



**TURKISH REPUBLIC  
MINISTRY OF NATIONAL EDUCATION  
GENERAL DIRECTORATE OF TEACHER TRAINING**

# **SBEP**

**SUPPORT TO BASIC EDUCATION PROJECT  
“TEACHER TRAINING COMPONENT”**

## **GENERIC TEACHER COMPETENCIES**

**ANKARA 2006**

## PREFACE

All “curricula” are being re-developed with a constructivist approach starting from primary school level with the aim of raising creative, flexible, intellectually inquisitive, innovative students suitable for team work in line with General Objectives and Basic Principles of Turkish National Education. The most primary responsibility rests on our teachers in effective and efficient implementation of curricula developed with a **constructivist** and “Student Centred” approach focusing on “Learning to Learn”.

Our teachers are expected to have sufficient subject-specific knowledge, to convey this knowledge to their students through a constructivist approach in line with the new programme, to have skills for collaboration with colleagues and communication with students together with administrative and organisational skills, and to efficiently exchange information with all concerned stakeholders, especially with families.

As may be seen, professional activities of our teachers cover a broad area. Within this context, it is not possible for our teachers to fulfil their obligations without identifying “professional competencies”.

Amazing recent developments in science and technology also affect the dynamic structure in all dimensions of teaching and learning. Thus, it is inevitable to question and try to improve qualities of our teachers who play a major role within this process. How will this inquiry and professional development be implemented? The approved “Generic Teacher Competencies” document which you have in hand and “subject-specific competencies” which is still being prepared are the main documents for this inquiry.

“**Generic Teacher Competencies**” tested by means of **stakeholder opinions** and **current status surveys** prepared under the coordination of General Directorate of Teacher Training during meetings and workshops with participation of many experts and teachers is one of the most significant studies as it serves for the

development of teacher's status who is considered among the corner stones of education. Generic competencies consist of six main competencies, **“Personal and Professional Values-Professional Development”**, **“Knowing the Student”**, **“Learning and Teaching Process”**, **“Monitoring and Evaluation of Learning and Development”**, **“School-Family and Society Relationships”**, **“Knowledge of Curriculum and Content”**, 31 sub-competencies and 233 performance indicators. These competencies will prove very useful in terms of identifying task definitions of teachers and setting clear objectives for their personal and professional development.

“Generic Teacher Competencies” is a study performed on the basis of scientific methods, and the study is the outcome of an understanding that has a significant role not only in teacher development but also in quality improvement of students, parents, school and thus the education system in general. Our teachers, who have long been waiting to attain the status they deserve, will contribute more to the progress of schools and learning by developing their perception of change and management skills through practices to be conducted in the field as a result of these studies.

I would like to thank all who put effort to this study, especially to our teachers, Board of Higher Education, institutions of higher education for teacher training, unions carrying out activities in the field of Education, Training and Science Services, and other institutions and organisations involved in the research process. I wish that **“Generic Teacher Competencies”**, which is the product of a long and exhausting process, brings positive values and contributions to our education system.



Ass. Prof. Hüseyin ÇELİK  
Minister of National Education

## PRESENTATION

Activities are being carried out with a holistic understanding under headings of “Developing Curricula”, “Preparation of Teacher Competencies”, “Developing physical environment and teaching technologies of schools” which are included within “Education Reform” which has been prepared to “Increase quality of student learning” and “Improve teacher’ status” within the context of National and Contemporary values by our Ministry.

Teachers will implement the new curricula developed by our Ministry for efficient teaching and learning and prepare students for the 21<sup>st</sup> century. Thus, teacher competencies consist of knowledge, skills and attitudes that teachers should have for attaining these objectives. Within this regard, **teacher competencies** constitute the second most important stage of the education reform for supporting the curriculum approach prepared in accordance with the latest developments in pedagogical theories and applications by our Ministry.

“**Teacher competencies**” is a document which states transformations to be implemented with a holistic approach in;

Identifying policies for teacher training,

Pre-service teacher training programmes of institutions of higher education for teacher training,

In-service training of teachers,

School-Based Professional Development of Teachers,

Selection of teachers,

Evaluation of teacher performances,

Self-knowledge and self-development of teachers.

It will function as a guide by ensuring harmonisation of all future activities in these fields.

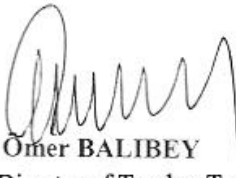
These competencies discuss gradually complicating status of modern education, training and learning systems and clarify the ways leading to a certain competency in a period of multi-dimensional and quick changes, increasing

uncertainties, increasing competition and globalisation in all areas, increasing opportunities and risks for individuals, organisation and nations.

It is expected that Teacher Competencies will provide a common understanding and consensus of objective among the Ministry of National Education, Board of Higher Education, Institutions of Higher Education for Teacher Training, Non-Governmental Organisations, Democratic Organisations, Teachers, Parents and all sections of the society.

Therefore, it is also expected to create a basis for utmost utilization of all mentioned stakeholders' potentials with regard to education, training, teaching and quality of teachers.

I would like to thank all who put effort to preparation of “Generic Teacher Competencies”, consisting of 6 main competencies, 31 sub-competencies and 233 performance indicators, which have been tested by **stakeholder opinions** and **current status surveys** during an intense and meticulous working process and developed in accordance with opinions, suggestions and criticism of 49 institutions of higher education for teacher training through the Board of Higher Education. I wish our teachers success in their studies based on competencies.



Ömer BALIBEY  
General Director of Teacher Training

# CONTENTS

<b>CONTENTS</b>	<b>I</b>
<b>ACADEMICS INVOLVED IN THE PROCESS</b>	<b>II</b>
<b>SHORT TERM INTERNATIONAL CONSULTANTS</b>	<b>III</b>
<b>SHORT TERM NATIONAL CONSULTANTS</b>	<b>III</b>
<b>NATIONAL WORKING GROUP</b>	<b>III</b>
<b>MoNE STAFF INVOLVED IN THE STUDY</b>	<b>IV</b>
<b>PROVINCIAL PROJECT TEAMS</b>	<b>V</b>
<b>DEFINITIONS</b>	<b>VII</b>
<b>UNIVERSITIES AND FACULTIES OF EDUCATION MAKING COMMENTS</b>	<b>VIII</b>
<b>MINISTRY APPROVAL</b>	<b>1X</b>
<b>INTRODUCTION</b>	<b>X</b>
<b>GENERIC TEACHER COMPETENCIES</b>	<b>11</b>
<b>A. PERSONAL AND PROFESSIONAL VALUES - PROFESSIONAL DEVELOPMENT</b>	<b>13</b>
<b>B. KNOWING THE STUDENT</b>	<b>21</b>
<b>C. TEACHING AND LEARNING PROCESS</b>	<b>25</b>
<b>D. MONITORING AND EVALUATION OF LEARNING AND DEVELOPMENT</b>	<b>32</b>
<b>E. SCHOOL, FAMILY AND SOCIETY RELATIONSHIPS</b>	<b>36</b>
<b>F. KNOWLEDGE OF CURRICULUM AND CONTENT</b>	<b>41</b>

## ACADEMICS INVOLVED IN THE PROCESS

**Prof. Ayşegül ATAMAN**

Gazi University

**Prof. Abdülvahit ÇAKIR**

Gazi University

**Prof. Tayyip DUMAN**

Gazi University

**Prof. Sibel GÜNEYSU**

Başkent University

**Prof. Tanju GÜRKAN**

Ankara University

**Prof. Mehmet ÖZYÜREK**

Gazi University

**Prof. Umran TÜFEKCİOĞLU**

Anadolu University

**Prof. H.İbrahim YALIN**

Gazi University

**Prof. Recai DOĞAN**

Ankara University

**Ass. Prof. Hayati AKYOL**

Gazi University

**Ass. Prof. Sinan OLKUN**

Ankara University

**Ass. Prof. Efe AKBULUT**

Pamukkale University

**Ass. Prof. İbrahim CİCİOĞLU**

Gazi University

**Ass. Prof. Mustafa KARAAĞAÇLI**

Gazi University

**Ass. Prof. Fatma TEZEL ŞAHİN**

Gazi University

**Dr. Yücel KAYABAŞI**

Gazi University

**Dr. Fatma BIKMAZ**

Ankara University

**Dr. Şakir ÇINKIR**

Ankara University

**Dr. Mustafa Kemal ÖZTÜRK**

Hacettepe University

**Dr. Duygu Saniye GÜLER**

Ankara University

**Research Assistant Beylem SİNOPLU**

Ankara University

### SHORT TERM NATIONAL CONSULTANTS

<b>Prof. Tayip DUMAN</b>	Gazi University
<b>Prof. Halil İbrahim YALIN</b>	Gazi University
<b>Prof. Sibel GÜNEYSU</b>	Başkent University
<b>Prof. Tanju GÜRKAN</b>	Ankara University
<b>Ass. Prof. Sinan OLKUN</b>	Ankara University
<b>Dr. Fatma HAZIR BIKMAZ</b>	Ankara University
<b>Dr. Mustafa Kemal ÖZTÜRK</b>	Hacettepe University

