



The Quest for Quality in Teacher Education in Turkey: The Abrogation of Teacher Programs from Secondary Education *

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Received: April 3, 2018 • Revised: May 19, 2018 • Accepted: May 21, 2018

Abstract: Within the scope of restructuring the secondary education efforts of the Ministry of National Education, it has been decided to abrogate the secondary school level teachers' schools. The purpose of this study is to evaluate Turkey's teacher education practices and the quest for qualified teacher education through the perceptions of the graduates of these high schools. The study is a phenomenological research based on interpretation. Data were obtained through interviews. The data obtained were analyzed in the vetting of candidate teachers, the curriculum to be used in the education process and its accreditation, and whom to be certified as teachers. The main results of this study, conducted with participants from the secondary school level teachers schools' graduates, show that, in terms of teacher education, teachers' high schools present various opportunities by enrolling successful candidates, educating them as leaders, preparing them for multi-cultural environments. In order to educate qualified teachers, the participants suggest teacher education programs should include individual and group activities, involve training, arts, basic science, and values education courses. In the selection and approval of tenure teacher, besides academic achievement and diploma, advanced communication skills, patience, confidence, and patriotism should be sought in the candidates.

Keywords: *Teacher education, teacher education policies, teachers' high schools, qualified teacher.*

To cite this article: Sanal, M., & Ozen, F. (2018). The quest for quality in teacher education in Turkey: The abrogation of teacher programs from secondary education. *European Journal of Educational Research*, 7(3), 539-554. doi: 10.12973/eu-jer.7.3.539

Introduction

While the problem of unemployed teachers which is thought to be a consequence of surplus graduation in the higher education is going on, a strategy document related to qualified teacher education covering the 2017-2023 span was prepared by the Ministry of National Education (MoNE). According to the document, one of the most important steps to improve the current education system from the Ministry's point of view is the selection of individuals who are highly qualified, well trained and appropriate for the teaching profession (Teacher Education and Development General Directorate of MoNE, 2017). So, the Ministry identified the limit values with respect to the teachers who are supposed to teach; yet it left a gap, that opens space for research, in terms of the criteria and standards to be implemented. As an employer MoNE, looks for holding a license certificate, or graduating from a pedagogical formation certificate program, showing a successful performance in the faculty of education or internship applications (teaching application) to be offered within the scope of formation certificate programs, qualifying in the Public Personnel Selection Examination in the related branch, passing the oral interview exam, and successfully completing the internship program during the first year of employment for licensure as a teacher; on the other hand, education faculties that are supposed to educate teachers use the criteria of the completion of the curriculum that consists of field, pedagogy and general cultural courses and having a set of achievements related to these programs for issuing diplomas (certification). Thus, in relation to the teaching profession, it can be claimed that there are different opinions in terms of who can be a teacher in Turkey among educators and employers of teachers.

Galluzzo and Craig (1990) assert that there are certain problems with respect to teacher education, and enumerate these problems as follows:

* A part of this manuscript has been presented as an oral presentation at the Kayseri international Social Science Congress in 2018 and is included in the abstract book.

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- a) What should be the qualifications of acceptance for those who will participate in teachers' education programs and the characteristics that will enable them to successfully graduate from these programs?
- b) What kind of preparations should the candidate teachers make to become suitable for the level of education they will provide (preschool, primary school, junior high school, high school) and how long should these be?
- c) What are the required fields in teachers' education?
- d) What is the appropriate balance between the political and professional authorities in the management of teachers' education?
- e) To what extent the national, regional and local demands should be taken into account in the administration of teachers' training?
- f) What criteria should be used for teacher evaluation (for example, knowledge, teaching skills, effective planning, preparation etc.)?
- g) How can it be evaluated that the education curricula offers introduction level knowledge?
- h) What should be the weights of formative and summative evaluations in teacher education?
- i) To what extent should teachers' education be perceived as a field of research?

When Galluzzo and Craig's (1990) list is examined, it is understood that starting from being selected to become a teacher, each of the areas of teachers' education, the curriculum to be used in the education process, the evaluation criteria of the curriculum, and proficiency for being a teacher are policy fields and each policy field needs to be studied and investigated. Given that policy is a set of goals for achieving certain objectives and the acceptable methods to be used to achieve those goals (Whitehurst, 2002); and again, policy is a "process by which citizens with varied interests and opinions can negotiate differences and clarify places where values conflict" (Westheimer, 2004, p. 231), the perceptions of parties in terms of the present teacher selection, education and placement procedures, in other words, the present foresight for qualified education for everyone in the country, can be better portrayed. While the problem of unappointed teachers, although graduating from faculty of education in recent years, is still going on in Turkey, it is understood that the biggest employer, MoNE, is unhappy about the qualifications of teachers it hired in recent years.

The deputy minister of national education, at the opening speech of the Qualified Teacher Training Congress held at the end of 2017, stated that "...the success of education and training is closely related to the success of teachers.." and that "the number of teachers working under the MoNE (including teachers working in private schools) is almost one million" and that "almost half of these teachers, whose average age is 37.4, have been employed in the last ten years." The deputy minister has stressed that they have sped up their efforts to improve teacher qualifications and have recently published it as a Teacher Strategy Document. The ministry also mentioned that in order to improve the quality of teachers, who are mostly employed under the 657 Act of Civil Servants, in Turkey: they will use different employment models (contracted teachers model); they will select teachers by oral interview examinations; "...considering personal characteristics also affect performance, they will also take into consideration these features during the vetting process...; and they will use these alternative methods of evaluation." Pointing out that there are great difficulties in the country on teacher competence, the deputy minister voiced that they are trying to create a "competitive and good education system" in the country. In his speech that he promised to start the Teacher Academy Project to create a qualified education staff, the deputy minister also underscored the need for an education faculty reform for more qualified teaching staff. In the same Congress, the president of the Turkish Education Council affiliated to Turkish Chambers and Stock Exchanges Union (TOBB), stated that the important issue in teachers' education is, "to educate qualified teachers", "to preserve quality" and "ability to adapt to the state of art" and also stressed that by the increasing the number of private education institutions and planning the teacher education according to needs, "...competition will be ensured and the quality will improve..." stressing that assuming the mere role of conveying information cannot bring about the expected skills for the teachers in the 21st century, TOBB Turkish president of Education Council made a new scope regarding surplus teacher graduations in Turkey by emphasizing that "teaching skills should be among common skills of everyone." According to the president, "The lifelong learning principle requires that everybody acquire teachers' skills." (Hurriyet Newspaper, November 2017 news, <http://www.hurriyet.com.tr/nitelikli-ogretmen-yetistirme-kongresi-40663291>). All these statements demonstrate that in terms of enhancing the quality of teacher education in Turkey, the parties pursue such policies as working with contracted teachers instead of permanent civil servants so that the teachers with dissatisfying performances can be replaced; reorganizing existing education faculties; increasing the number of private schools and improving teacher qualifications through competition.

