bir standartı dikkatle okuyunuz ve KKTC Eğitim Sistemi açısından uygun olup olmadığını gerekçesini düşünerek belirtiniz.

Boyut 1
Mesleki Değerler ve Uygulama
Öğretmen, öğrencileri birey olarak görür ve onlara birey olarak değer verir. Öğrencilerde geliştirmek istediği kişilik özelliklerini kendi davranışlarında göstererek onlara model olur. Öteki öğretmen, yönetici ve uzmanların başarılı deneyimlerinden yararlanmanın önemini bilir. Öğrenci-öğretmen-aile-toplum etkileşimine değer verir. He öğrencinin sosyal ve kültürel farklılıklarını, ilgilerini dikkate alır ve en etkin biçimde öğrenmeleri ve kendilerini geliştirmeleri için çaba gösterir.

Taslak Öğretmenlik Mesleki Standartları	Uygun	Uygun Değil	Açıklama
1. Öğrencilere eşit, saygılı ve yapıcı davranma			
2. Olumlu tutum ve davranışları ile öğrencilere model olma			
3. Bütün öğrencilerin öğrenebileceğine ve başarılı olabileceğine inanma			
4. Öğrencilerin öğrenmeye dönük olumlu tutumlar geliştirmelerine önem verme			
5. Öğrencilerin bireysel ve kültürel farklılıklarına saygı gösterme			
6. Öğrencilerle ilgili alınacak kararlarda anne-babalar, öteki öğretmenler, okul yöneticileri ve öteki ilgililerle işbirliğine inanma			
7. Etkili öğretmenlik için mesleki yönden sürekli gelişmenin gerekliliğine inanma			
8. Öğrencilerin birbirlerinden öğrenmeleri amacıyla birbirleriyle etkileşimde bulunmalarına önem verme			
9. Öğrencilerin gelişiminde anne-babaların ve öteki öğretmenlerin payı olduğunun farkında olma			
10. Öğrencilerin bağımsız öğrenme, eleştirel düşünme ve sorun çözme becerilerini geliştirmelerine çaba gösterme			
11. Öğrenme ve öğretme ile ilgili sorunların çözümünde öteki öğretmenlerle deneyim paylaşımına ve işbirliğine önem verme			
12. Entellektüel gelişimini sağlamaya dönük etkinliklerde bulunma			
13. Okulun geliştirilmesine dönük etkinliklerde görev alma			
14. Ulusal ve evrensel değerlere önem verme			

Boyut 2
Mesleki Gelişim
Öğretmenin mesleğinde daha başarılı olabilmesi için öğrencinin gelişim özelliklerinin daha iyi bilinmesi, öğrenmeyi engelleyen etkenlerin saptanması ve bunlara çözümler üretilmesi, öğrenme ortamlarının etkili olarak düzenlenmesi, öğretme yöntem ve tekniklerinin bilinmesi ve derslerde etkili bir şekilde kullanılması, alan bilgisi, öğretim teknolojilerinin etkili kullanımı, ölçme değerlendirme bilgisi, bir örgüt olarak okulu tanıma, genel eğitim sistemine ilişkin bilgi sahibi olma, eğitime ilişkin yasal mevzutı bilme, program bilgisi, araştırmanın eğitime etkisi, özel eğitim gibi alanlarda mesleki gelişimini sağlama ve yeniliklerin izlenmesidir.

Taslak Öğretmenlik Mesleki Standartları	Uygun	Uygun Değil	Açıklama
15. Öğrencilerin gelişim özelliklerini bilme			
16. Öğrenmeyi olanaklı kılan ve engelleyen etkenleri bilme			
17. Etkili öğrenme ortamı oluşturma ilkelerini bilme			
18. Öğretme yöntem ve teknikleri ile bunların nasıl uygulandığını bilme			
19. Bilgi ve iletişim teknolojilerini öğretimde ve öteki mesleki etkinliklerde kullanma bilgi ve becerisine sahip olma			
20. Öğrencilerin öğrenmelerini sınama ve değerlendirme yöntemlerini bilme			
21. Öğretim alanı ile ilgili yeterli bilgiye sahip olma			
22. Öğretimini yapacağı alanın öğretimi ile ilgili yeterli bilgi ve beceriye sahip olma			
23. Alan öğretimi ile ilgili yenilikleri yaratıcı ve eleştirel bir anlayışla izleme			
24. Görev yapacağı okul örgütünde kendi ve öteki çalışanların görev ve sorumluluklarını bilme			
25. Eğitim sistemi, eğitim politikası ve eğitim uygulamaları ile ilgili bilgi ve eleştirel anlayışa sahip olma			
26. Meslek alanı ile ilgili yasal bilgilere sahip olma			
27. Eğitim ve öğretim programlarını geliştirme sürecini bilme			
28. Görev yapacağı okulun eğitim programını tanıma			
29. Eğitimin niteliği ve amacı ile ilgili kuram ve tartışmaları bilme			
30. Eğitim konuları ve uygulamaları ile ilgili mantıklı ve tutarlı görüşler geliştirme			
31. Araştırma sürecini ve eğitime katkısını bilme			
32. Özel eğitime gereksinmesi olan bireylerin özelliklerini ve onlarla ilgilenme yollarını bilme			
33. Mesleki gelişim gereksinmelerini belirlemek ve karşılamak için girişimlerde bulunma			
34. Mesleki gelişimini sağlamak için çeşitli teknik ve olanaklardan yararlanma			
35. Öğrencilerin öğrenmelerine ilişkin değerlendirme sonuçlarından yararlanarak öğretimi geliştirme			

Boyut 3
Öğretme ve Öğrenme Süreci
Öğretmen, öğretim sürecini planlar, uygular, yönetir ve değerlendirir. Etkili bir öğrenmenin olabilmesi için öğrencilerinin özelliklerini göz önünde bulundurur ve gerekli hazırlıkları yapar, uygun teknolojiler ile yöntem ve teknikleri kullanır. Öğrencilerin öğrenme sürecine etkin katılımını sağlar.Öğrenmeleri değerlendirerek öğretimini sürekli geliştirir.