### SHORT TERM INTERNATIONAL CONSULTANTS

<b>Dawn QUIST</b>	United Kingdom
<b>Arie VAN KOOTEN</b>	The Netherlands

### NATIONAL WORKING GROUP

<b>Ali ÇAKIROĞLU</b>	General Directorate of Teacher Training Head of Department
<b>Baki TOPÇU</b>	General Directorate of Teacher Training Chief of Department
<b>Yusuf Ziya GÜLDERE</b>	General Directorate of Teacher Training Training Expert
<b>Murat SAYIN</b>	General Directorate of Teacher Training Teacher
<b>Esin ZORKUN</b>	General Directorate of Teacher Training Teacher
<b>Ayşegül URAL KAYABAŞI</b>	Projects Coordination Centre Support to Basic Education Programme Teacher Training Counterpart

## MoNE STAFF INVOLVED IN THE STUDY

<b>Prof. Hasan BACANLI</b> BoE, Board Member	<b>Mustafa Kuvvetli</b> Board of Inspection, Inspector General
<b>Celal KURU</b> BoE, Board Member	<b>Mehmet GÜRBÜZ</b> General Directorate of Primary Education Head of Department
<b>Nuri CANTÜRK</b> General Directorate of Teacher Training Deputy Director General	<b>Adem ÜSTÜNDAĞ</b> General Directorate of Teacher Training Chief of Department
<b>Ali ÇAKIROĞLU</b> General Directorate of Teacher Training Head of Department	<b>Baki TOPCU</b> General Directorate of Teacher Training Chief of Department
<b>Halil ALTINOK</b> General Directorate of Teacher Training Head of Department	<b>Asuman SÖNMEZ</b> General Directorate of Teacher Training Training Expert
<b>Fatma ATILGAN</b> General Directorate of Teacher Training Head of Department	<b>Murat SAYIN</b> General Directorate of Teacher Training Teacher
<b>Yusuf Ziya GÜLDERE</b> General Directorate of Teacher Training Training Expert	<b>Çiğdem YANANER EROĞLU</b> General Directorate of Special Needs Education and Guidance, Teacher
<b>Yusuf SEL</b> PCC SBEP Co-Director	<b>Ethem HAS</b> General Directorate of Primary Education Chief of Department
<b>Ayşegül URAL KAYABAŞI</b> PCC Teacher Training Counterpart	<b>Nadire TURKAY</b> General Directorate of Pre-Primary Education Deputy Chief of Department
<b>Zahir BEDİR</b> In-Service Training Department, Deputy Director	<b>Şule DOĞANOĞLU</b> General Directorate of Special Needs Education and Guidance, Teacher
<b>Dr. Semra TİCAN BAŞARAN</b> ERDD, Teacher	<b>Bircan CEREN</b> General Directorate of Special Needs Education and Guidance, Teacher
<b>Ercan EROĞLU</b> ERDD, Teacher	<b>Pınar ÇELİKEL</b> General Directorate of Special Needs Education and Guidance, Teacher
<b>Hülya YALÇINKAYA</b> Hafize Özal Primary School, Teacher, Ankara	<b>Demet ERDEN</b> ERDD, Teacher
<b>Esen BAŞARA</b> Samie Naim Vakfı Primary School, Teacher, Ankara	<b>Dilşat PEKER ÜNAL</b> General Directorate of Educational Technologies, Teacher
<b>İlkay IŞIK</b> Atatürk Primary School, Teacher, Ankara	<b>Dr. Filiz EVRAN ACAR</b> Çankaya Rauf Orbay Primary School, Teacher, Ankara
<b>Mesude AYAN</b> Mesa Koru Sitesi Primary School, Teacher, Ankara	<b>Nurten TEKİN</b> Mimar Kemal Primary School, Teacher, Ankara

## PROVINCIAL PROJECT TEAMS INVOLVED IN THE STUDY

### **ANKARA**

<b><u>Name and Surname</u></b>	<b><u>Title</u></b>	<b><u>Institution</u></b>
1- Ayşe (ÇAKIR) İLHAN	Ass. Prof.	Ankara University, Faculty of Education
2- Alim Başaran	Primary Education Inspector	Directorate of Education
3- Emine BOZKURT	Primary Education Inspector	Directorate of Education
4- Mehmet AYDOĞAR	Primary Education Inspector	Directorate of Education
5- Bilge ÇETİNPOLAT	Teacher	Göreneller Primary School
6- Ali HATALMIŞ	Teacher	Yunus Emre Girls Vocational High School
7- Özgül AKSOY	Teacher	Şehit Kubilay Primary School
8- Elif SEYLİM	Teacher	Provincial PIU

### **BOLU**

<b><u>Name and Surname</u></b>	<b><u>Title</u></b>	<b><u>Institution</u></b>
1. Bahri AYDIN	Ass. Prof.	Abant İ.Baysal University, Faculty of Education
2. Mehmet BAŞ	Primary Education Inspector	Directorate of Education
3. İsmail CAN	Primary Education Inspector	Directorate of Education
4. Dilaver BEŞLİ	Primary Education Inspector	Directorate of Education
5. Serkan KARTALLIOĞLU	Teacher	Cumhuriyet Primary School
6. Eda NAZLIMOĞLU	Teacher	60 Yıl Primary School
7. Birgül ARIK	Teacher	Köroğlu Eğ. ve Sağlık Vak. Primary School
8. Zeynep TÜRK	Teacher	Atatürk High School

### **HATAY**

<b><u>Name and Surname</u></b>	<b><u>Title</u></b>	<b><u>Institution</u></b>
1- Şükran TOK	Ass. Prof.	M.Kemal University, Faculty of Education
2- Cemal KELSEN	Primary Education Inspector	Directorate of Education
3- Türkay Nuri TOK	Primary Education Inspector	Directorate of Education
4- Dursun KELEŞ	Primary Education Inspector	Directorate of Education
5- Şeyda ÖZDEMİR	Teacher	Osman Öteken Anatolian High School
6- Songül ÇAKMAK	Teacher	Hacı Ali Nurlu High School
7- Zeynel ATAÇ	Teacher	Antakya Vocational High School
8- Mustafa ERDOĞAN	Teacher	Vali Teoman Primary School

## PROVINCIAL PROJECT TEAMS INVOLVED IN THE STUDY

### **KOCAELİ**

<b><u>Name and Surname</u></b>	<b><u>Title</u></b>	<b><u>Institution</u></b>
1- Soner POLAT	Academic	Kocaeli University, Faculty of Education
2- Dilaver KINAY	Primary Education Inspector	Directorate of Education
3- Mehmet ECE	Primary Education Inspector	Directorate of Education
4- Kazım BAŞPINAR	Primary Education Inspector	Directorate of Education
5- Saliha YEŞİLTaş	Teacher	İnkilâp Primary School
6- Salih BÜYÜKYILMAZ	Teacher	Kâzım Karabekir Primary School
7- Hacı Derviş YALÇINKAYA	Teacher	Yahya Kaptan Primary School
8- Gülseren TOPUZ	Teacher	İzmit Girls Vocational High School

### **İZMİR**

<b><u>Name and Surname</u></b>	<b><u>Title</u></b>	<b><u>Institution</u></b>
1- Erdal ASLAN	Ass. Prof.	9 Eylül University, Faculty of Education
2- Habip YILMAZ	Primary Education Inspector	Directorate of Education
3- Cuma KARKİN	Primary Education Inspector	Directorate of Education
4- İbrahim TURAN	Primary Education Inspector	Directorate of Education
5- Adnan ÜRERER	Teacher	Tülay Aktaş Primary School for the Hearing Impaired
6- Hasan Erkan KARABIYIK	Teacher	Limontepe Primary School
7- Hale ÜNAL	Teacher	Narlıdere Primary School
8- Uygur KULKUL	Teacher	Karşıyaka Guidance Research Centre

### **VAN**

<b><u>Name and Surname</u></b>	<b><u>Title</u></b>	<b><u>Institution</u></b>
1-Ahmet SELÇUK	Ass. Prof.	100. Yıl University, Faculty of Education
2-Ahmet ORHAN	Primary Education Inspector	Directorate of Education
3-Demir KURTBEOĞLU	Primary Education Inspector	Directorate of Education
4-Kamuran VURAL	Primary Education Inspector	Directorate of Education
5-Seyfullah YAŞAR	Teacher	Ş.Koray Akoğuz Primary School
6-Eyüp Tezcan KÖSE	Teacher	Abdurrahman Gazi Primary School
7-Yusuf İPEK	Teacher	Süphan Primary School
8-Ahmet BULUN	Teacher	Şehit Jan.Pilot.Y.Turgut Primary School

---

## DEFINITIONS

**Competency:** Having knowledge, skills and attitudes required to perform duties of a specific profession.

**Generic Teacher Competencies:** Knowledge, skills and attitudes required to perform the teaching profession effectively and efficiently.