Qualified Teacher and Qualified Teachers' Education

Although there are various definitions of who a teacher is, Waters (2016) defines the teacher as:

People who speak about a topic in front of the classroom, help others learn, pay attention to the learning community and work for them be cared about, do the best for their students, make arrangements that enable people to learn, provide environment or situation, help others learn and organize their own learning experiences, help others discover their learning path and their own learning intentions, like to learn and teach others, are learners themselves and eager to share with other learners, learn, live the life and introduce their students to this life ... (p. XIV).

The definition emphasizes the teacher's knowledge capacity, learning skills and state of guiding students in the context of quality. The definition of qualified teachers varies according to the ages, cultures, local and regional needs. In the United States, for instance, teacher qualifications for the No Child Left Behind Act are dependent on objective criteria, such as a document or diploma proving field expertise, academic achievement, time spent in teaching, grade average and vetting exam results (Hodgman, 2012). In the United Kingdom, qualified teacher is a status that indicates that the teacher can be employed in public schools. This status requires one to have worked as a teacher in that country for a period of three years in addition to the diploma from countries that have graduated from teacher training programs in the country or from member countries of the European Union (<https://www.gov.uk/guidance/qualified-teacher>). The state on which all related parties agree regarding qualified teacher is that this is the most important school-related factor that affects student achievement (Abe, 2014; Gabriel, 2005; Izumi & Evers, 2000; McCaffrey, Koretz, Lockwood & Hamilton, 2004. Rice, 2003; Stronge, Gareis & Little, 2006). For this reason, definitions associated with qualified teachers include the definition of effective teachers in their scope. For example, economist Hanushek (2002) defines qualified teachers based on student achievements and includes the following expressions in his definition: "... to describe simply a qualified teacher: a good teacher is the one that contributes most to student success; the bad teacher is the opposite" (p. 3). In his article titled "On Making Determinations of Quality in Teaching," Fenstermacher & Richardson (2005) associates teacher quality with qualified education and successful teaching: "... qualified education encompasses both good education and successful teaching. What we mean by good teaching, is the presentation of the content, sufficiently and completely; in line with the standards; through age-appropriate methods; morally defensible; in such a way as to enhance the sufficiency of the learner of the content "(p. 191). Darling-Hammond (1990) distinguishes the definition of qualified teachers from the test results of students; associates qualified teachers with the quality of learning processes they are prepared to become teachers of: "Exam results are far from being the evidence of quality ... What we want to say when we say teacher qualification is about what they learned as teacher candidates from the education after entering the faculty (school), rather than their exam results" (pp. 272-273). In some definitions of qualified teachers, personal characteristics of the teacher are emphasized, which are characteristics that have yet to be proven to influence students' academic development (Borich, 1996). According to Killen (2013), being eager, self-confident, optimistic, well-communicating, devoted, compassionate, curious, patient and persevering, open to cooperation and sharing, resourceful and creative, are some of the personal qualities that can be counted for qualified teachers.

The first teacher schools in Turkey is Darulmuallimin founded in the Ottoman Empire era on March 16, 1848 (Akyuz, 2007). The first quest for qualification in teacher education began with the 1851 Darulmuallimin Regulation (Male Teacher Schools Regulation), which also regulates the formation of teaching as a profession. With the related regulation, the status of teaching was promoted to a profession requiring a very special education and talent, the standards of being a teacher has started to improve; and provisions pertaining to the legal status and qualifications of teachers are defined. Apart from the process to be followed when accepting students for the male teachers' school, the regulation includes the duration of the program to be implemented in the school, the success criteria and the appointment conditions for teachers. According to the regulation, to educate qualified teachers, the students will be accepted to school after an exam, and no favoritism will be applied during the examinations and education process. Unsuccessful students will be fired from the school. Salary will be paid to the students during the teachers' education. Duration of education at the school is three years. Graduation achievement grades will be taken into account in the appointment of the graduates (Aydin, 2007, quoting from Aydin, Sahin & Topal, 2008). Founded in 1923, the Republic of Turkey ended the monarchy period and restructured and reorganized the perspective on the state of education in the country. The state which assumed the education responsibility of all primary school children with the No. 430 Tevhid-i Tedridat (Unification of Education) Act which made primary school education compulsory and free in the public schools, developed several applications using the "who knows can teach" approach to teach the illiterate population how to read and write rather than, dealing with the qualified teacher problem for many years (Uygan & Akkuzu, 2015). The definition of the teaching profession in the country was first made by the Law No. 430 issued in 1924. Teachers who will teach reading and writing to the people living in the villages in the first years of the Republic have been educated in a way they would familiarize with the village life and guide and develop this life in the Village Teachers' Schools and Village Institutes which was started to open in 1940. Until 1981, schools that educated teachers at the high school level or at the two-year college level were affiliated to MoNE and were financed from the general budget. The anticipation towards "college education for all teachers" in the National Education Main Law No. 1739 accepted in 1973 finally starts to be put into practice by the 1981 Higher Education Law No. 2547, and after 1982, all teachers' education programs throughout the country were affiliated to the Higher Education Council (HEC) as two-year colleges; all of the teachers' education programs were converted to four-year education faculties since 1989 (Aydin & Bas, 2005).