Taslak Öğretmenlik Mesleki Standartları	Uygun	Uygun Değil	Açıklama
36. Öğrencilerin öğrenme gereksinmelerini belirleme ve değerlendirme			
37. Öğrenme amaçlarını belirleme			
38. Etkili öğrenme etkinlikleri tasarlama			
39. Öğretme yöntem ve tekniklerini etkili biçimde uygulama			
40. Etkili öğretme-öğrenme gereçleri hazırlama ve kullanma			
41. Öğrencilerin öğrenmelerini sağlayıcı öğrenme ortamları düzenleme			
42. Öğretimde öğrencilerin öğrenmelerini kolaylaştırıcı ve güçlendirici teknolojilerden yararlanma			
43. Öğretimi uygun modeller kullanarak özel gereksinmeli öğrencilere uyarlama			
44. Öğrencilerin eleştirel düşünme ve sorun çözme becerilerini geliştirici etkinlikler düzenleme			
45. Öğrencilerin gereksinme doğduğunda öğrenme stratejilerini öğrenmelerini sağlama			
46. Öğrencilere öğrenmelerini artırmaları ve güçlendirmeleri için ev ödevi ve sınıf dışı çalışmalar yaptırma			
47. Öğrencilerin bağımsız öğrenmelerinde bilgi ve iletişim teknolojilerini kullanmalarını sağlama			
48. Öğrencilerin öğrenmelerini ölçmek için uygun teknikler kullanma ve sonuçları değerlendirme			
49. Öğrencilerin öğrenmeyle ilgili değerlendirme sonuçlarını öğretimi iyileştirmek için kullanma			
50. Öğrencilerin öğrenmeye ilişkin değerlendirme ve özdeğerlendirme yeterliklerini geliştirme			

Boyut 4
Mesleki İlişkiler
Öğretmen, mesleği gereği okulun tüm paydaşları ile öğretimi geliştirmek ve öğrenci başarısını artırmak amacıyla etkili iletişim kurar. Çalıştığı okulun bağlı olduğu çevreyi, bu çevrenin sosyal, kültürel ve ekonomik özelliklerini tanır, aileleri ve toplumu eğitim-öğretim sürecine katılmaları yönünde olumlu teşvik eder ve okulun yararına olacak her türlü olumlu çalışmalara katılmaları yönünde aileleri isteklendirir.

Taslak Öğretmenlik Mesleki Standartları	Uygun	Uygun Değil	Açıklama
51. Öğrenciler, öğretmenler ve ailelerle etkili iletişim kurma			
52. Okulun bulunduğu yerin ve orada yaşayan toplumun özelliklerini tanıma			
53. Okul eğitiminin geliştirilmesine katkı sağlayacak kuruluşlar ile toplum kesimini tanıma ve onlardan yararlanma			
54. Öğrencilerin eğitimini güçlendirmek için ailelerle işbirliği yapma			
55. Okul-aile-toplum işbirliğini kurumsallaştırmaya katkıda bulunma			

Yukardakilere eklemek istediğiniz standart varsa, lütfen buraya yazınız.

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Appendix D: The Professional Teaching Standards Scale (PTTS)

ÖĞRETMENLİK MESLEĞİ STANDARTLARINI BELİRLEME ARACI

Değerli Eğitimci,

Doğu Akdeniz Üniversitesi'nde Eğitim Bilimleri Doktora Programı kapsamında KKTC için öğretmenlik mesleği standartlarını belirlemek amacıyla bir araştırma yapılmaktadır. Elinizdeki araç da bu araştırma için gerekli olan verileri toplamak amacıyla hazırlanmıştır.

Hazırlanan araç dört ana bölümden oluşmaktadır. Her bölüm öğretmenlik mesleğinin sahip olması gereken dört boyutunu kapsamaktadır. Bu boyutlar, "Mesleki Değerler ve Uygulama", "Mesleki Gelişim", "Öğretme-Öğrenme Süreci" ve "Mesleki İlişkiler" olarak adlandırılmıştır. Her boyutun altında da belirli bir süreçten geçirilerek hazırlanmış, onunla ilgili taslak standartlar yer almaktadır. Sizden istenen, her bir taslak standartı okuyup KKTC eğitim sisteminde görev yapacak öğretmenlerde bulunmasına ne ölçüde katıldığınızı belirtmenizdir.

Araştırma sonuçları sizin araçtaki maddelere vereceğiniz yanıtlarla belirlenecektir. O nedenle, lütfen gerçek düşüncenizi yansıtan yanıtlar veriniz ve yanıtsız madde bırakmayınız. Tüm maddeleri yanıtlamak yaklaşık on dakikanızı alacaktır. Sizden toplanan bu bilgiler yalnız bilimsel amaçlarla kullanılacak ve KKTC'de öğretmenlik mesleğinin nitelik kazanmasına önemli katkıda bulunacaktır.

Bilgi toplama aracına ayırdığınız zaman ve araştırmaya sağladığınız katkı için içten teşekkürlerimi sunarım.

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( ) MEGSB'de üst düzey yönetici / Uzman / Baş Denetmen / Denetmen
( ) Sendika görevlisi ( ) Akademisyen

Yönerge:
Aşağıda verilen her bir standartı okuyunuz ve KKTC eğitim sisteminde görev yapacak öğretmenlerde bulunmasına ne ölçüde katıldığınızı *"Tamamen katılıyorum (5), Oldukça çok katılıyorum (4), Biraz katılıyorum (3), Pek katılmıyorum (2), Hiç katılmıyorum (1)"* seçeneklerinden birini (X) işareti ile işaretleyerek belirtiniz.