**Sub-Competencies:** Knowledge, skills and attitudes required to fulfil a competency requirement.

**Performance Indicator:** Measurable behaviours that may prove whether a competency is fulfilled or not.

## COMMENTS AND SUGGESTIONS BY INSTITUTIONS OF HIGHER EDUCATION FOR TEACHER TRAINING

No.	Name of the Institution and the Person in Charge	Date and Reference
1.	Turkish Republic Anadolu University, Prof. Engin ATAÇ, Rector	10 June 2005 B.30.2.ANA.0.70.00.01.-400—482/4385
2.	Turkish Republic İstanbul University, Prof. Mesut PARLAK, Rector	09 June 2005 B.30.2.İST.0.70.72.00/1808
3.	Turkish Republic Karadeniz Teknik University Prof. Selahattin KÖSE, Deputy Rector	09 June 2005 B.30.2.KTÜ.0.70.72.00/Yazı İşl.080/475
4.	Turkish Republic Uludağ University, Prof. Mustafa YURTKURAN, Rector	08 June 2005 B.30.2.ULU.0.70.72.01/407/12765
5.	Turkish Republic Mersin University, Prof. Uğur ORAL, Rector	09 June 2005 B.30.2.MEÜ.0.70.00.00/412-6783
6.	Turkish Republic Zonguldak Karaelmas University, Prof. Bektaş AÇIKGÖZ, Rector	09 June 2005 B.30.2.ZKÜ.0.70.72.00/501-761-6447
7.	Turkish Republic Adnan Menderes University, Prof. Mustafa GÜREL, Rector	09 June 2005 B.30.2.ADÜ.0.00.00.00/010
8.	Turkish Republic Trakya University, Prof. Enver DURAN, Rector	13 June 2005 B.30.2.TRK.0.70.72.00/594-8014
9.	Turkish Republic Muğla University, Prof. Ali Osman GÜNDOĞAN, Rector	10 June 2005 B.30.2.MGÜ.0.70.72.00/500-1040-3775
10.	Turkish Republic Celal Bayar University, Prof. Cemil ÖZCAN, Rector	09 June 2005 B.30.2.CBÜ.0.70.00.00-300/3455
11.	Turkish Republic Çukurova University, Prof. Alper AKINOĞLU, Rector	09 June 2005 B.30.2.ÇKO.0.70.71.02/4997-7605
12.	Turkish Republic Kırkkale University, Prof. Tahsin Nuri DURLU, Rector	08 June 2005 B.30.2.KKÜ.0.70.00.00/200-679
13.	Turkish Republic Dumlupınar University, Prof. Güner ÖNCE, Rector	09 June 2005 B.30.2.DPÜ.0.70.00.00/010-01-705
14.	Turkish Republic Selçuk University, Prof. Süleyman OKUDAN, Rector	13 June 2005 B.30.2.SEL.0.70.72.00/150-459
15.	Turkish Republic Gazi University, Kırşehir Faculty of Education, Ass. Prof. Nazmi ÖZÇELİK, Deputy Dean	13 June 2005 B.30.2.GÜN.0.35.00.04/276-1156
16.	Turkish Republic Gazi University, Kastamonu Faculty of Education, Prof. A. Azmi YETİM, Dean	07 June 2005 B.30.2.GÜN.0.37.00.01/2109
17.	Turkish Republic Gazi University, Faculty of Vocational Education, Prof. Eyüp BEDİR, Dean	07 June 2005 B.30.2.GÜN.0.40.00.01-12-33-1332
18.	Turkish Republic Gazi University, Faculty of Tourism & Trade Vocational Education, Prof. M.Mithat ÜNER, Dean	07 June 2005 B.30.2.GÜN.0.39.00.01/03-530
19.	Turkish Republic Gazi University, Gazi Faculty of Education, Prof. Basri ATASOY, Dean	07 June 2005 B.30.2.GÜN.0.36.00.01.20-03/2497
20.	Turkish Republic Gazi University, Faculty of Industrial Arts Education, Prof. T.Murat ÖZDEN, Dean	09 June 2005 B.30.2.GÜN.0.42.00.00-10-921
21.	Turkish Republic Gazi University, Faculty of Technical Education, Prof. Duran ALTIPARMAK, Dean	08 June 2005 B.30.2.GÜN.0.38.00.00-15/332-1578
22.	Turkish Republic Kafkas University, Prof. Necati KAYA, Rector	10 June 2005 B.30.2.KAÜ.0.70.71.312/1108
23.	Turkish Republic Gaziosmanpaşa University, Prof. Zehra SEYFİKLİ, Rector	09 June 2005 B.30.2.GOÜ.0.70.00.00/2936
24.	Turkish Republic Kahramanmaraş Sütçü İmam University, Prof. A. Nafi BAYTORUN, Rector	10 June 2005 B.30.2.KSÜ.0.70.72.00/400-628-2524
25.	Turkish Republic Cumhuriyet University, Prof. Ahmet DEMİRCİ, Rector	09 June 2005 B.30.2.CUM.0.70.00.00/781-2194
26.	Turkish Republic Afyon Kocatepe University, Prof. Halim SÖZBİLİR, Rector	09 June 2005 B.30.2.AKU.0.70.72.00/506/066/2840
27.	Turkish Republic Niğde University, Prof. Hazma UYGUN	08 June 2005 B.30.2.NİĞÜ.0.70.00.00/308-3088
28.	Turkish Republic İnönü University, Prof. Mustafa KILIÇ, Deputy Rector	14 June 2005 B.30.2.İNÜ.0.70.71.02/265/4232-2307
29.	Turkish Republic Atatürk University, Prof. Yaşar SÜTBAYAZ, Rector	13 June 2005 B.30.2.ATA.0.70.71.00/04-007875
30.	Turkish Republic Kocaeli University, Prof. Baki KOMŞUOĞLU, Rector	07 June 2005 B.30.2.KOÜ.0.00.00.01-476
31.	Turkish Republic Erciyes University, Prof. Cengiz UTAŞ, Rector	10 June 2005 B.30.2.ERC.0.70.00.00/401-5514-0366
32.	Turkish Republic Gaziantep University, Prof. Erhan EKİNCİ	10 June 2005 B.30.2.GZP.0.70.00.00/200/295-4525
33.	Turkish Republic Ondokuz Mayıs University, Prof. Ferit BERNAY, Rector	22 June 2005 B.30.2.ODM.0.70.00.00/076-03917-11564
34.	Turkish Republic Ege University, Prof. Haluk BAYLAS	23 June 2005 B.30.2.EGE.0.70.00.00-2298
35.	Turkish Republic Başkent University, Prof. Korkut ERSOY, Deputy Rector	04 July 2005 2005/R.Y.KD-456
36.	Turkish Republic Yüzüncü Yıl University, Prof. Hasan CEYLAN, Deputy Rector	30 June 2005 B.30.2.YYÜ.0.00.00.00/408-712
37.	Turkish Republic Hacettepe University, Prof. Erol BELGİN, Deputy Rector	12 July 2005 B.30.2.HAC.0.70.00.01/06-1162
38.	Turkish Republic Süleyman Demirel University, Burdur Faculty of Education Prof. Vecihi KIRDEMİR, Deputy Rector	20 June 2005 B.30.2.SDÜ.0.70.72.226-01-7222-7137
39.	Turkish Republic Akdeniz University, Prof. Mustafa AKAYDIN, Rector	10 June 2005 B.30.2.AKD.0.70.72.02/04-1757/7281
40.	Turkish Republic Maltepe University, Prof. Aytekin BERKMAN, Rector	08 June 2005 B.30.2.MLT.0.70.00.00/6210-918
41.	Turkish Republic Ankara University, Prof. Nusret ARAS, Rector	13 June 2005 B.30.2.ANK.0.70.71.01/02
42.	Turkish Republic Balıkesir University, Prof. Necdet HACIOĞLU, Rector	13 June 2005 B.30.2.BAÜ.0.00.00.01-400-1131/3542
43.	Turkish Republic Sakarya University, Prof. Mehmet DURMAN, Rector	17 June 2005 B.30.2.SAÜ.0.70.00.00-00.1060 2812
44.	Turkish Republic Fırat University, Prof. Mehmet Hamdi MUZ, Rector	10 June 2005 B.30.2.FIR.0.70.00.00/330.9-610-10208
45.	Turkish Republic Mustafa Kemal University, Prof. Cemal YÜKSELEN, Rector	10 June 2005 B.30.2.MKÜ.0.70.72.00/226-6938
46.	Turkish Republic Middle East Technical University, Prof. Ural AKBULUT Rector	24 June 2005 B.30.2.ODTÜ.0.70.72.00/4342
47.	Turkish Republic Marmara University, Prof. Tunç EREM, Rector	20 June 2005 B.30.2.MAR.0.70.72.02-263
48.	Turkish Republic Osmangazi University, Prof. Necat A. AKGÜN, Rector	09 June 2005 B.30.2.OGÜ.0.70.72.00.500-1383-2340
49.	Turkish Republic Dokuz Eylül University, Prof. Emin ALICI, Rector	14 June 2005 B.30.2.DEÜ.0.70.00.00/070-792

**TURKISH REPUBLIC**  
**MINISTRY OF NATIONAL EDUCATION**  
**Board of Education**

**Reference** : B.08.0.TTK.0.01.02.04  
**Subject** : Teacher Competencies

01.03.2006 \* **01950**

**TO THE GENERAL DIRECTORATE OF TEACHER TRAINING,**

**Ref :** Correspondence No B.08.0.ÖEG.0.13.01.04-5520 dated 08.12.2005

“Generic Teacher Competencies” document prepared within the scope of Support to Basic Education Project and attached to the referenced correspondence has been examined.