In the 90s, although the sufficient number of teachers had not been reached yet for all levels of education and teaching in Turkey, restructuring of education faculties appeared in the agenda for the lack of quality in teachers graduating from these faculties and the deficiencies of education faculties in terms of educating qualified teachers. The objectives of the pre-service Teacher Training Project, initiated by HEC-World Bank in 1994, were extended in 1996 to include an

innovation in the teachers' education system and the education faculties have been restructured since the 1998-1999 academic year (HEC, 1998).

Teacher high schools, about which the opinions of graduates on qualified teacher training were obtained within the context of this study, operated affiliated to MoNE as secondary education level schools until they were converted to regular high school programs in 2014. "The curriculum of these high schools have been rearranged in 1983 in a way that is supposed to endear teaching, encourage, and direct the student to branch out, and it is foreseen that these schools would constitute a source for teacher-educating faculties." (Dilaver, 1994, p. 37). In this study, the opinions of teachers' high school graduates who are currently teaching, or completed college education in different fields and doing different jobs, has been obtained about such topics as: the contributions (if any) of the teaching notion they gained in the teachers' high school in their current jobs; who is a qualified teacher; vetting, accreditation, and the context of the curricula to be used in the education of candidate teachers; and who should be certified as teachers.

Methodology

This study is a qualitative research. In the study, a phenomenological method based on interpretation has been used. The field of interest for research based on interpretation is a concept or phenomenon experienced by more than one person. In such research, the aim is to "... to describe the experiences of people by giving them universal qualities by reducing them to phenomena." (Guler, Halicioglu & Tasgin, 2013, p. 43). The data were collected through face-to-face interviews with the participants; questions were prepared by the authors in the form of semi-structured interviews. The interview questionnaire involves 12 questions: Five questions are about personal information of participants; the rest of the questionnaire is designed to record personal experience and opinions of the participants on teachers' education. Content analysis was conducted by the authors on the data obtained from face-to-face interviews. Yildirim and Simsek (2006) define content analysis as "a process in which data are defined and facts hidden in them are revealed." (p. 224).

Research Group

The research was completed with 14 participants graduated from different teachers' high schools at different times and agreed to have face to face interviews with voice recording. The descriptive data for the research group are presented in Table 1.

Table 1. Descriptive Statistics of Research Subjects

Code	Sex	Age	Teachers' high school of graduation (ATHS= Anatolian Teachers' High School)	Grad Year	Faculty of graduation/to be graduated-Current job
P1	M	22	Canakkale Gokceada ATHS	2014	Faculty of Education/Student
P2	F	22	Rize Pazar ATHS	2014	Faculty of Education/Student
P3	F	21	Artvin Savsat ATHS	2015	Faculty of Education/Student
P4	F	27	Trabzon Besikd uz u ATHS	2008	Physical Therapy and Rehabilitation/Physiotherapist
P5	M	35	Giresun ATHS	2001	Faculty of Education/Faculty
P6	M	34	Trabzon Besikd uz u ATHS	2002	Public Administration/Driver
P7	M	25	Trabzon Besikd uz u ATHS	2011	Faculty of Economics/Assistant Revenue Expert
P8	M	27	Gumushane Maresal Cakmak ATHS	2009	Law Faculty (has a masters degree from the same school)/Freelance Lawyer
P9	M	27	Gumushane Maresal Cakmak ATHS	2009	Faculty of Business Administration/Travel Agency Managers
P10	M	29	Gumushane Maresal Cakmak ATHS	2008	Mapping and Cadaster Tech. Graduate/ Mapping and Cadaster Technician,
P11	M	28	Gumushane Maresal Cakmak ATHS	2008	Faculty of Theology Religion Culture and Moral Teaching Graduate/Gendarmarie/Sergeant
P12	M	35	Giresun ATHS	2001	Faculty of Education English Teaching Department/English Teacher
P13	M	36	Giresun ATHS	2000	Faculty of Education Turkish Language and Literature Department-Turkish Language and Literature Master's Degree/Literature teacher
P14	M	51	Ladik THS	1983	Faculty of Education-Primary School Teaching Dep.-Masters at History teaching-Doctorate at Philosophy of Politics and Real Politics/Faculty

Table 1 shows that 14 people were interviewed in the study. The vast majority of the participants in the study are from Anatolian Teachers' High schools with foreign language preparatory programs converted from teacher high schools (n = 13) and male (n = 11). Half of the survey participants (n = 7) completed their college education in education faculties while the other half completed their studies in different fields of higher education (law, business, economics, public administration, map castrate, physical therapy and rehabilitation). While most of the participants (n=8) who are working (n=11) are working in the field that they were educated, 3 of them are working in different fields. 3 of the

participants are still students of faculties of education and not working. It was understood in the study that four participants were graduated from masters programs.

Data Collection Tool and Analysis of Data

Data were collected using a semi-structured interview questionnaire form developed by the researchers. All interviews were conducted face to face with the participant and voice recorded with their permissions using the 12-item interview form. The voice recordings obtained within the scope of the study were transcribed by the authors, and the transcript texts were sent back to the relevant participants to check with what they have said. Five out of 12 questions directed to the participants involve personal information belonging to the participants and the answers given to these questions are summarized in Table 1. The other seven questions are about the personal experience and opinions of the participants regarding teachers' education. These seven items were used as codes in the content analysis. The responses of each participant to the questionnaire were arranged according to the codes and examined separately by three different reviewers. Each reviewer was allowed to create themes of codes. The similarity between the themes created separately for the total of seven codes was evaluated by Holst's method. According to the method, the consistency ratio between the two coders is the ratio of the consistency number between two coders against the sum of the number of units coded by the two coders [Consistency Ratio = Number of Consistencies between Two Coders / Total Number of Units Coded by A and B Coders; $PA_0 = 2A / (n_A + n_B)$]. For reliability, these results should vary between 0 and 1 (Neuendorf, 2002, p. 108). After the transaction, the consistency ratio of the first examiner with the second and third examiners is .99 and .94 respectively. The consistency ratio between the second and third examiners is calculated to be .93. After the evaluation of all the three reviewers together, the expressions used for some of the themes were transformed into common expressions, the responses of the question "How to educate qualified teachers and what their programs should be" are included together under a single code and it was decided that the responses to the 11th question did not require coding since they could be presented descriptively. Thus, 40 themes under five codes have been identified on the data obtained through the study.