Mesleki Değerler ve Uygulama **Boyutuna ilişkin standardlar**	**Tamamen katılıyorum (5)**	**Oldukça çok katılıyorum (4)**	**Biraz katılıyorum (3)**	**Pek katılmıyorum (2)**	**Hiç katılmıyorum (1)**
1. Öğrencilere eşit ve yapıcı davranma	( )	( )	( )	( )	( )
2. Olumlu tutum ve davranışları ile öğrencilere model olma	( )	( )	( )	( )	( )
3. Bütün öğrencilerin öğrenebileceğine ve başarılı olabileceğine inanma	( )	( )	( )	( )	( )
4. Öğrencilerin öğrenmeye dönük olumlu tutumlar geliştirmelerine önem verme	( )	( )	( )	( )	( )
5. Öğrencilerin bireysel ve kültürel farklılıklarına saygı gösterme	( )	( )	( )	( )	( )
6. Öğrencilerle ilgili alınacak kararlarda anne-babalar, öğretmenler, okul yöneticileri ve öteki ilgililerle işbirliğine inanma	( )	( )	( )	( )	( )
7. Etkili öğretmenlik için mesleki yönden sürekli gelişmenin gerekliliğine inanma	( )	( )	( )	( )	( )
8. Öğrencilerin birbirlerinden öğrenmeleri için etkileşimde bulunmalarına önem verme	( )	( )	( )	( )	( )
9. Öğrencilerin gelişiminde anne-babaların ve öteki öğretmenlerin payı olduğunun farkında olma	( )	( )	( )	( )	( )
10. Öğrencilerin bağımsız öğrenme, eleştirel düşünme ve sorun çözme becerilerini geliştirmelerine önem verme	( )	( )	( )	( )	( )
11. Öğrenme ve öğretme ile ilgili sorunların çözümünde öteki öğretmenlerle deneyim paylaşımına ve işbirliğine önem verme	( )	( )	( )	( )	( )
12. Entellektüel gelişimini sağlamaya dönük etkinliklerde bulunma	( )	( )	( )	( )	( )
13. Okulun geliştirilmesine dönük etkinliklerde isteyerek görev alma	( )	( )	( )	( )	( )
14. Ulusal ve evrensel değerlere (anayasal haklar, insan hakları, demokrasi ilkeleri, dünya barışı vb.) önem verme	( )	( )	( )	( )	( )

***Mesleki Gelişim ve Uygulama (hizmet öncesi ve hizmetiçi eğitim)* boyutuna ilişkin standardlar**	**Tamamen katılıyorum (5)**	**Oldukça çok katılıyorum (4)**	**Biraz katılıyorum (3)**	**Pek katılmıyorum (2)**	**Hiç katılmıyorum (1)**
15. Öğrencilerin gelişim özelliklerini bilme	( )	( )	( )	( )	( )
16. Öğrenmeyi sağlayan ve engelleyen etkenleri bilme	( )	( )	( )	( )	( )
17. Etkili öğrenme ortamı oluşturma ilkelerini bilme	( )	( )	( )	( )	( )
18. Öğretme yöntem ve teknikleri ile bunların nasıl uygulandığını bilme	( )	( )	( )	( )	( )
19. Bilgi ve iletişim teknolojilerini öğretimde ve öteki mesleki etkinliklerde kullanma bilgi ve becerisine sahip olma	( )	( )	( )	( )	( )
20. Öğrencilerin öğrenmelerini ölçme ve değerlendirme yöntemlerini bilme	( )	( )	( )	( )	( )
21. Öğretim alanı ile ilgili yeterli bilgiye sahip olma	( )	( )	( )	( )	( )
22. Öğretim alanının öğretimi ile ilgili yeterli bilgi ve beceriye sahip olma	( )	( )	( )	( )	( )
23. Alan öğretimi ile ilgili yenilikleri yaratıcı ve eleştirel bir anlayışla izleme	( )	( )	( )	( )	( )
24. Görev yapacağı okul örgütünde kendi ve öteki çalışanların görev ve sorumluluklarını bilme	( )	( )	( )	( )	( )
25. Eğitim sistemi, eğitim politikası ve eğitim uygulamaları ile ilgili bilgi ve eleştirel anlayışa sahip olma	( )	( )	( )	( )	( )
26. Meslek alanı ile ilgili yasal bilgilere sahip olma	( )	( )	( )	( )	( )
27. Eğitim ve öğretim programlarını geliştirme sürecini bilme	( )	( )	( )	( )	( )
28. Görev yapacağı okulun eğitim programını tanıma	( )	( )	( )	( )	( )
29. Eğitimin niteliği ve amacı ile ilgili kuram ve tartışmaları bilme	( )	( )	( )	( )	( )
30. Eğitim konuları ve uygulamaları ile ilgili görüşler geliştirme	( )	( )	( )	( )	( )
31. Araştırma sürecini ve eğitime katkısını bilme	( )	( )	( )	( )	( )
32. Özel eğitime gereksinmesi olan bireylerin özelliklerini ve onlarla ilgilenme yollarını bilme	( )	( )	( )	( )	( )
33. Mesleki gelişim gereksinmelerini ve bunları karşılama yollarını belirleme	( )	( )	( )	( )	( )
34. Mesleki gelişimini sağlamak için çeşitli teknik ve olanaklardan yararlanma	( )	( )	( )	( )	( )

Öğretme-Öğrenme Süreci **boyutuna ilişkin standartlar**	**Tamamen katılıyorum (5)**	**Oldukça çok katılıyorum (4)**	**Biraz katılıyorum (3)**	**Pek katılmıyorum (2)**	**Hiç katılmıyorum (1)**
35. Öğrencilerin öğrenme gereksinmelerine uygun ders planı hazırlama	( )	( )	( )	( )	( )
36. Öğrencilerin öğrenmelerini sağlayıcı ortamlar düzenleme	( )	( )	( )	( )	( )
37. Öğretme yöntem ve tekniklerini etkili biçimde uygulama	( )	( )	( )	( )	( )
38. Etkili öğretme-öğrenme gereçleri hazırlama ve kullanma	( )	( )	( )	( )	( )
39. Öğretimde öğrencilerin öğrenmelerini kolaylaştırıcı ve güçlendirici teknolojilerden yararlanma	( )	( )	( )	( )	( )
40. Öğretimi özel gereksinmeli öğrencilere uyarlama	( )	( )	( )	( )	( )
41. Öğrencilerin eleştirel düşünme, sorun çözme ve yaratıcılık becerilerini geliştirici etkinlikler düzenleme	( )	( )	( )	( )	( )
42. Öğrencilerin gereksinme doğduğunda öğrenme stratejilerini öğrenmelerini sağlama	( )	( )	( )	( )	( )
43. Öğrencilere öğrenmelerini artırmaları ve güçlendirmeleri için ev ödevi ve sınıf dışı çalışmalar yaptırma	( )	( )	( )	( )	( )
44. Öğrencilerin bağımsız öğrenmelerinde bilgi ve iletişim teknolojilerini kullanmalarını sağlama	( )	( )	( )	( )	( )
45. Öğrencilerin öğrenmelerini ölçmek için uygun teknikler kullanma ve sonuçları değerlendirme	( )	( )	( )	( )	( )
46. Öğrencilerin öğrenmeyle ilgili değerlendirme sonuçlarını öğretimi iyileştirmek için kullanma	( )	( )	( )	( )	( )
47. Öğrencilerin öğrenmeye ilişkin değerlendirme ve özdeğerlendirme yeterliklerini geliştirme	( )	( )	( )	( )	( )