The said competencies have been approved in terms of identifying teacher policies, selecting pre-service and in-service trainings, evaluating work performances and using in self- knowledge and career development.

For your information.

Signature  
Prof. Ziya SELÇUK  
Chairman of the Board of Education

**100% SUPPORT  
TO EDUCATION**

**Hotline  
444 0 632**

**Phone :** (0312) 212 65 30-(10 lines)  
**Fax :** (0312) 213 39 62  
(0312) 213 78 36

**e-mail:** ttkb@meb.gov.tr  
**web site:** www.meb.gov.tr/tkbb  
Teknikokullar 06330 Ankara

**TURKISH REPUBLIC**  
**MINISTRY OF EDUCATION**  
**General Directorate of Teacher Training**

**Reference** : B.08.0.ÖEG.0.13.01.04/1870  
**Subject** : Teacher Competencies

17.04.2006

**TO THE OFFICE OF MINISTRY**

**Ref:** a) Correspondence No B.08.0.ÖEG.0.13.01.02./5520 of MoNE General Directorate of Teacher Training dated 08/12/2005.  
b) Correspondence No B.08.0.TTK.0.01.02.04/01950 of the Board of Education dated 01/03/2006.  
c) Ministry Approval No B.08.0.ÖEG.0.13.01.02-380/2741 of MoNE General Directorate of Teacher Training dated 12/07/2002.

First paragraph of article 45 “Qualifications and Selection of Teachers” of Basic Law on National Education No. 1739 states that **“Qualifications teachers required to possess in terms of general knowledge, subject-specific training and pedagogic training are established by the Ministry of National Education”**.

Improving the generic teacher competencies is possible by recognising general and subject-specific competencies that should be acquired by teachers and then by providing teachers and candidate teachers with these competencies through pre-service and in-service training programmes.

The fact that education and training has a dynamic structure with all dimensions requires teachers playing important roles in this process to question and improve the duty of the teacher and also the qualifications which this duty requires. Therefore, the studies of the Ministry of National Education on teacher competency are still being conducted in cooperation with universities, non-governmental organisations and all the stakeholders in the education process.

Nowadays primary and secondary education is under reconstruction and intense curriculum development activities are conducted. It is expected that identifying general knowledge and subject-specific competencies an ideal teacher should possess will provide benefits as follows:

- Contributing to achieving targets of national education,
- Carrying out more effective cooperation and share of information at national level,
- Establishing a structure/system for comparison of teacher qualifications,
- Trying to establish consistent social expectations concerning status and quality of the teaching profession,
- Establishing a clear, understandable and reliable source for professional development of teachers,
- Reaching a consensus at national level regarding terminology and definitions to be used for the discussions on teaching profession.

**100% SUPPORT  
TO EDUCATION**

**Hotline** 444 0 632 **Address:** MEB Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü  
Milli Müdafaa Cad No:6/3 Bakanlıklar/Ankara  
**Phone:** 0312 418 63 99 **Fax:** 0312 425 30 94  
**E-mail:** oyegm@meb.gov.tr **Web site:** www.meb.gov.tr

**TURKISH REPUBLIC**  
**MINISTRY OF EDUCATION**  
**General Directorate of Teacher Training**

**Reference** : B.08.0.ÖEG.0.13.01.04

**Subject** : Teacher Competencies

- Defining knowledge, skills, attitudes and values of teachers and to try to raise their status in the eyes of the society by creating awareness,
- Creating opportunities for students to “learn how to learn”,
- Setting up quality insurance for parents and society by ensuring that the teaching profession is more transparent.

In recent years, Ministry of National Education has conducted some studies on identifying teacher competencies under third paragraph of Basic Law on National Education No. 1739 “Teaching Profession”. Substantial information has been collected within this scope. The project regarding Teacher Competencies has been planned as follows within the scope of Support to Basic Education Project:

“**Generic Teacher Competencies**” including knowledge, skills and attitudes all teachers should possess,

“**Subject-Specific Competencies**” for the teachers in primary education level,

“**School-Based Professional Development Manual for Generic Teacher Competencies**” to support individual and professional development of teachers.

**Process of Identifying Generic Teacher Competencies;**

- Translating the studies on Generic Teacher Competencies conducted in other countries and establishing a data base by scanning the sources in our country,
- Identifying the framework for the Generic Teacher Competencies and developing a draft,
- Developing the data collecting tool to get the opinions of stakeholders.
- Data collecting tool and Generic Teacher Competencies survey have been applied to administrators (167) and teachers (1913) serving at 72 primary schools in 6 pilot provinces and academics (63) from education faculties in these provinces, senior students (394), primary education inspectors (433) and union representatives performing activities on education-training and science services.
- Preparing a national report based on the opinions of stakeholders province reports,
- More than three fourths of stakeholders (78.6% to 87.6%) totally agreed with six main areas of generic competencies. While the agreement rate reached 97% together with those who partially agreed, the rate of those who did not agree was limited to 3% at most.
- Making necessary amendments to Draft Generic Teacher Competencies on the basis of National Report.

**100% SUPPORT  
TO EDUCATION**

**Hotline  
444 0 632**

**Phone:** 0312 418 63 99  
**E-mail:** oyegm@meb.gov.tr

**Address:** MEB Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü  
Milli Müdafaa Cad No:6/3 Bakanlıklar/Ankara

**Fax:** 0312 425 30 94

**Web site:** www.meb.gov.tr

**TURKISH REPUBLIC**  
**MINISTRY OF EDUCATION**  
**General Directorate of Teacher Training**

**Reference** : B.08.0.ÖEG.0.13.01.04

**Subject** : Teacher Competencies

- Developing self-evaluation, observation and interview forms to be used in current status analysis,
- Training the officials in pilot provinces about implementation and analysis of the forms developed,
- Using data collecting tool for current status survey, self-evaluation surveys and observation and interview forms related to Generic Teacher Competencies have been applied to 82 pre-school, 1124 classroom, 153 Turkish Language, 106 social sciences, 118 maths, 123 science, 64 religion and ethics, 107 English language, 17 computer, 30 music, 64 art, 64 job training, 70 gymnastics, 2 special training teachers, in total 2129 teachers currently serving at 72 pilot primary schools.
- Most of the teachers have found themselves competent in all competency fields by scoring themselves 4 points out of 6 according to the self-evaluation results. Nevertheless, accumulation is observed at competency levels of 5 to 6. This means that most of the teachers evaluate themselves as competent and fairly competent.
- According to the observation-interview results, teachers are evaluated below 5 points in all competency fields regardless of seniority, subject area, and province. Also accumulation in all sub-competency fields is within the range of 3 and 4 points. This means that teacher competency levels are evaluated by observers on average level or above average.
- “Draft Generic Teacher Competencies” composed of 6 main competencies, 31 sub competencies and 219 performance indicators and prepared in the scope of “teacher training” component of the Support to Basic Education has been delivered to Board of Higher Education and Head Organisation Units for the Ministry of National Education to get their opinions.
- In the workshop conducted between 17 and 21 October 2005 with the participation of 8 national experts and 4 MoNE staff, all teachers should have the following Generic Teacher Competencies including knowledge, skills, and attitudes within the context of evaluating the said opinions and suggestions;
  - Personal and Professional Values- Professional Development
  - Knowing the Student
  - Learning and Teaching Process
  - Monitoring and Evaluation of Learning and Development
  - School-Family and Society Relationships
  - Knowledge of Curriculum and Content

It consists of 6 main competencies, 31 related sub-competencies and 233 performance indicators.

**100% SUPPORT  
TO EDUCATION**

**Hotline  
444 0 632**

**Phone:** 0312 418 63 99

**E-mail:** oyeqm@meb.gov.tr

**Address:** MEB Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü  
Milli Müdafaa Cad No:6/3 Bakanlıklar/Ankara

**Fax:** 0312 425 30 94

**Web site:** www.meb.gov.tr

**TURKISH REPUBLIC**  
**MINISTRY OF EDUCATION**  
**General Directorate of Teacher Training**

**Reference** : B.08.0.ÖEG.0.13.01.04  
**Subject** : Teacher Competencies

“**Draft Generic Teacher Competencies**”, submitted for approval of the Board of Education attached to the correspondence with reference (a), has been approved by the correspondence with reference (b).

Our General Directorate approves;  
Abolishing “Teacher Competencies” put into effect by Ministry Approval with reference (c),  
Putting “**Generic Teacher Competencies**” into practice which has been prepared with participation of all stakeholders under the coordination of the General Directorate of Teacher Training, within the scope of Support to Basic Education Project and in accordance with provisions of Article 45 of Basic Law on National Education No. 1739. “**Generic Teacher Competencies**” shall be used in;

- Identifying teacher training policies,
- Selection of newly assigned teachers,
- Preparation of pre-service teacher training programmes of higher education institutions training teachers,
- In-service training of teachers,
- Evaluation of teacher performances and achievements,
- Personal and professional developments of teachers.

I kindly present for your approval and consideration.