Findings

Item Responses to the Interview Questionnaire

Below are the themes obtained from the responses given to the research questions (code) by the participants (P1, P2, ..., P14) in the study and quotes from texts that led to the formation of these themes.

1. Do you approve the abrogation of teachers' high schools? Yes/No Why?

It has been understood that most of the participants in the survey (N = 11; P) do not approve the abrogation of teachers' high schools. Of the participants, those who continued their college education in the faculties of education unanimously do not approve the decision of abrogation. According to those who are graduated or still studying in the education faculties, the teachers' high schools provided certain advantages for them and these advantages are also necessary for educating qualified teachers:

a. A distinctive education that expedites learning.

P9: No. Because teachers are very important in our society and we have to behave a little bit in privileged when educating teachers.

P5: I do not Approve. In fact, I think they should have been developed more. (...). The education offered in teachers' high schools was qualified. I, for example, for applying Associated Professorship, you should get at least 65 points [from foreign language exam]. I easily got that score without getting any extra courses. And I think this is associated with the education I got in the high school.

P2: I do not approve. Because we got education courses at high school. Such as teaching methods and principles, education psychology... I got these courses at high school and they really helped me a lot here [implying the faculty of education]. For example now (...) I get higher scores in educational sciences than students who are in the same class as mine.

b. Diversification of program and social activities.

P4: I do not find it right, actually. Because the teaching and education style of these high schools were a bit different. Students were more social (...), they were more interested in activities, music, literature. (...) I think they were training different individuals in the school in terms of talent. So frankly, their closure hurt me.

c. Internship and applied learning.

P1: I do not approve. While I was at teachers' high school, they educated us like a teacher, sent us to internships.

P14: In these schools, in addition to core courses, for example, you'd make desks in a vocational training course, you'd go to the garden and work in an agriculture course (...), there is poultry house, there is beekeeping.

d. Being educated by well-educated and selected teacher staff (educator).

P5: (...) I think these schools should be further developed. Our teachers [implies the teachers at teachers' high schools] were very good. They were qualified.

P1: I do not approve. Our teachers [implies the course teachers at teachers' high schools] were selected through exams.

e. Setting a right role model for prospective teachers.

P8: (...) the profession of teaching should be afflicted to people before university. In order for some training to be given beforehand, it is necessary to create the right role models.

f. Recruiting among clever and successful people.

P1: These were institutions opened for educating special students [implying those with academic success]. Therefore, I do not approve their abrogation, to me, if teachers will be educated, such kind of high schools should exist.

P14: (...) Qualified education to selected students, bringing some of those to the educational life of the country, especially as teachers (...). These schools were carrying a mission to reflect the republicanism notion to the lower class. These schools which previously served as village institutes then as teachers' schools (...) had a mission to extract qualified teachers out of selected and qualified students.

g. Educating as leaders.

P14: I mean, you can graduate those people with a capacity to lead a community when they are appointed to a place as a teacher.

h. The preservation of experiences acquired so far in teachers' education and conveying those to teacher candidates.

P14: I do not find it right. There was a reason behind the opening of these schools. This was to reflect and transfer the notion of republicanism below the upper class. These schools, for one thing, have a historical mission. This was getting a qualified education to selected students and bringing some of these to the educational life of the country, especially as teachers. These schools which previously served as village institutes then as teacher schools had a mission to extract qualified teachers out of selected and qualified students (...).

P13: No, I mean they could have stayed at least nominally. That is to say, there is tradition coming from the past, teachers' schools is a tradition, Anatolian teachers' high schools is a tradition like teachers' institutes. I think they could have remained.

P12: We are talking about a tradition lasting for 200 years. I mean the closure of teachers' high schools so easily, saying no teachers are coming and graduates are moving to other directions. It shouldn't be that simple, they shouldn't be closed for that reason. I took this a bit emotionally, to be honest(...). School-type variety means wealth. I think at least their names could have been kept.

For some participants, (N=2, P10, P11) the abrogation of teachers' high schools is a right decision. According to these subjects who participated in the research, and all graduated from different fields in higher education, there is no difference between the programs offered in the teachers' high schools and the programs offered in other high schools.

P10: Yes. Apart from the standards of a regular high school graduate, there was no training pertained to teaching in these high schools.

P11: Yes, the only advantage to us was an additional 24 points [when they preferred faculty of education] other than that, all was the same.

2. Has your vocational teaching education at high school level contributed to your life and (present) work? If so what kind of effects has it made?

According to the majority of the participants (N = 11), there are several positive contributions of the vocational teaching education they have gained at high school to the work they currently do. These contributions are:

- a. Communication skills (to design human relations correctly).

P7: It helped me understand the cause of the human behavior and recognize people easily and early.

P8: It contributed. The lawyer profession I am pursuing entails to be a good psychologist, and to be able to tell people things in an understandable way. The education I got at the high school makes this easy.

- b. Providing services to individuals at different cognitive levels.

P4: I worked with special-care children, I mean children with disabilities. It worked pretty well for me(...). There are things that I benefited from educational psychology: reinforcement, reward, punishment, what can we do to educate better? As we know better these kinds of concepts, I applied them differently than others.

- c. Managing.

P9: *I think it's definitely contributed. I myself can look at the staff management from different angles...*

d. Child raising.

P3: *Of course it has. I think it could be used. We study child development, for example, childhood stages. In the future, I may have my own child, my neighbor's. It can be curiosity. I think it would benefit*

e. Enhancing the work performance.

P1: *We learned the life in that school! A friend of mine who studied tourism tells me that I am different than all other tourism students thanks to my education at teachers' high school, "I am something in the eye of the teacher!"*

P4: *So ... at least reinforcement, reward, punishment in education, what can we do for a better education. Because we know these concepts better than others.*

f. Preparing for multicultural domains.