Mesleki İlişkiler ve Uygulama **boyutuna ilişkin standartlar**	**Tamamen katılıyorum (5)**	**Oldukça çok katılıyorum (4)**	**Biraz katılıyorum (3)**	**Pek katılmıyorum (2)**	**Hiç katılmıyorum (1)**
48. Öğrenciler, öğretmenler ve ailelerle etkili iletişim kurma	( )	( )	( )	( )	( )
49. Okulun bulunduğu yerin ve orada yaşayan toplumun özelliklerini tanıma	( )	( )	( )	( )	( )
50. Okul eğitiminin geliştirilmesine katkı sağlayacak kuruluşlar ile toplum kesimini tanıma ve onlardan yararlanma	( )	( )	( )	( )	( )
51. Öğrencilerin eğitimini güçlendirmek için ailelerle işbirliği yapma	( )	( )	( )	( )	( )
52. Okul-aile-toplum işbirliğini kurumsallaştırmaya katkıda bulunma	( )	( )	( )	( )	( )

Appendix E: English Version Of Professional Teaching Standards Scale

Professional Values and Practice	**Strongly Agree (5)**	**Agree (4)**	**Agree on Middle Level (3)**	**Seldom Agree (2)**	**Strongly Disagree (1)**
1. Treat learners equally and act constructively towards them	( )	( )	( )	( )	( )
2. Be a model to learners with a positive attitude and behaviour	( )	( )	( )	( )	( )
3. Build on a belief that all learners can learn and be successful	( )	( )	( )	( )	( )
4. Pay attention to the learners' to develop positive attitudes towards learning	( )	( )	( )	( )	( )
5. Respect for individual and cultural differences in learners	( )	( )	( )	( )	( )
6. Believe the co-operation with parents, teachers, school administrators and other interested parties in relation to the decisions made about them learners	( )	( )	( )	( )	( )
7. Believe in the necessity of continous professional development for being an effective teacher	( )	( )	( )	( )	( )
8. Pay attention to learners' interacting with each other to learn from each other.	( )	( )	( )	( )	( )
9. Be aware of the collaboration of the parents and other teachers in the development of learners.	( )	( )	( )	( )	( )
10. Give importance to develop learners' independent learning, critical thinking and problem-solving skills	( )	( )	( )	( )	( )
11. Pay attention to share experience and be in cooperation with other teachers in the solution of problems in the teaching-learning process	( )	( )	( )	( )	( )
12. Be in activities aiming at fostering intellectual development of themselves	( )	( )	( )	( )	( )
13. Be volunteer in participating activities in developing the school	( )	( )	( )	( )	( )
14. Pay attention to national and universal values (such as constitutional rights, human rights, democratic principles, world peace)	( )	( )	( )	( )	( )

Professional Development and Practice	**Strongly Agree (5)**	**Agree (4)**	**Agree on Middle Level (3)**	**Seldom Agree (2)**	**Strongly Disagree (1)**
15. Have the knowledge of learners' developmental characteristics	( )	( )	( )	( )	( )
16. Have the knowledge on factors providing and preventing learning	( )	( )	( )	( )	( )
17. Have the knowledge of principles creating an effective learning environment	( )	( )	( )	( )	( )
18. Have the knowledge on teaching and learning methods and techniques and have the knowledge on how to apply them	( )	( )	( )	( )	( )
19. Have knowledge and skills in using information and communication technologies in teaching and other professional activities	( )	( )	( )	( )	( )
20. Have knowledge on assessment and evalaution techniques on learners' learning	( )	( )	( )	( )	( )
21. Have sufficient knowledge related to the field of study	( )	( )	( )	( )	( )
22. Have sufficient knowledge and skills in the content knowledge	( )	( )	( )	( )	( )
23. Monitor innovations in the field of study with creative and critical approach	( )	( )	( )	( )	( )
24. Have knowledge on the duties and responsibilities of themselves and other teachers in the school organization they teach	( )	( )	( )	( )	( )
25. Have knowledge and critical understanding on education system, education policies and education practices	( )	( )	( )	( )	( )
26. Have legal knowledge related to their profession	( )	( )	( )	( )	( )
27. Have knowledge on the process of developing teaching and learning programs	( )	( )	( )	( )	( )
28. Recognize the educational program of the school they teach for	( )	( )	( )	( )	( )
29. Have knowledge on the theories and debates about quality and purpose of education	( )	( )	( )	( )	( )
30. Develop opinions on educational issues and practices	( )	( )	( )	( )	( )
31. Have knowledge on research process and its contribution to education	( )	( )	( )	( )	( )
32. Have knowledge on the characteristics of the learners with special needs and ways dealing with them	( )	( )	( )	( )	( )
33. Have knowledge on professional development needs of themselves and determine ways to meet the professional development needs	( )	( )	( )	( )	( )
34. Benefit from a variety of techniques and opportunities in order to provide their professional development	( )	( )	( )	( )	( )

Teaching and Learning Process	**Strongly Agree (5)**	**Agree (4)**	**Agree on Middle Level (3)**	**Seldom Agree (2)**	**Strongly Disagree (1)**
35. Prepare lesson plans appropriate to learner's learning needs	( )	( )	( )	( )	( )
36. Regulate teaching and learning environments allowing learners to learn	( )	( )	( )	( )	( )
37. Implement teaching methods and techniques effectively	( )	( )	( )	( )	( )
38. Prepare and use effective teaching-learning materials	( )	( )	( )	( )	( )
39. Use technology in education to facilitate and empower learners' learning	( )	( )	( )	( )	( )
40. Adapt teaching according to the learners' with special needs	( )	( )	( )	( )	( )
41. Organize activities developing learners' critical thinking, problem solving and creativity skills	( )	( )	( )	( )	( )
42. Make learners learn learning strategies whenever necessary	( )	( )	( )	( )	( )
43. Give homework and do out-of-classroom activities to improve and strengthen learners' learning	( )	( )	( )	( )	( )
44. Have learners' use information and communication technologies for learners' independent learning	( )	( )	( )	( )	( )
45. Use appropriate techniques to assess learners' learning and evaluate the outcomes	( )	( )	( )	( )	( )
46. Use the assessment results to improve teaching	( )	( )	( )	( )	( )
47. Develop learners' proficiency on assessment and self-assessment regarding learning	( )	( )	( )	( )	( )