Signature  
**Nuri CANTÜRK**  
**Deputy Director General**

For your consideration.  
Signature  
**12/04/2006**  
**Prof. Necat BİRİNCİ**  
**Undersecretary**

**APPROVAL**  
Signature  
**.../04/2006**  
**Ass.Prof. Hüseyin ÇELİK**  
**Minister of National Education**

**ANNEXES:**

- 1-Generic Teacher Competencies** (1 item, 44 Pages)  
**2-Teacher Competencies** (1 item, 39 Pages)

**100% SUPPORT  
TO EDUCATION**

**Hotline**      **Address:** MEB Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü  
**444 0 632**      Milli Müdafaa Cad No:6/3 Bakanlıklar/Ankara  
**Phone:** 0312 418 63 99      **Fax:** 0312 425 30 94  
**E-mail:** oyegm@meb.gov.tr      **Web site:** www.meb.gov.tr

# INTRODUCTION

## DEVELOPMENT AND IMPLEMENTATION PROCESS

It is possible to increase the quality of teaching profession first by identifying generic and subject-specific competencies and then by equipping teachers and candidate teachers with these competencies by means of pre-service and in-service training programmes.

The overall dynamic structure of education and training requires questioning of the task of teachers who undertake a key role within this process and it also requires continuous questioning and developing of qualities of teachers. Therefore, the Ministry of National Education keeps carrying on studies regarding teacher competencies in cooperation with universities.

A set of studies have been conducted to specify the teacher competencies under provisions of article 45 of Basic Law on National Education No. 1739 and significant data has been collected within this regard. A project on teacher competencies has been drafted within the scope of Support to Basic Education Project and the studies are ongoing.

Support to Basic Education Project came into force with the agreement signed between Turkish Government and European Union Commission on 8 February 2000. General objective of the project is to improve the quality of education and access to education, to improve living conditions of people living in disadvantageous rural and urban regions and slum areas, to provide basic education to children, young people and adults who previously fell outside the scope of education and to support improvement of teacher supply.

Project activities started in September, 2002. Support to Basic Education Project (SBEP) consists of five components; Teacher Training, Quality of Education, Management and Organisation, Non Formal Education and Communication.

The Project studies regarding the Teacher Training component were carried out by the General Directorate of Teacher Training.

Studies related to drafting of a school-based professional development manual were conducted to identify generic teacher competencies and subject-specific competencies, and to improve teacher competencies within the scope of “Teacher Training” component of the Project.

A seminar was held at Ankara İçkale Hotel between 13 and 16 April 2004 under the coordination of an international consultant in order to develop the draft for teacher competencies and also to develop the conceptual framework, methods and techniques for identifying “competencies” with the participation of the steering committee, project secretariat, short-term national consultants and other participants.

All the previous studies on Teacher Competencies that were conducted by the Board of Higher Education-MoNE, General Directorate of Teacher Training and ERDD within the scope of Development of National Education Project, and competency documents of 5 countries (UK, USA, Seychelles, Australia and Ireland) prepared by the project secretariat were reviewed by adopting a holistic and systematic approach, and it was aimed to reach a common understanding on related concepts and terms. Besides, questions such as “How should be the quality of education in the 21<sup>st</sup> Century?” and “What kind of a teacher/student do we desire?” were discussed.

By the end of this seminar, it was concluded that generic teacher competencies should be classified as main competencies, sub-competencies of main competencies and performance indicators of these sub-competencies. It was also decided that teacher competencies should include skills and attitudes other than knowledge.

Another study was conducted at Ankara Başkent Teachers Guesthouse including the same participants. 120 teachers, 25 academics, 18 primary education inspectors, 6 testing-assessment experts, representatives of the Head Organisation for the Ministry of National Education and representatives of labour unions carrying out activities in fields of education-training and science participated in this workshop.

Below are the 6 main competencies identified as a result of these workshops:

- A. Personal and Professional Values-Professional Development,
- B. Knowing the Student,
- C. Learning and Teaching Process,
- D. Monitoring and Evaluation of Learning and Development,
- E. School-Family and Society Relationships,
- F. Knowledge of Curriculum and Content,

39 sub-competencies and 244 performance indicators were also identified under these competency areas.

“Draft Generic Teacher Competencies” was evaluated by teacher commissions from 6 pilot provinces between 21 and 25 June 2004 under the supervision of short-term consultants who served in previous workshops. As a result of this review, the main areas of competencies were adopted without any modification, and sub-competency areas and performance indicators were reduced to 31 and 221 respectively after removing some overlapping and recurring items.

Subject-specific competencies and performance indicators of 16 branches were developed as a preliminary draft in this meeting.

Scientific researches were conducted in order to identify reliability, validity and feasibility of Generic Teacher Competencies and Subject-Specific Competencies and whether these competencies can be further developed and implemented. It was planned;

1- Stakeholder opinion survey:

- a) To provide training to persons in charge in pilot provinces for collecting stakeholder opinions and performing current status analysis,
- b) To collect stakeholder opinions,

c) To revise the draft document by taking stakeholder opinions as a reference,

2- Current status survey:

a) To develop questionnaires, observation and interview forms to be used for current status survey,

b) To conduct studies on reliability and validity of the developed forms,

c) To perform current status analysis regarding teacher competencies,

d) To identify training needs according to results of the current status analysis,

3- To prepare school-based professional development manual for improvement of teacher competencies.

4- To review draft competencies and developed materials in the light of the obtained data.

5- To receive comments from institutions of Higher Education which train teachers by means of the Board of Higher Education and to finalise the competencies document.

With regard to this planning;

1-) Data collection tools were used in the stakeholder opinion survey. (Questionnaire for Generic Teacher Competencies was administered in 6 pilot provinces, 72 primary schools to administrators (167), teachers (1913), academic staff in faculties of education (63), senior students (394), primary education inspectors (433) and representatives of labour unions carrying out activities in fields of education-training and science (227).

The National Report was prepared in accordance with provincial reports prepared on stakeholder opinions.

More than  $\frac{3}{4}$  of stakeholders (78.6 - 87.6%) totally agreed with six main areas of generic competencies: A. Personal and Professional Values-Professional Development, B. Knowing the Student, C. Teaching and Learning Process,

D. Monitoring and Evaluation of Learning and Development, E. School, Family and Society Relationships, F. Knowledge of Curriculum and Content.

While the agreement rate reached 97% together with those who partially agreed, the rate of those who did not agree was limited to 3% at most. Nearly all stakeholders (between 82.9% and 95.1%) totally agreed with sub-competency areas consisting of 32 competencies and together with those who partially agreed, the agreement rate reached 99%. 83.7% of the stakeholders considered 225 performance indicators of sub-competencies as very important. Almost all stakeholders agreed on the importance of the performance indicators together with those who agreed that these performance indicators were important.

The percentage of those who think the competencies are of minor importance is rather low, varying from 1% to 4.6%. While 83.2% of stakeholders believe that performance indicators can be achieved by all the teachers, the percentage of those who think that only competent teachers can achieve performance indicators varies from 13.4% to 46.5%. The percentage of stakeholders who do not think performance indicators can be achieved by teachers varies from 1.5% to 8.1%.

There have been some comments from stakeholders with regard to some repetitions in performance indicators. These overlaps, which are considered by participants as repetitions, are mainly due to the fact that performance indicators should present under each sub-competency. These suggestions of the participants have made a point of the necessity to associate performance indicators related to sub-competency areas with each other. Thus, these associations are presented in the study of “Generic Teacher Competencies”.

Generic Teacher Competencies document has been duly revised based on the National Report data.

2-) The current status has been identified and needs analysis has been done according to the National Report data.

A seminar was conducted between 14 and 25 February 2005 for current status and needs analysis. Representatives of the Head Organisation for the Ministry of National Education, primary education inspectors from pilot provinces, teachers, testing and assessment experts, international experts and short-term national consultants have attended this seminar. Self-evaluation, observation and interview forms to be used in current status analysis have been developed in this seminar.

Besides, training has been provided for participants coming from pilot provinces regarding implementation and evaluation of forms.

For current status analysis, all the teachers and administrators in pilot schools have been informed by provincial teams through 3-hour seminars. Then, self-evaluation, observation and interview forms were applied. National Report for Current Status Analysis has been prepared by taking reports of pilot provinces as a basis.

With regard to the Current Status Analysis:

a-) According to results of self-evaluation, most of the teachers have found themselves competent in the following areas of competencies by scoring themselves 4 points and above; A. Personal and Professional Values-Professional Development, B. Knowing the Student, C. Teaching and Learning Process, D. Monitoring and Evaluation of Learning and Development, E. School, Family and Society Relationships, F. Knowledge of Curriculum and Content. However, accumulation has been observed at competency levels of 5 to 6. The result shows that most of the teachers think they are competent enough in all areas of competencies.

Review of self-evaluation results regarding sub-competencies reveals that most of the teachers perceive themselves as competent in all sub-competencies by scoring themselves 5 to 6 points; in other words, they found themselves fairly competent in some sub-competencies and competent in the rest.

These 6 areas of competencies are listed as follows according to the average competency levels: While “B-Knowing the Student” ranks the first on list with average of 5.23, the competency area of “A-Personal and Professional Values-Professional Development” is the second on the list with average of 5.14. These areas of competencies are then followed by “E-School, Family and Society Relationships” with average of 4.93, “C-Teaching and Learning Process” with average of 4.88, “F-Knowledge of Curriculum and Content” with average of 4.87 and “D-Monitoring and Evaluation of Learning and Development” with average of 4.77 respectively, all of which have very close averages.