P12: *We tell this everywhere... We learned English, real English at teachers' high school. We got technical contribution, methodological contribution at university <[implies faculty of education], but.. (...) The prep class at Anatolian high school made the greatest contribution to our English.*

P13: *With my English I learned, I do not have any problems when I go abroad. I did not get any courses or stuff like that after the school (...) I did not have any problems when I was abroad alone.*

g. What are the qualities of a good teacher in your opinion?

It was observed that the participants emphasized personal features and teaching and education skills when they described the qualified teacher. According to the participants, qualified teachers':

h. Communication skills are good and they express themselves well.

P3: *Applied learners, for example, can be more effective in class. Teachers who express themselves well.*

P13: *Good communication with the student with parents...even if you are well-knowledgeable that will make no use... unless you catch the student. (...) what is meant by catching the student to me, it is presenting the class without boring them, witty, entertaining, talking about stuff students like, relating it to the topic especially.*

P12: *(...) take it from the music they listen to, the social media domains they use. Not only the social media, stars, applications, lines they like. (...) knowing something about this stuff, even being able to make a couple of jokes about them, naturally narrows the distance between us and students.*

P12: *Calling by name is very important... after you have that settled and play around with jokes and dialogues during the class the student holds on you... yes...student then says "I am something in the eye of the teacher!" I do not even need to remind the student his homework or responsibility as his teacher, he already does that regularly.*

i. They are characterful and model people.

P4: *I think a qualified teacher should be an example with his character, behavior, life before everything.*

P14: *(...) he must be a model person as to character and personality. Teaching is a noble profession. For this reason, the teacher must have a noble character. (...) besides, he must be a model personality and model character as to being an exemplary person. When we cannot provide them, it is impossible to talk about a future of our education.*

P8: *They are the ones who can be a model for their students both in terms of their experience and their stance in the school, and those who are able to be their families after their parents.*

j. They are people who guide students and assume the responsibility of their educations.

P7: *They should not view teaching to be only a profession, they should be able to take responsibility for preparing people for their life, and have the consciousness of raising qualified individuals.*

P6: *They should not view teaching to be only a profession, they should be able to take responsibility for preparing people for their life, and have the consciousness of raising qualified individuals.*

P10: *Those who instead of judging students according to their interest in the classes, direct the students to the area where they are predisposed. Those who educate the student not only in terms of education but also prepare well for life.*

P12: *The part I am talking about is the class guidance part, I mean. That is to say, guiding the student part. I am trying to develop a face to face communication with my students. After a while, student opens himself to you saying I have such and such situation (..) if he has a problem. (...) Our such attitudes in the class sound sincere to students.*

k. They have enough field knowledge.

P11: *Those who are an expert in their fields, who are mature and can transfer their knowledge well. Should use the stuff in his hands correctly.*

P12: *If the student believes in you and your knowledge, then he is running after you where you want.*

P14: (...) *must be a person who trained himself in his field. So whatever his field is, he must be competent.*

- l. They use learner-centered teaching methods.

P2: *We've moved toward a constructivist approach. As I see it in the internship, teachers who apply it are much more effective, those who continue traditionally (emphasizing teachers who use didactic methods) their classes are boring.*

P5: *I think that with the constructivist approach, the teacher has a guiding role to play in teaching and think this burdens the responsibility of learning to learn to the teacher. In addition to that, new approaches are also on the agenda: multiple intelligence theories, collaborative learning, probing based learning. (...) Unfortunately, traces of the behaviorist approach can still be seen. And this stems from the nature of the teacher.*

- m. They use various teaching materials.

P13: (...) *videos, slides, especially made with visuals .. not just plain narration, but the contributions made are especially useful.*

- n. They observe student level and readiness state.

P1: *The teacher who applies the principle of relativity to the students is a good teacher. Teachers who approach each student differently, have them feel that they are special.*

- o. They stay up to date and use it in their technology classes.

P2: *Being up-to-date (...) application of new information, programs.*

P5: (...) *I think that the teacher should constantly develop herself and read a lot. The teacher should also benefit from technology, because it is in the programs any more.*

P6: *I think that the qualified teacher is who develops himself well and constantly renews himself in his profession.*

3. How do you think should highly qualified teachers be trained? From what level of instruction should teachers' education begin? What should the content of teachers' education programs be?

Half of the respondents (n = 7; P3, P4, P6, P7, P8, P9, P14) think that teachers' education should be started at high school level. While five of the other participants did not declare any ideas on the topic (P1, P2, P5, P12, P13); others (P10, P11) stated that this education should be given at the university. According to participants, in the education of qualified teachers:

- a. Teacher instructors (teachers' educators) must be qualified.

P14: *Yes, of course, you have to start a qualified teachers' education at high school. In fact, it should start while selecting the education staff of teachers' high schools. If we select the educational staff of the teachers' high school appropriately, an army of education with a certain organizational culture will come along from there. If the teachers are in compliance with this, if the students come by taking the culture and the educational faculties are in line with this in terms of equipment, services, halls, proficiency of instructors, working spaces of instructors, and content, a better education will emerge.*

P1: (...at the THS) *I used to have a teacher. I was getting on well with him. I felt very comfortable with him. He was a rather respectable person in my eye. I instructed a very comfortable class next to him, and he liked me very much.*

P11: *First of all, the instructors in the universities should be well selected and followed.*

Participants stated that the program needed for teachers' training should be multidisciplinary and must definitely include practice:

- b. All courses should be organized according to Marxist education concept.

P14: *The content of teachers' education programs, in fact, I want to mention as a person teaching philosophy of education courses myself. Of course, my goal is not to create any political engagement, but there are certain senses of education that we know. For example, Marxist education concept. I am not a Marxist, and I do mention this to my students. I am saying that what is the context of this Marxist education concept? This understanding of education is the life itself. It is not offered to prepare a student or a person to life, but education is presented as the life itself. by doing so, I believe that we will get more qualified teachers.*

- c. It should include activities to be conducted individually and as a group by teacher candidates.

P8: *Activities toward individual and group activities so that the person to be a teacher develop himself first.*

- d. There must be an application and internship program.