Professional Relationships and Practice	**Strongly Agree (5)**	**Agree (4)**	**Agree on Middle Level (3)**	**Seldom Agree (2)**	**Strongly Disagree (1)**
48. Communicate effectively with learners, teachers and parents	( )	( )	( )	( )	( )
49. Recognize the location of the school and community living around the school	( )	( )	( )	( )	( )
50. Recognize the community and the organizations, which will contribute to the development of the school's education and take advantage of them	( )	( )	( )	( )	( )
51. Co-operate with families to strengthen the education of learners	( )	( )	( )	( )	( )
52. Contribute to institutionalize school-family-community collaboration	( )	( )	( )	( )	( )

Appendix F: Interviews With The Educational Experts For Identifying The Developmental Process

Participants	Date	Time	Duration
EE1	16.12.2010	15:30	68 minutes
EE2	23.12.2010	16:00	66 minutes
EE3	22.12.2010	14:30	69 minutes
EE4	21.12.2010	15:30	58 minutes
EE1	15.12.2010	14:00	60 minutes
EE2	14.12.2010	14:30	65 minutes

Appendix G: Interviews With The Working Group Members For Identifying The Dimensions Of The Professional Teaching Standards

Participants	Date	Time	Duration
WGM1	28.04.2011	13:30	84 minutes
WGM2	29.04.2011	14:00	86 minutes
WGM3	21.04.2011	15:30	88 minutes
WGM4	20.04.2011	15:30	80 minutes
WGM5	28.04.2011	15:45	79 minutes
WGM6	19.04.2011	15:00	81 minutes
WGM7	22.04.2011	13:30	83 minutes
WGM8	22.04.2011	15:05	77 minutes
WGM9	20.04.2011	13:15	77 minutes
WGM10	19.04.2011	13:15	80 minutes
WGM11	18.04.2011	16:00	79 minutes
WGM12	26.04.2011	13:30	76 minutes
WGM13	26.04.2011	15:00	80 minutes
WGM14	25.04.2011	16:15	82 minutes
WGM15	27.04.2011	13:30	85 minutes
WGM16	21.04.2011	13:30	77 minutes
WGM17	27.04.2011	15:30	80 minutes

Appendix H: Interviews With The Working Group Members For Identifying The Draft Professional Teaching Standards

Participants	Date	Time	Duration
WGM1	02.07.2012	10:00	81 minutes
WGM2	21.06.2012	15:20	82 minutes
WGM3	09.07.2012	12:00	89 minutes
WGM4	04.07.2012	10:00	80 minutes
WGM5	17.07.2012	12:00	83 minutes
WGM6	02.07.2012	12:15	79 minutes
WGM7	21.06.2012	13:15	80 minutes
WGM8	17.07.2012	14:00	77 minutes
WGM9	05.07.2012	08:30	88 minutes
WGM10	22.06.2012	13:30	79 minutes
WGM11	20.06.2012	13:30	78 minutes
WGM12	05.07.2012	11:55	81 minutes
WGM13	05.07.2012	10:10	80 minutes
WGM14	20.06.2012	15:30	82 minutes
WGM15	02.07.2012	14:00	79 minutes
WGM16	18.06.2012	13:15	87 minutes
WGM17	18.06.2012	15:00	85 minutes

Appendix I: List Of The Names Of The State Schools And Number Of PTSS Evaluated

Name of the School	Vice/School Administrators	Teachers	Vice/Inspectors, Educational Experts, Vice/General Principals from the MNE	Teachers' Trade Unions	Faculty Members
20 Temmuz Fen Lisesi	4	15	-	-	-
9 Eylül İlkokulu	4	4	-	-	-
Alasya İlkokulu	1	8	-	-	-
Atatürk Meslek Lisesi	6	51	-	-	-
Atatürk Öğretmen Akademisi	-	-	-	-	8
Arabahmet İlkokulu	1	2	-	-	-
Atatürk İlkokulu	3	12	-	-	-
Bakanlık (MNE)	-	-	32	-	-
Bülent Ecevit Anadolu Lisesi	3	-	-	-	-
Beyarmudu İlkokulu	1	6	-	-	-
Beyarmudu Ortaokulu	1		-	-	-
BTMK	1	3	-	-	-
Çağlayan İlkokulu	2		-	-	-
Çanakkale Ortaokulu	4	21	-	-	-
Canbulat Özgürlük Ortaokulu	5	22	-	-	-
Çatalköy İlkokulu		9	-	-	-
Cihangir Anaokulu	1	-	-	-	-
Cumhuriyet Lisesi	5	-	-	-	-

Doğu Akdeniz Üniversitesi	-	-	-	-	17
Değirmenlik Lisesi	5	31	-	-	-
Demokrasi Ortaokulu	1	3	-	-	-
Dipkarpaz RTE Ortaokulu	1	4	-	-	-
Dr. Fazıl Küçük İlkokulu	1	9	-	-	-
Erenköy Lisesi	1	7	-	-	-
Esentepe Ortaokulu	2	13	-	-	-
Girne Amerikan Üniversitesi	-	-	-	-	8
Gazi İlkokulu	1	9	-	-	-
Gelibolu İlkokulu	1	6	-	-	-
Gazimağusa Türk Maarif Koleji	5	25	-	-	-
Gönyeli İlkokulu	1	-	-	-	-
Güzelyurt Türk Maarif Koleji	1	7	-	-	-
Haspolat İlkokulu	2	6	-	-	-
Haydarpaşa Ticaret Lisesi	3	11	-	-	-
KTOEÖS	-	-	-	20	-
KTÖS	-	-	-	22	-
Lefkoşa Türk Lisesi	10	8	-	-	-
Mormenekşe İlkokulu	-	3	-	-	-
Necati Taşkın İlkokulu	3	14	-	-	-
Osman Türkkay Anaokulu	1	2	-	-	-