According to results of self-evaluation, very few teachers score themselves 1 to 2 points (incompetent).

b-) According to Observation and Interview results, teachers are mostly scored less than 5 regardless of seniority, subject area and province. Accumulation in all areas of sub-competencies is observed between 3 to 4 points. This means that competency levels of teachers have been evaluated by observers on average level or above average. Besides, in some sub-competencies such as A8-Following Professional Laws and Realising Responsibilities and Tasks, E2-Making Use of Environmental Opportunities, the averages are a little bit less than 3 points.

When Observation and Interview results are compared with self-evaluation results, it is clear that self-evaluation averages are higher than observation and interview averages. This may be explained by advantages of self-evaluation and limitations of observation and interview.

c-) It is recommended to make best use of the data obtained as a result of this research, also known as Current Status survey by Participants of the Analysis, which aims to determine pedagogical competencies that teachers ought to have.

In-service training should be given priority and training needs of teachers participating in our survey have to be covered as soon as possible.

According to research outcomes, training needs of teachers should be covered in accordance with the school-based professional development approach in provinces and schools where the research has been conducted, and measures should be taken for sharing knowledge and skills among teachers and schools.

The current status survey, which is conducted through self-evaluation, observation and interview, should be held in as many schools as possible.

It is also recommended that these research results are taken into account during in-service training of teachers.

Considering the training needs identified by the current status survey and analysis, the framework of School-Based Professional Development Manual for Generic Teacher Competencies has also been identified.

The Draft Manual includes the following sections:

- Introduction
- Effective Learning and Teaching
- School-Based Professional Development
- Activities for the Competency Areas

Within the scope of “Teacher Training” component of Support to Basic Education Project and under the coordination of General Directorate of Teacher Training, “Generic Teacher Competencies” document has been developed through the method and process mentioned above. Then, the document has been sent to the Board of Higher Education and Head Organisation Units for the Ministry of National Education for comments. The document has also been sent to 49 faculties of education by the Board of Higher Education.

Within this context, “Teacher Generic Competencies” study has been finalised. According to this adjustment, Generic Teacher Competencies consist of 6 main areas of competencies, 31 sub-competencies and 233 performance indicators.

Teacher Competencies are developed;

- To contribute to achieving targets of national education,
- To carry out more effective cooperation and share of information at national level,
- To establish a structure/system for comparison of teacher qualifications,
- To try to establish consistent social expectations concerning status and quality of the teaching profession,
- To establish a clear, understandable and reliable source for professional development of teachers,
- To reach a consensus at national level regarding terminology and definitions to be used for the discussions on teaching profession,
- To define knowledge, skills, attitudes and values of teachers and to try to raise their status in the eyes of the society by creating awareness,
- To create opportunities for students to “learn how to learn”,
- To set up quality insurance for parents and society by ensuring that the teaching profession is more transparent.

Generic Teacher Competencies, which have been prepared through the above mentioned method and process, are planned to be used in;

- Identifying teacher training policies,
- Pre-service teacher training programmes of higher education institutions,
- In-service training of teachers,
- Selection of teachers,
- Evaluation of teacher performances and achievements,

- 
- Teachers' self-awareness and career development.

Generic Teacher Competencies document is open for comments and suggestions of all stakeholders participating in the process of training and the document is going to be developed and updated continuously.

# ***GENERIC TEACHER COMPETENCIES***

## ***A. PERSONAL AND PROFESSIONAL VALUES - PROFESSIONAL DEVELOPMENT***

The teacher perceives the students as individuals and values them. The teacher makes efforts to attain high level of student learning and development by taking into account social and cultural differences of students, their background and interests. The teacher behaves in accordance with the personal characteristics he/she wants to develop in his/her students. The teacher makes good use of successful experiences of other teachers, administrators and experts.

The teacher works for continuous change and development by making self-assessment. The teacher is open to new information and ideas, and he/she plays an effective part in his/her own self development and development of his/her institution. The teacher follows legislations (laws, regulations, circulars and etc.) related to the profession and acts accordingly.

## ***B. KNOWING THE STUDENT***

The teacher knows all the characteristics, interests and needs of the student, understands the socio-cultural and economic background of the student and his/her parents.

## ***C. TEACHING AND LEARNING PROCESS***

The teacher plans, implements and manages the teaching and learning processes. The teacher ensures active involvement of students in the learning process.

# ***GENERIC TEACHER COMPETENCIES***

## ***D. MONITORING AND EVALUATION OF LEARNING AND DEVELOPMENT***

The teacher evaluates development and achievement of students with regard to learning. The teacher ensures self-evaluation and peer-to-peer evaluation of students. The teacher uses evaluation results to improve the teaching process and shares the results with students, parents, administrators and other teachers.

## ***E. SCHOOL, FAMILY AND SOCIETY RELATIONSHIPS***

The teacher knows the natural, socio-cultural and economic characteristics of the school environment. The teacher encourages families and the society to participate in the training process and school development activities.

## ***F. KNOWLEDGE OF CURRICULUM AND CONTENT***

The teacher knows and implements fundamental values and principles that Turkish National Education System is based on, and approaches, targets, principles and techniques of the subject-specific curriculum.

# A

## PERSONAL and PROFESSIONAL VALUES - PROFESSIONAL DEVELOPMENT

The teacher perceives the students as individuals and values them. The teacher makes efforts to attain high level of student learning and development by taking into account social and cultural differences of students, their background and interests. The teacher behaves in accordance with the personal characteristics he/she wants to develop in his/her students. The teacher makes good use of successful experiences of other teachers, administrators and experts.

The teacher works for continuous change and development by making self-assessment. The teacher is open to new information and ideas, and he/she plays an effective part in his/her own self development and development of his/her institution. The teacher follows legislations (laws, regulations, circulars and etc.) related to the profession and acts accordingly.

## Sub-competency

### A1. Valuing, Understanding and Respecting the Students

The teacher should make it clear to each student that he/she is important and valuable, and has to behave according to their personal characteristics. He/she should be able to use his/her awareness and understanding of physical, emotional, social and cultural differences and needs of students with the aim of supporting and improving student learning.

#### *Performance indicators*

*A1.1. Provides various activities in his/her plan and practices to meet the needs of students. (C1.1, C1.2, C5.1, C5.5, D4.5)*

*A1.2. Organises the classroom layout in accordance with student characteristics so as to facilitate student learning. (C3.2, C3.3)*

*A1.3. Takes into account student characteristics while selecting and developing proper materials, sources and activities in order to facilitate learning. (C2.2)*

*A1.4. Provides opportunity for students to propose different activities and to participate in those activities.*

*A1.5. Listens to his/her students effectively.*

*A1.6. Gives importance to student views and products. (B3.5)*

*A1.7. Shows positive reactions when students give different answer to questions.*

*A1.8. Shows respect in his/her verbal reactions and behaviours.*

*A1.9. Allows for diversity in accordance with social and cultural characteristics of students in indoor and outdoor activities. (B1.4)*

*A1.10. Provides opportunities for students to develop relationships based on love and respect.*

*A1.11. Takes into account the needs and possibilities of both the student and the environment when assigning homework and conducting outdoor activities. (B1.3, C4.3)*

*A1.12. Provides proper environment for students with various special needs by defining learning objectives.*

*A1.13. Does not behave prejudiced towards students regardless of their backgrounds and socio-economic status.*

# A

## PERSONAL and PROFESSIONAL VALUES - PROFESSIONAL DEVELOPMENT

The teacher perceives the students as individuals and values them. The teacher makes efforts to attain high level of student learning and development by taking into account social and cultural differences of students, their background and interests. The teacher behaves in accordance with the personal characteristics he/she wants to develop in his/her students. The teacher makes good use of successful experiences of other teachers, administrators and experts.

The teacher works for continuous change and development by making self-assessment. The teacher is open to new information and ideas, and he/she plays an effective part in his/her own self development and development of his/her institution. The teacher follows legislations (laws, regulations, circulars and etc.) related to the profession and acts accordingly.

### Sub-competency

## A2. Believing that Students can Learn and Achieve

The teacher should aim at improving training of his/her students continuously regardless of their experiences and levels, and should be able to develop their self-confidence concerning success.

### *Performance indicators*

*A2.1.Aims at developing positive attitudes of students with regard to learning.*

*A2.2.Aware that students have various learning characteristics.*

*A2.3.Plans his/her studies and aims at improving knowledge of his/her students while conducting his studies.*

*A2.4.Makes arrangements for the needs of students by analysing factors which create difficulties for learning. (D4., D4.5)*

*A2.5.Informs the students on various ways of learning and success. (D3.4)*

*A2.6.Identifies attainable objectives appropriate for students' levels.*

*A2.7.Encourages learning efforts of students with different levels.*

*A2.8.Provides indoor and outdoor activities and opportunities for students to realise themselves. (E1.4, E1.5)*

*A2.9.Highlights and supports achievements of students. (D3.6)*

*A2.10.Believes that each student will be successful.*

*A2.11.Takes into account individual differences when setting his/her expectations.*

# A

## **PERSONAL and PROFESSIONAL VALUES - PROFESSIONAL DEVELOPMENT**

The teacher perceives the students as individuals and values them. The teacher makes efforts to attain high level of student learning and development by taking into account social and cultural differences of students, their background and interests. The teacher behaves in accordance with the personal characteristics he/she wants to develop in his/her students. The teacher makes good use of successful experiences of other teachers, administrators and experts.