P1: All applied courses. My internship at school has a lot to contribute to my current courses. When I entered the class, an environment that I am already familiar with, I did it before. So I am much comfortable in the class.

P2: Application is very important, application absolutely should be.

P5: I would suggest that teaching practice courses must be in the second, third and fourth grades except for the first grade. (...) I think that if a person is to learn to teach, that is, to teach students to learn, he must do it practically.

P10: Students should be educated practically.

P11: Internship application in the university should be started and followed in the first year. Field knowledge should be thought well.

P12: I think it would be more logical if it was an applied education. It was staying in the air because there was not much application in our time.

P13: I think that high school or university does not matter, but it would be more logical if there was practical education. (...) It was staying in the air because there was not much application in our time (...). We went to practical education, but it was not cared about too much.

- e. There should be courses in the field of educational sciences.

P3: educational courses should be thought again.

P2: Education psychology. In high school, there was an introductory course to teaching profession, for example, it was very beneficial.

P1: Teacher qualifications, class management..

- f. There should be arts lessons.

P4: In my opinion, [teacher] should have developed herself in many ways: it may be music, literature, art, painting. I mean, she should be able to be helpful to an individual. For example, you go as a teacher. You go to many towns, there are poverty and lacking in many social aspects. (...) he can bring something to the children, to the people there, if the teacher develops himself.

P14: (...) Arts is a must.

P6: I do not know much about this topic, but it should be something that will help you develop yourself.

- g. There should be basic science courses.

P14: first of all, in the programs, it is essential to have a sports sciences (...), natural sciences, philosophy. Math and sciences should be included. (...) and if the content is shaped around these, we will educate a well-qualified teacher. Arts, sciences, natural sciences, mathematics, philosophy, and religious culture and morality given by competent people (...) I think it is necessary to instruct a course in educational philosophy, or education systems in all the teaching departments.

- h. There should be values education courses. National and spiritual values should be endeared.

P9: While educating qualified teachers, there must be such contents to teach them to feel the happiness of human love and the happiness attached to the sense of teaching. A qualified teacher, first of all, should be educated with human love and country love, he must accept this profession as a sacred duty no matter where in the country, he must be educated with that love.

P4: I think ethics courses can be added. Morally.

- i. The current program should be updated.

P5: At the moment, all the education faculties have the same program. I want the program of the education faculties updated. Just as the curriculum of each course is being changed at certain times, the programs here should be changed as well. I think it was 97 the last time, another update happened in 2006. "I think (...) it is necessary to make a new update. I think there will be..

4. What should be the conditions for the selection for teaching profession and the approval of tenure?
 - a. Having enough field knowledge.

P5: Teachers must graduate with the necessary skills and knowledge.

P8: Those who will contribute to the upbringing of the people who will shape the future of the state, have merit principle(...).

P5: [teaching] if it is 60 percent knowledge (...).

- b. Showing occupational suitability during the internship process.

P13: For instance, internship can be 3 years, a certain stipend can be paid. The state can observe his teaching... psychological compliance. (...) approaching and the like. Of course, it is evaluated by experts in an objective manner in the first three years. Is she really suitable for the profession? In fact, they do it for the first two years in college. Then the student is moved to another area if she is not eligible, the student may be given a right to a transfer. If the ministry does that after she has started, I think it will be too late. There might be a loss for the candidate.

c. Being academically successful.

P12: I think (...) that in order for good students (implying academically successful students) to prefer this, teacher salaries should be satisfactory..

P8: First of all, those who can become qualified students, who can educate themselves with the consciousness of teaching after understanding the values of their students, should be able to perform this profession. As I mentioned earlier, these educations have to be constructed beforehand not only at the universities but also at the teachers' high schools.

d. Being graduated from the faculty of education.

P4: I frankly do not find that application of formation right. I think it would be more appropriate for those who have had direct education to do it (implies graduates of education faculties).

P5: Formations, in my opinion, should not be. Because we are also teaching in these programs and seeing. For one thing, they are totally stranger to the concepts. And course hours are rather few. For example, the teaching principles and methods course are offered three hours in the undergrad program and two hours in the formation. I think that those who will be teachers must definitely graduate from the education faculties.

e. Being physically and spiritually healthy.

P5: I think that those who will be teachers should get a document from a health institution. Especially a psychological one.

P9: (...) people who could serve at every corner of the country and perform the profession under all the difficulties, people who are suitable for these conditions should be selected.

f. Communicating well.

P5: if 60 percent of it (Teaching) is knowledge, 40 percent are qualifications a teacher should have : (...) to communicate with students. People who can not communicate well, I think should not be a teacher, may be transferred to another degree program. There is an EQ test as the IQ test. I also think that teachers' emotional intelligence needs to be taken into consideration in their practical work.

g. Self-confidence.

P5: (...) there are qualities that a teacher should have: I mean, being comfortable, self-confident (...).

h. Being patient.

P6: People who are patient and have a good approach to others should prefer the teaching profession.

P11: It should be those who are patient, with good diction, (...) and loving the profession from the heart.

i. Being characterful and moral.

P14: When he arrives at the faculty of education, or even before he arrives, we need to perform a personality test, a character test, and decide whether or not he conforms to teaching as to character or personality.

P7: He should be selected not only professional knowledge per se, but also character, morality, behavior.

P10: Must be done based on human life. Bad temper leads to bad events. Since teaching is a sacred profession, we should be meticulous.

j. Being patriotic.

P8: Those who will be contributors to those who will shape the future of the state, (...) anything necessary should be done to ensure that the profession is handled by patriotic people who behave accordingly.

P9: people who could serve at every corner of the country and perform the profession under all the difficulties, people who are suitable for these conditions should be selected.