Oğuz Veli Ortaokulu	2	28	-	-	-
Polatpaşa İlkokulu	1	4	-	-	-
Şht. Ertuğrul İlkokulu	5	18	-	-	-
Şht. Tuncer İlkokulu	4	11	-	-	-
Şht. Doğan Ahmet İlkokulu	2	12	-	-	-
Şht. Hüseyin Ruso Ortaokulu	8	23	-	-	-
Şht. Mehmet Eray İlkokulu	2	5	-		-
Şht. Salih Terzi İlkokulu	1	7	-	-	-
Sedat Simavi Endüstri Meslek Lisesi	5	29		-	-
Tepebaşı İlkokulu	1	6	-	-	-
Türk Maarif Koleji	4	20	-	-	-
Uluslararası Kıbrıs Üniversitesi	-		-	-	11
Vakıf Anaokulu	-	7	-	-	-
Yakın Doğu Üniversitesi	-		-	-	8
Yedidalga İlkokulu	1	6	-	-	-
Yeni Yüzyıl Anaokulu	1	2	-	-	-
Yeşilyurt Özel Eğitim Merkezi	1	1	-	-	-
Total	119	490	32	42	52

Appendix J: Official Approval Document For Data Collection From The Department Of Primary Education

KUZEY KIBRIS TÜRK CUMHURİYETİ
MİLLİ EĞİTİM GENÇLİK VE SPOR BAKANLIĞI
İLKÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ

Sayı: İÖD.0.00-35/2012/1B **Lefkoşa, 22 Ekim 2012**

Sayın Hale Alibaba Erden,
Atatürk Meslek Lisesi.

"Öğretmenlik Mesleği Standartları" konulu anket soruları Talim ve Terbiye Dairesi Müdürlüğü tarafından incelenmiş ve Müdürlüğümüze bağlı okullarda uygulanmasında bir sakınca görülmemiştir.

Anketi uygulamadan önce okul müdürlükleri ile temas kurulması ve çalışma tamamlandıktan sonra da **anket sonuçlarının Talim ve Terbiye Dairesi Müdürlüğüne** iletilmesi hususunda bilgilerinizi saygı ile rica ederim.

M. Bumin PAŞA
Müdür

/AA

Tel (90) (392) 228 3136 - 228 6893
Fax (90) (392) 228 7158
E-mail meb@mebnet.net
Lefkoşa-KKTC

Appendix K: Official Approval Document For Data Collection From The Department Of The General Secondary School Education

KUZEY KIBRIS TÜRK CUMHURİYETİ
MİLLİ EĞİTİM GENÇLİK VE SPOR BAKANLIĞI
GENEL ORTA ÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ

Sayı: GOÖ.0.00.35-A/12/13- 3951 **22.10.2012**

Sayın Hale Alibaba Erden
Doğu Akdeniz Üniversitesi
Gazimağusa.

İlgi: 16.10.2012 tarihli başvurunuz.

Talim ve Terbiye Dairesi Müdürlüğü'nün TTD.0.00.03-12-12/1232 sayı ve 19.10.2012 tarihli yazısı uyarınca ilgi başvurunuz incelenmiş olup müdürlüğümüze bağlı okullarda uygulanmak üzere hazırlanan "Öğretmenlik Mesleği Standartları" konulu soruların uygulanması müdürlüğümüzce uygun görülmüştür.

Ancak anket sorularını uygulamadan önce anketin uygulanacağı okulun bağlı bulunduğu Müdürlükle istişarede bulunulup, anketin ne zaman uygulanacağı birlikte saptanmalıdır.

Çalışma uyguladıktan sonra sonuçlarının Talim ve Terbiye Dairesi Müdürlüğü'ne ulaştırılması gerekmektedir.

Bilgilerinize saygı ile rica ederim.

Mehmet S. Kortay
Müdür

TM/PC

Tel (90) (392) 228 3136 – 228 8187
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E-mail meb@mebnet.net
Lefkoşa-KIBRIS

Appendix L: Official Approval Document For Data Collection From The Department Of Vocational Education

KUZEY KIBRIS TÜRK CUMHURİYETİ
MİLLİ EĞİTİM, GENÇLİK VE SPOR BAKANLIĞI
MESLEKİ TEKNİK ÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ

Sayı:MTÖ.0.00-13-12/ 2370 **18 Ekim 2012**

Sayın Hale Alibaba Erden
İngilizce Öğretmeni
Atatürk Meslek Lisesi
Lefkoşa.

İlgi yazınızda, müdürlüğümüze bağlı Atatürk Meslek Lisesi, Sedat Simavi Endüstri Meslek Lisesi ve Haydarpaşa Ticaret Lisesi'nde görev yapan Müdür, Müdür Muavini ve öğretmenlere yönelik olarak "**Öğretmenlik Mesleği Standartları"** konulu anket uygulama istemiyle izin talebinde bulundunuz.

Talebinizle ilgili olarak Talim ve Terbiye Dairesi Müdürlüğü'nce yapılan incelemede, anketi uygulamanız uygun görülmüştür. Ancak sözkonusu anket yapılmadan önce ilgili okul müdürlükleri ile istişarede bulunup anketin ne zaman uygulanacağı birlikte saptanmalıdır. Keza, anket uygulama çalışmasından sonra da sonuçlarının Talim ve Terbiye Dairesi Müdürlüğü'ne de ulaştırılması gerekmektedir.

Bilgi edinmenizi ve gereğini saygı ile rica ederim.

Metin Gültekin
Müdür

Dağıtım:
-Atatürk Meslek Lisesi Müdürlüğü
-Sedat Simavi Endüstri Meslek Lisesi Müdürlüğü
-Haydarpaşa Ticaret Lisesi Müdürlüğü

AŞ/NK

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Appendix M: Informed Consent Form for Phase 1

ÇALIŞMAYA KATILIM İZİN FORMU

Merhaba, ben MEB'na bağlı bir lisede öğretmen olarak görev yapmaktayım. Bunun yanı sıra, Doğu Akdeniz Üniversitesi Eğitim Bilimleri Bölümünde Doktora programında öğrenim görüyorum.

Şu anda, doktora tezim üzerinde çalışıyorum. Tezime dönük araştırmanın gereği olarak, KKTC öğretmenlik meslek standardlarını geliştirmeyi amaçlamaktayım. Yaptığım araştırmada, KKTC eğitim sisteminde öğretmenler için kullanılan belirgin standardlara rastlamadım. O nedenle böyle bir araştırma yapmanın yararli olacağını düşündüm. Sizinle de bu amaçla görüşme yapmak istiyorum.