The teacher works for continuous change and development by making self-assessment. The teacher is open to new information and ideas, and he/she plays an effective part in his/her own self development and development of his/her institution. The teacher follows legislations (laws, regulations, circulars and etc.) related to the profession and acts accordingly.

### Sub-competency

## **A3. Attaching Importance to National and Global Values**

The teacher should be able to organise learning experiences by understanding that each society has its own cultural structure and unique values in accordance with child rights, human rights, the constitution and the principles of democracy. He/she should adopt national and universal values and should make efforts for his/her students to acquire these values by supporting that understanding, cooperation, friendship and peace at international level.

### *Performance indicators*

*A3.1.Plays an active role in the protection and implementation of child rights inside and outside the class.*

*A3.2.Behaves in accordance with human rights.*

*A3.3.Does not discriminate against nations, individuals and beliefs.*

*A3.4.Behaves democratically in indoor and outdoor activities.*

*A3.5.Supports development of national and universal values of students and constitutes a model for them.*

*A3.6.Carries out activities to create awareness of students that personal and cultural differences may exist.*

*A3.7.Adopts social and professional moral values in indoor and outdoor activities and behaves accordingly.*

*A3.8.Knows legal and moral liabilities regarding information and communication technologies and shares this knowledge with his/her students.*

# A

## **PERSONAL and PROFESSIONAL VALUES - PROFESSIONAL DEVELOPMENT**

The teacher perceives the students as individuals and values them. The teacher makes efforts to attain high level of student learning and development by taking into account social and cultural differences of students, their background and interests. The teacher behaves in accordance with the personal characteristics he/she wants to develop in his/her students. The teacher makes good use of successful experiences of other teachers, administrators and experts.

The teacher works for continuous change and development by making self-assessment. The teacher is open to new information and ideas, and he/she plays an effective part in his/her own self development and development of his/her institution. The teacher follows legislations (laws, regulations, circulars and etc.) related to the profession and acts accordingly.

### Sub-competency

## A4. Making Self-Evaluation

The teacher should be able to analyse indoor and outdoor activities with a critical approach, make self-evaluation and continuously develop himself/herself by being receptive to new information and ideas.

### *Performance indicators*

*A4.1. Analyses indoor and outdoor activities with a critical approach and makes self-evaluation.*

*A4.2. Makes good use of the data obtained through self-evaluation to improve himself/herself and the teaching-learning process.*

*A4.3. Benefits from opinions of students, parents, teachers and administrators while evaluating his/her own performance.*

*A4.4. Open to different comments and criticism.*

*A4.5. First looks inside for the reasons of behavioural and learning problems of students emerging during the teaching-learning process.*

# A

## PERSONAL and PROFESSIONAL VALUES - PROFESSIONAL DEVELOPMENT

The teacher perceives the students as individuals and values them. The teacher makes efforts to attain high level of student learning and development by taking into account social and cultural differences of students, their background and interests. The teacher behaves in accordance with the personal characteristics he/she wants to develop in his/her students. The teacher makes good use of successful experiences of other teachers, administrators and experts.

The teacher works for continuous change and development by making self-assessment. The teacher is open to new information and ideas, and he/she plays an effective part in his/her own self development and development of his/her institution. The teacher follows legislations (laws, regulations, circulars and etc.) related to the profession and acts accordingly.

### Sub-competency

## A5. Ensuring Personal Development

The teacher should be willing, persevering, lively, energetic, creative and aware of the responsibility to develop himself/herself. He/she should be able to develop and effectively use his/her critical thinking, problem solving, communication skills and aesthetic understanding.

### *Performance indicators*

*A5.1.Aware of his/her personal power and competency.*

*A5.2.Considers his/her personal care and health important.*

*A5.3.Behaves consistently and fairly.*

*A5.4.Fights against difficulties.*

*A5.5.Knows and uses the ways to cope with stress.*

*A5.6.Self-confident.*

*A5.7.Has high-level thinking skills and makes good use of these skills.*

*A5.8.Knows and uses the strategies regarding time management.*

*A5.9.Adapts to change and new ideas.*

*A5.10.Uses clear Turkish in accordance with its rules.*

*A5.11.Performs his/her profession willingly.*

*A5.12.Technology literate (has knowledge and skills related to technological concepts and applications).*

*A5.13.Follows developments in information and communication technologies.*

*A5.14.Participates in culture and art activities to increase his/her personal and professional sensitivities.*

*A5.15.Willing to carry out scientific researches.*

# A

## PERSONAL and PROFESSIONAL VALUES - PROFESSIONAL DEVELOPMENT

The teacher perceives the students as individuals and values them. The teacher makes efforts to attain high level of student learning and development by taking into account social and cultural differences of students, their background and interests. The teacher behaves in accordance with the personal characteristics he/she wants to develop in his/her students. The teacher makes good use of successful experiences of other teachers, administrators and experts.

The teacher works for continuous change and development by making self-assessment. The teacher is open to new information and ideas, and he/she plays an effective part in his/her own self development and development of his/her institution. The teacher follows legislations (laws, regulations, circulars and etc.) related to the profession and acts accordingly.

### Sub-competency

## A6. Following and Making Contribution to Professional Developments

The teacher should be able to attend in-service trainings, meetings and seminars and follow publications related to his field in order to develop himself/herself and the teaching-learning process by being aware of the requirements of his/her profession. He/she should make efforts to contribute to such activities.

### *Performance indicators*

*A6.1.Aware of the requirements of his/her profession.*

*A6.2.Makes use of information and communication technologies in order to support his/her professional development and increase his/her efficiency.*

*A6.3.Attends in-service trainings, meetings and seminars to develop his/her professional knowledge, skills and competencies.*

*A6.4.Follows publications for his/her professional development.*

*A6.5.Carries out activity researches to improve the learning-teaching process.*

*A6.6.Participates in the decision-making process in cooperation with teachers' organisations. (E2.4)*

*A6.7.Plans professional development and makes continuous efforts to develop himself/herself accordingly.*

*A6.8.If necessary cooperates with the professional organisation that he/she is a member to concerning his/her own development plan within the context of professional rules. (E2.4)*

*A6.9.Makes use of information and communication technologies (on-line journals, package software, e-mail and etc.) in order to share information.*

# A

## **PERSONAL and PROFESSIONAL VALUES - PROFESSIONAL DEVELOPMENT**

The teacher perceives the students as individuals and values them. The teacher makes efforts to attain high level of student learning and development by taking into account social and cultural differences of students, their background and interests. The teacher behaves in accordance with the personal characteristics he/she wants to develop in his/her students. The teacher makes good use of successful experiences of other teachers, administrators and experts.

The teacher works for continuous change and development by making self-assessment. The teacher is open to new information and ideas, and he/she plays an effective part in his/her own self development and development of his/her institution. The teacher follows legislations (laws, regulations, circulars and etc.) related to the profession and acts accordingly.

### Sub-competency

## A7. Making Contribution to Improve and Develop the School

The teacher should think the school as a whole with its employees to support and develop student learning, and should be able to cooperate with them with the aim of making the school a society centre and have active part in school development activities together with his/her students and should be aware that his/her personal development may contribute to school development.

### *Performance indicators*

*A7.1.Aware of the importance of school improvement and development.*

*A7.2.Plans and implements activity researches in order to contribute to school development and solve problems of the school.*

*A7.3.Plays an active role in school development activities together with his/her students.*

*A7.4.Cooperates with other educators, non-governmental organisations, local governments and professional organisations.*

*A7.5.Takes active part in social, cultural and professional activities at school and leads these activities when necessary.*

*A7.6.Supports and participates in school activities.*

*A7.7.Uses environment facilities in school improvement and development.*

*A7.8.Analyses whether the targets are attained or not to contribute to school improvement and development and also makes contribution to taking necessary precautions.*

# A

## **PERSONAL and PROFESSIONAL VALUES - PROFESSIONAL DEVELOPMENT**

The teacher perceives the students as individuals and values them. The teacher makes efforts to attain high level of student learning and development by taking into account social and cultural differences of students, their background and interests. The teacher behaves in accordance with the personal characteristics he/she wants to develop in his/her students. The teacher makes good use of successful experiences of other teachers, administrators and experts.

The teacher works for continuous change and development by making self-assessment. The teacher is open to new information and ideas, and he/she plays an effective part in his/her own self development and development of his/her institution. The teacher follows legislations (laws, regulations, circulars and etc.) related to the profession and acts accordingly.

### Sub-competency

## **A8. Following Professional Laws and Realising Tasks and Responsibilities**

The teacher should know the legislation related to his/her tasks, rights and responsibilities, and he/she should be able to act accordingly.