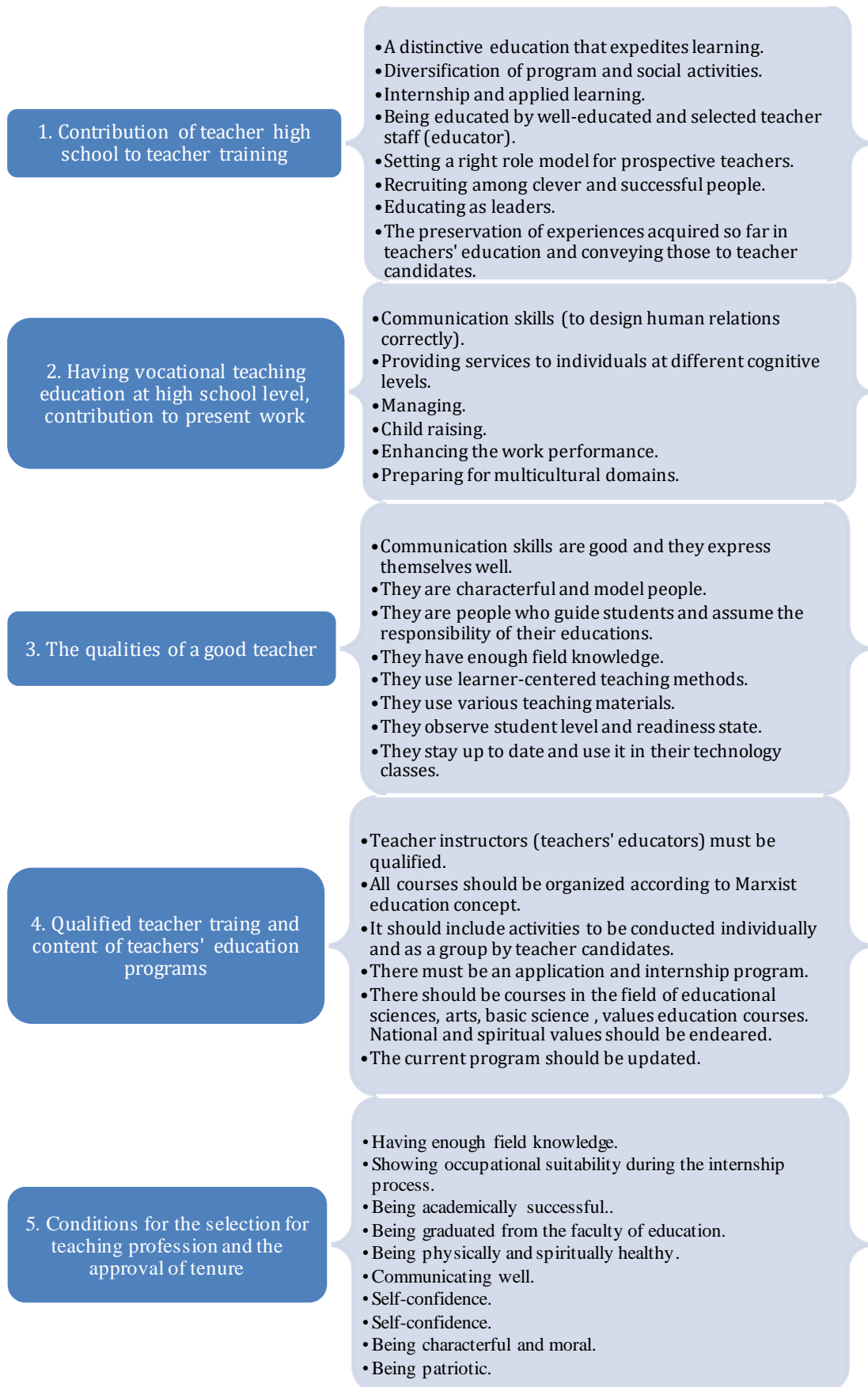


Figure 1. Codes and Themes Used in the Study

Discussion and Conclusion

Considering that good education is a "complex, cognitive challenge" (Vegas, Murnana & Willet, 2001) that requires good instruction, reasoning and thinking skills, and that it requires intellectual background and personal features (Howey & Strom, 1986), it is understood that the education and employment of qualified teachers is an obligation for the survival of the national education system. Qualified teachers' education involves starting from the question of whom to select as a teacher, what kind of learning programs should be applied to become a teacher, and what conditions/qualifications (field knowledge, pedagogy knowledge, beliefs) to be provided before eligibility for graduation (Ingvarson, 2013). In this study, the process of qualified teacher education was assessed with a group of subjects graduated from secondary-level teachers' educating (high school) programs in Turkey. Within the context of the study, the participants were asked to evaluate the teaching education they got at the secondary school level and the contributions of (if any) graduating from a teachers' high school in their lives and current jobs. The study was carried on through the evaluation of qualified teachers' education process with the participants; in the interviews conducted, the subjects were asked to identify who qualified teachers are, what sort of professional and personal characteristics they should have, the content of the education program to be applied to educate qualified teachers and finally, after all these applications, what criteria to be applied to determine who is appropriate for teaching in the classrooms. The majority of participants indicate that programs that educate qualified teachers should be initiated at secondary (high school) level. Waters (2016) points out that the introduction of teacher education at the secondary level has some benefits. According to the author, the teaching programs applied at secondary education provide an environment for teachers in which they can organize not only their students' learning but also their own. This provides various opportunities for prospective teachers in the context of discovering the nature of the student, becoming more flexible and entrepreneurial. This is a good opportunity, according to Waters (2016), to rethink the existing design of the school in the organization of the interaction between teachers and students devised in schools.