Danışma kurulu üyesi olarak sizinle yapacağım bu görüşme ile **öğretmenlik meslek standardlarının belirleme sürecinin nasıl olması gerektiğine** karar vereceğiz. Verilecek tüm bilgilerin, gizlilik esasına göre korunacağını, kişisel bilgilerin gizli tutulacağını bildirmek isterim. Çalışmaya katılım süresinin 1 saat kadar sürmesi tahmin edilmektedir. Zamanı daha iyi kullanabilmek ve sorulara verilecek cevapların kaydının ayrıntılı tutulabilmesi açısından, görüşmeyi kaydetme niyetindeyim.

Bu araştırmaya katılmayı kabul ediyor musunuz?

(UYGUN OLANI İŞARETLEYİN).

□ EVET **□ HAYIR**

İMZA: .....

Saygılarımla,
Hale Alibaba Erden

e-mail: hale_cy@yahoo.com

Appendix N: Informed Consent Form For Phase 2

ÇALIŞMAYA KATILIM İZİN FORMU

Merhaba, ben Milli Eğitim Gençlik ve Spor Bakanlığı'na bağlı bir lisede öğretmen olarak görev yapmaktayım. Bunun yanı sıra, Doğu Akdeniz Üniversitesi Eğitim Bilimleri Bölümünde Doktora programında öğrenim görüyorum.

Şu anda, doktora tezi araştırmam üzerinde çalışıyorum. Bu araştırmanın gereği olarak, KKTC öğretmenlik meslek standardlarını (genel öğretmenlik yeterliklerini) geliştirmeyi amaçlamaktayım. Yaptığım taramada, KKTC eğitim sisteminde öğretmenler için kullanılan belirgin genel öğretmenlik standardlarına rastlamadim. O nedenle, böyle bir araştırma yapmanın yararlı olacağını düşündüm. Daha önce uzmanlarla yaptığım görüşmeler sonucunda öncelikle taslak **öğretmenlik meslek standardları boyutlarının** belirlenmesi gerektiği belirlenmiştir. Çalışma grubu üyesi olarak sizinle bu amaçla görüşme yapmak istiyorum. Sizinle yapacağım bu görüşme ile taslak öğretmenlik meslek standardları boyutlarının neler olması gerektiği ile ilgili görüşlerinizi alacağım.

Verilecek tüm bilgilerin, gizlilik esasına göre korunacağını, kişisel bilgilerin gizli tutulacağını bildirmek isterim. Çalışmaya katılım süresinin 45 dakika kadar sürmesi tahmin edilmektedir. Zamanı daha iyi kullanabilmek ve sorulara verilecek cevapların kaydının ayrıntılı tutulabilmesi açısından, görüşmeyi kaydetme niyetindeyim.

Bu araştırmaya katılmayı kabul ediyor musunuz?

(UYGUN OLANI İŞARETLEYİN).

□ EVET **□ HAYIR**

İMZA: .....

Teşekkür ederim,

Hale Alibaba Erden

e-mail: hale_cy@yahoo.com

Appendix O: Informed Consent Form for Phase 3

ÇALIŞMAYA KATILIM İZİN FORMU

Merhaba, ben MEB'e bağlı bir okulda öğretmen olarak çalışıyorum. Bunun yanı sıra, Doğu Akdeniz Üniversitesi Eğitim Bilimleri Bölümünde doktora programında öğrenim görüyorum. Şu anda da doktora tezim için araştırma yapıyorum.

Araştırmamda, "KKTC öğretmenlik meslek standardları"nı geliştirmeyi amaçlıyorum. Şu ana dek, alanyazını tarayarak taslak standardları oluşturdum. Sizinle, oluşturulan taslak standardların, KKTC Eğitim Sistemine uygun olup olmadığı konusunda görüşme yapmak istiyorum.

Verilecek tüm bilgilerin, gizlilik esasına göre korunacağını, kişisel bilgilerin gizli tutulacağını bildirmek isterim. Çalışmaya katılım süresinin 1 saat kadar sürmesi tahmin edilmektedir. Zamanı daha iyi kullanabilmek ve sorulara verilecek cevapların kaydının ayrıntılı tutulabilmesi açısından, görüşmeyi kaydetme niyetindeyim.

Bu araştırmaya katılmayı kabul ediyor musunuz?

(UYGUN OLANI İŞARETLEYİN).

□ EVET **□ HAYIR**

İMZA: .....

Teşekkür ederim,
Hale Alibaba Erden
e-mail: hale_cy@yahoo.com

Appendix P: The Proposed National Framework For Professional Teaching Standards In North Cyprus

Mesleki Değerler ve Uygulama boyutuna ilişkin standartlar

Professional Teaching Standards regarding Professional Values and Practice

1. Olumlu tutum ve davranışları ile öğrencilere model olma

   Be a model to learners with a positive attitude and behaviour

2. Öğrencilerin öğrenmeye dönük olumlu tutumlar geliştirmelerine önem verme

   Pay attention to the learners' to develop positive attitudes towards learning

3. Öğrencilerin bireysel ve kültürel farklılıklarına saygı gösterme

   Respect for individual and cultural differences in learners

4. Öğrencilerle ilgili alınacak kararlarda anne-babalar, öğretmenler, okul yöneticileri ve öteki ilgililerle işbirliğine inanma

   Believe the co-operation with parents, teachers, school administrators and other interested parties in relation to the decisions made about them learners

5. Etkili öğretmenlik için mesleki yönden sürekli gelişmenin gerekliliğine inanma

   Believe in the necessity of continous professional development for being an effective teacher

6. Öğrencilerin birbirlerinden öğrenmeleri için etkileşimde bulunmalarına önem verme

   Pay attention to learners' interacting with each other to learn from each other

7. Öğrencilerin gelişiminde anne-babaların ve öteki öğretmenlerin payı olduğunun farkında olma

   Be aware of the collaboration of the parents and other teachers in the development of learners

8. Öğrencilerin bağımsız öğrenme, eleştirel düşünme ve sorun çözme becerilerini geliştirmelerine önem verme

   Give importance to develop learners' independent learning, critical thinking and problem-solving skills

9. Öğrenme ve öğretme ile ilgili sorunların çözümünde öteki öğretmenlerle deneyim paylaşımına ve işbirliğine önem verme