According to the teachers' high school graduates participated in the study, their schools have provided the outstanding education that facilitates learning for them, supported their versatile development through the diversity of programs and social activities; and educated the students selected among the intelligent and academically successful people as leaders. All these acquisitions support graduates of these schools to be academically successful in their chosen field, communicate well in their current affairs and enhance management skills, whether or not they prefer faculties of education for higher education. Beyond that, this education facilitates the provision of services to individuals in different cognitive competencies, as well as preparing them for multicultural environments. Several studies show that teachers' leadership has a positive effect on student achievement (Davis, Darling-Hammond, Lapointe & Meyerson, 2005; Goodlad, 1994; Leithwood, Louis, Anderson & Wahlstrom, 2004). Campbell, Kyriakides, Muijs & Robinson (2004) define five characteristics of teachers, and one of these characteristics belongs to multiculturalism: These teachers "... develop the cognitive aspects of their students by taking into account their certain characteristics such as gender, ethnic identity, socioeconomic status and skills..." (p. 7). Multicultural education according to Hunter (1974) and Baptiste (1979): is the structuring of education based on the principles of equality, mutual respect, acceptance and understanding, and moral commitment according to the pluralism notion; in order to realize democratic ideals, meet the needs of different groups forming the society and provide social justice (Gay, 1994). In their study examining teachers' education problems in Turkey, Aydin & Baskan (2005) found that higher education level teachers' training programs do not evoke awareness in prospective teachers with respect to multiculturalism and multilingualism covered by the international citizenship notion. According to the scholars, a more flexible functional, dynamic and practical teacher education policy should be applied in Turkey to meet local, regional, national and international requirements (Aydin & Baskan 2005). The preparation of teachers' high schools their students for multicultural environments is rather meaningful regarding the teacher quality in Turkey, which is a democratic, multicultural country and furthermore, executing certain applications for the education of the children of Syrian refugees.

Uyulgan and Akkuzu (2015) examined the views of a group of teacher candidates studying in secondary school science and mathematics education department on the appointment and selection criteria of teachers in Turkey. The results of the research showed that candidates who were being trained in the third and fourth grades of university education and who will teach mathematics, physics, chemistry, and biology to their students in the future in the classrooms consider themselves insufficient in terms of the field knowledge exam applied to select teachers for MoNE schools (in this context elective questions in the basic science areas of physics, chemistry are directed to candidates). However, field studies, especially with science and mathematics teachers, show that the proficiency of these quantitative science teachers (in other words, their academic achievements) has a positive relationship with the success of the students (e.g. Brewer & Goldhaber, 2000; Monk, 1994; Monk & King, 1994; Rowan, Chiang, & Miller, 1997). Today, there are 71 faculties of education in Turkey, of which 65 are state and seven are foundations' universities. Due to the surplus graduation amounts from these faculties which select students with the University selection exam, MoNE's reducing the number of teacher appointments day by day, low salary of teachers in the country, the entrance threshold scores for candidates of education faculties got lower gradually. Finally, in 2017 HEC started a ranking success requirement for faculties of education. In this way, it is aimed to select students with high academic achievement rates to the faculties of education (HEC, 2017).

Participants in the study described qualified teachers in terms of both personal and professional characteristics. Qualified teachers' personal characteristics are: They are people of character and example, express themselves well, can establish easy communication. Their professional (technical) characteristics are: proficient field knowledge, using learner-centered teaching methods, taking advantage of different teaching materials, observing the readiness state of their students throughout the teaching and using state of art technology in the classroom. Slavin (2015) states with respect to personal characteristics of qualified teachers that these teachers are warm-hearted, have a good sense of humor, value their students, hardworking, self-disciplined and have leadership qualities. The research results that Taskaya (2012) described features of qualified teachers based on the opinions of a group of education faculty students show that the teacher candidates who pursue university education define different characteristics that are different from those obtained in this research in the context of personal and professional characteristics of qualified teachers. Teacher candidates studying at the faculty of education emphasize being often understanding, well-dressed, smiling and patient about the personal qualities of qualified teachers; they identify professional qualities as often being fair to all their students, being a good model for their students, paying attention to community values and liking their profession. Taskaya (2012) has included staying up to date and using technology in the classroom items, which is a common finding between this study and his, in the list of professional development characteristics of qualified teachers. Karakale (2005), who completed a similar research with high school teachers, identified similar professional, personal and behavioral characteristics of the teacher together with his participants, but the teachers who participated in the research of Karakale (2005) used these characteristics to describe effective teachers. Therefore, it is understood that the definitions of the effective and qualified teacher have yet to be differentiated in the Turkish field literature. The participants of this study, who are teachers' high school graduates, suggest some of these traits (self-confidence, patience, character, and ethics, patriotism) prerequisites for the selection and appointment of teachers.

With respect to the programs of qualified teacher education, the teacher's high school graduate participants suggest that in addition to its courses of education sciences, basic sciences, and arts, values education courses should be included in the programs. According to the graduates participating in the study, the teaching format of these programs should be based on internship and practice and should include activities that the teacher candidates will manage individually or as a group. Education must be life itself. Therefore the existing teachers' education curriculum must be updated and submitted by qualified teacher instructors (educators). Oss (2018) expresses that teachers' training programs are prepared from the perspective of the teacher-educating academic circle and are influenced by the decisions of politicians. In other words, the teacher education programs consist of the estimation of necessities required for teachers throughout their careers by field experts (teacher educators) and approval of this by politicians. For this reason, it doesn't seem possible for the predictive programs to be adequate for teachers throughout their teaching life, to fully meet their needs of the entire professional career, and to include all developments in the field of education. It is well known that experiencing how the acquired theoretical knowledge is applied in the real classroom environment and reflecting this, is extremely important not only for candidate teachers but also for teachers working in the profession. In fact, it is emphasized that countries where teaching outcomes and educational systems are successful in the central evaluations are heavily involved in internship programs in teacher education (Jain, 2016; Tatto, 2015). According to the participants of this study, internship application should also be used in the process of teacher selection and approval of tenure. Sherwood (2018) asserts that teachers' educators should include eight dimensions: "Coherent program vision, cultural competence, collaborative partnership, contextualization, quality standards, well-experienced committed faculty and harmonious blend of theory and practice" in terms of effective teachers' education in his study evaluating effective teachers' training programs and teacher educators. Participants of this study think that in addition to all dimensions, arts and values education should be included in teachers' education. Yetim and Goktas (2004) describe teachers as community architects and state that they must be trained at the level that will meet the needs of teachers, the country, and the age. According to the authors, the development of the country and the level of prosperity of the society depend on the well-educated teachers and their professional and personal qualities that can best fulfill their duties. As a matter of fact, the participants of this research, who are graduates of teachers' high schools, stated that teachers who are suitable for working on the field, should be selected from those who have sufficient knowledge of their fields, academically successful, prove themselves with the practices in the class, graduated from education faculty, healthy, characterful, moral, confident, patient and patriotic.

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