   Pay attention to share experience and be in cooperation with other teachers in the solution of problems in the teaching-learning process

10. Entellektüel gelişimini sağlamaya dönük etkinliklerde bulunma

    Be in activities aiming at fostering intellectual development of themselves

11. Okulun geliştirilmesine dönük etkinliklerde isteyerek görev alma

    Be volunteer in participating activities in developing the school

12. Ulusal ve evrensel değerlere (anayasal haklar, insan hakları, demokrasi ilkeleri, dünya barışı vb.) önem verme

    Pay attention to national and universal values (such as constitutional rights, human rights, democratic principles, world peace)

Mesleki Gelişim ve Uygulama (hizmet öncesi ve hizmetiçi eğitim) boyutuna ilişkin standartlar

Professional Teaching Standards regarding Professional Development and Practice

13. Öğrencilerin gelişim özelliklerini bilme

    Have the knowledge of learners' developmental characteristics

14. Öğrenmeyi sağlayan ve engelleyen etkenleri bilme

    Have the knowledge on factors providing and preventing learning

15. Etkili öğrenme ortamı oluşturma ilkelerini bilme

    Have the knowledge of principles creating an effective learning environment

16. Öğretme yöntem ve teknikleri ile bunların nasıl uygulandığını bilme

    Have the knowledge on teaching and learning methods and techniques and have the knowledge on how to apply them

17. Bilgi ve iletişim teknolojilerini öğretimde ve öteki mesleki etkinliklerde kullanma bilgi ve becerisine sahip olma

    Have knowledge and skills in using information and communication technologies in teaching and other professional activities

18. Öğrencilerin öğrenmelerini ölçme ve değerlendirme yöntemlerini bilme

    Have knowledge on assessment and evalaution techniques on learners' learning

19. Öğretim alanı ile ilgili yeterli bilgiye sahip olma

    Have sufficient knowledge related to the field of study

20. Öğretim alanının öğretimi ile ilgili yeterli bilgi ve beceriye sahip olma

    Have sufficient knowledge and skills in the content knowledge

21. Alan öğretimi ile ilgili yenilikleri yaratıcı ve eleştirel bir anlayışla izleme

    Monitor innovations in the field of study with creative and critical approach

22. Görev yapacağı okul örgütünde kendi ve öteki çalışanların görev ve sorumluluklarını bilme

    Have knowledge on the duties and responsibilities of themselves and other teachers in the school organization they teach

23. Eğitim sistemi, eğitim politikası ve eğitim uygulamaları ile ilgili bilgi ve eleştirel anlayışa sahip olma

    Have knowledge and critical understanding on education system, education policies and education practices

24. Meslek alanı ile ilgili yasal bilgilere sahip olma

    Have legal knowledge related to their profession

25. Eğitim ve öğretim programlarını geliştirme sürecini bilme

    Have knowledge on the process of developing teaching and learning programs

26. Görev yapacağı okulun eğitim programını tanıma

    Recognize the educational program of the school they teach for

27. Eğitimin niteliği ve amacı ile ilgili kuram ve tartışmaları bilme

    Have knowledge on the theories and debates about quality and purpose of education

28. Eğitim konuları ve uygulamaları ile ilgili görüşler geliştirme

    Develop opinions on educational issues and practices

29. Araştırma sürecini ve eğitime katkısını bilme

    Have knowledge on research process and its contribution to education

30. Mesleki gelişim gereksinmelerini ve bunları karşılama yollarını belirleme

    Have knowledge on professional development needs of themselves and determine ways to meet the professional development needs

31. Mesleki gelişimini sağlamak için çeşitli teknik ve olanaklardan yararlanma

    Get benefit from a variety of techniques and opportunities in order to provide their professional development

Öğretme-Öğrenme Süreci boyutuna ilişkin standartlar

Professional Teaching Standards regarding Teaching and Learning Process

32. Öğrencilerin öğrenme gereksinmelerine uygun ders planı hazırlama

    Prepare lesson plans appropriate to learner's learning needs

33. Öğrencilerin öğrenmelerini sağlayıcı ortamlar düzenleme

    Regulate teaching and learning environments allowing learners to learn

34. Öğretme yöntem ve tekniklerini etkili biçimde uygulama

    Implement teaching methods and techniques effectively

35. Etkili öğretme-öğrenme gereçleri hazırlama ve kullanma

    Prepare and use effective teaching-learning materials

36. Öğretimde öğrencilerin öğrenmelerini kolaylaştırıcı ve güçlendirici teknolojilerden yararlanma

    Use technology in education to facilitate and empower learners' learning

37. Öğrencilerin eleştirel düşünme, sorun çözme ve yaratıcılık becerilerini geliştirici etkinlikler düzenleme

    Organize activities developing learners' critical thinking, problem solving and creativity skills

38. Öğrencilere öğrenmelerini artırmaları ve güçlendirmeleri için ev ödevi ve sınıf dışı çalışmalar yaptırma

    Give homework and do out-of-classroom activities to improve and strengthen learners' learning

39. Öğrencilerin bağımsız öğrenmelerinde bilgi ve iletişim teknolojilerini kullanmalarını sağlama

    Have learners' use information and communication technologies for learners' independent learning

40. Öğrencilerin öğrenmelerini ölçmek için uygun teknikler kullanma ve sonuçları değerlendirme

    Use appropriate techniques to assess learners' learning and evaluate the outcomes

41. Öğrencilerin öğrenmeye ilişkin değerlendirme ve özdeğerlendirme yeterliklerini geliştirme

    Develop learners' proficiency on assessment and self-assessment regarding learning

Mesleki İlişkiler ve Uygulama boyutuna ilişkin standartlar

Professional Teaching Standards regarding Professional Relationships and Practice

42. Öğrenciler, öğretmenler ve ailelerle etkili iletişim kurma

    Communicate effectively with learners, teachers and parents

43. Okul eğitiminin geliştirilmesine katkı sağlayacak kuruluşlar ile toplum kesimini tanıma ve onlardan yararlanma

    Recognize the community and the organizations, which will contribute to the development of the school's education and take advantage of them

44. Öğrencilerin eğitimini güçlendirmek için ailelerle işbirliği yapma

    Co-operate with families to strengthen the education of learners

45. Okul-aile-toplum işbirliğini kurumsallaştırmaya katkıda bulunma

    Contribute to institutionalize school-family-community collaboration