### *Performance indicators*

*A8.1.Knows the legislation related to his/her tasks, rights and responsibilities, and acts accordingly.*

*A8.2.Follows changes and amendments in the legislation related to his/her tasks, rights and responsibilities and make suggestions.*

*A8.3.Knows the laws regulating education and training of the handicapped and acts accordingly.*

*A8.4.Makes efforts to take precautions stipulated in laws and regulations for the handicapped students.*

# B

## KNOWING THE STUDENT

The teacher knows all the characteristics, interests and needs of the student, understands the socio-cultural and economic background of the student and his/her parents.

### Sub-competency

## B1. Knowing the Developmental Characteristics

The teacher should know physical, social, cognitive, linguistic, emotional and cultural level, learning styles, strengths and weaknesses, interests and needs of students.

### *Performance indicators*

***B1.1.****Knows and implements the principles of development and characteristics of development areas.*

***B1.2.****Identifies levels of development and individual differences of students by using techniques such as observation, interview, personal and group projects, scales and etc. (C5.4)*

***B1.3.****Assigns homework and responsibilities appropriate for the level of development, learning styles, interests and needs of students. (A1.11, C1.8, D2.4)*

***B1.4.****Uses student data to diversify indoor and outdoor activities. (A1.9)*

***B1.5.****Uses student data to plan, implement and evaluate learning and the teaching process. (C1.2, C3.1)*

***B1.6.****Examines personal development files of students.*

***B1.7.****Inserts necessary information in personal development files of students.*

# B

## KNOWING THE STUDENT

The teacher knows all the characteristics, interests and needs of the student, understands the socio-cultural and economic background of the student and his/her parents.

### Sub-competency

## B2. Considering Interests and Needs

The teacher should be able to consider different learning styles, needs and interests of students during planning, implementation, evaluation processes.

### *Performance indicators*

***B2.1.Plans the teaching-learning process in accordance with individual differences. (C1.2)***

***B2.2.Makes changes in the teaching-learning process in accordance with student interests and needs. (C5.4)***

***B2.3.Provides proper learning environments for students with different experiences, abilities and backgrounds by using information and communication technologies.***

***B2.4.Diversifies his/her evaluation methods in accordance with student interests and needs. (D1.3, C5.7, D2.5)***

# B

## KNOWING THE STUDENT

The teacher knows all the characteristics, interests and needs of the student, understands the socio-cultural and economic background of the student and his/her parents.

### Sub-competency

## B3. Valuing the Student

The teacher should consider the student as an individual and respect his/her past experiences, development characteristics, interests and needs, and learning styles.

### *Performance indicators*

***B3.1.Addresses students with their names. (C7.2)***

***B3.2.Conforms to the principle of confidentiality concerning student records. (E4.8)***

***B3.3.Creates proper discussion platforms for students.***

***B3.4.Creates opportunities for students to express themselves.***

***B3.5.Values ideas and products of students. (A1.6)***

***B3.6.Constitutes a model for students to value ideas and products of others.***

***B3.7.Respects values of students. (E4.6)***

***B3.8.Takes into account the cultural values of students. (E4.2, E4.3)***

# B

## KNOWING THE STUDENT

The teacher knows all the characteristics, interests and needs of the student, understands the socio-cultural and economic background of the student and his/her parents.

### Sub-competency

## B4. Guiding the Student

The teacher should be able to guide the student in knowing and recognising himself/herself and others, using his/her awareness in daily life, developing positive behaviours and motivating himself/herself.

### *Performance indicators*

***B4.1.***Shares findings he/she has obtained with regard to development characteristics of students with them. **(D3.4)**

***B4.2.***Creates proper environments for students to become aware of and develop their strengths and weaknesses.

***B4.3.***Cooperates with experts in accordance with student interests and needs.

***B4.4.***Directs students to experts in accordance with their interests and needs.

***B4.5.***Shares personal development of the student with his/her family. **(E5.2, D3.8)**

# C

## TEACHING AND LEARNING PROCESS

The teacher plans, implements and manages the teaching and learning processes. The teacher ensures active involvement of students in the learning process.

### Sub-competency

## C1. Planning the Lesson

The teacher should be able to plan methods, activities, course materials, testing-assessment techniques to be used with a student-centred approach consistent with objectives of the subject-specific curriculum together with his/her students.

### *Performance indicators*

*C1.1.Pre pares a student-centred lesson plan. (A1.1, D4.5)*

*C1.2.Considers individual differences in the lesson plan. (A1.1, B1.5, B2.1, D4.5)*

*C1.3.Identifies objectives and attainments in the lesson plan.*

*C1.4.Relates the lesson with other subjects and inter-disciplines, and cooperates with other teachers within this regard.*

*C1.5.Identifies activities for the objectives in the lesson plan.*

*C1.6.Identifies methods and techniques for the objectives in the lesson plan.*

*C1.7.Identifies sources and materials to be used in the lesson plan.*

*C1.8.Identifies types of homework to be assigned in the lesson plan. (B1.3)*

*C1.9.Mentions about how to use information and communication technologies in the lesson plan.*

*C1.10.Identifies monitoring and evaluation activities in the lesson plan. (D1.2, D1.4)*

# C

## TEACHING AND LEARNING PROCESS

The teacher plans, implements and manages the teaching and learning processes. The teacher ensures active involvement of students in the learning process.

### Sub-competency

## C2. Preparation of Materials

The teacher should be able to prepare teaching materials by effectively using his/her facilities and considering student needs. He/she should benefit from technological and environmental facilities while preparing materials and should ensure that the material facilitates presentation of contents.

### *Performance indicators*

*C2.1.Prepare work sheets.*

*C2.2.Takes into account the individual differences while preparing and selecting materials. (A1.3)*

*C2.3.Makes use of computers and other technological means for preparation of materials.*

*C2.4.Takes into account student comments while preparing materials in the teaching-learning process.*

*C2.5.Tries to prepare handy and economical materials.*

*C2.6.Tries to prepare materials in accordance with the learning content.*

*C2.7.Benefits from environmental facilities in preparation of materials. (E2.5, E2.2, E1.3)*

*C2.8.Tries to ensure that the material facilitates presentation of contents.*

*C2.9.Has access to technological sources related to teaching-learning (databases, online sources and etc.) and analyses these sources with regard to accuracy and compatibility.*

*C2.10.Contributes to development of creativity and aesthetic understanding of students by providing opportunities for material preparation and development.*

# C

## TEACHING AND LEARNING PROCESS

The teacher plans, implements and manages the teaching and learning processes. The teacher ensures active involvement of students in the learning process.

### Sub-competency

## C3. Organising Learning Environments

The teacher should be able to organise learning environments including psychological and physical dimensions together with his/her students with the aim of realising the teaching-learning process efficiently.

### *Performance indicators*

*C3.1.Takes into account different past experiences of students while organising learning environments. (B1.5)*

*C3.2.Organises learning environments according to types of activities (individual, cooperative and etc.). (A1.2)*

*C3.3.Provides good physical conditions (temperature, light, sound and etc.) for the learning environment so as to support learning. (A1.2)*

*C3.4.Considers principles of use for materials while organising learning environments.*

*C3.5.Takes precautions to ensure safe use of materials and tools.*

*C3.6.Ensures maintenance of course materials-tools and keeps them ready-to-use.*

*C3.7.Takes necessary precautions for cleaning and ventilation of learning environment.*

*C3.8.Constitutes a model for efficient use of technological sources and teaches how to use them.*

*C3.9.Organises learning environment so as to have a positive influence on aesthetic sensitivity of students.*

# C

## TEACHING AND LEARNING PROCESS

The teacher plans, implements and manages the teaching and learning processes. The teacher ensures active involvement of students in the learning process.

### Sub-competency

## C4. Organising Extra-Curricular Activities

The teacher should be able to organise and conduct activities (trips to theatres, museums, factories, parks and etc.) appropriate for age groups of students and objectives to ensure continuity of education and school-environment integrity.

### *Performance indicators*

*C4.1.Pre pares plan for extra-curricular activities. (E1.4, E1.5)*

*C4.2.Makes sure that extra-curricular activities conform to objectives of the course. (E1.4, E1.5)*

*C4.3.Organises extra-curricular activities considering student characteristics. (A1.11, E1.4, E1.5)*

*C4.4.Conducts correspondences and talks required to organise extra-curricular activities. (E1.4, E1.5)*

*C4.5.Provides materials for extra-curricular activities. (E1.4, E1.5)*

*C4.6.Takes precautions to carry out extra-curricular activities safely. (E1.4, E1.5)*

# C

## TEACHING AND LEARNING PROCESS

The teacher plans, implements and manages the teaching and learning processes. The teacher ensures active involvement of students in the learning process.

### Sub-competency

## C5. Diversifying Education by Taking into Account the Individual Differences

The teacher is faced with students having various needs, interests, abilities and backgrounds. He/she should know that students have the right to get education which develops their capacities and provides various alternatives, he/she should be able to consider these facts while organising the teaching-learning process. The teacher should be aware of his/her responsibilities, legal liabilities, intervention and evaluation methods for students with special needs, and should be able to prepare customised curricula.

### *Performance indicators*

*C5.1.Organises learning activities by considering different student needs. (A1.1, D4.5)*

*C5.2.Keeps records of students to follow up their progress.*

*C5.3.Resorts to expert assistance if necessary while diversifying education. (E2.1)*

*C5.4.Takes into account the individual differences while identifying methods. (B1.2, B2.2, D4.5)*

*C5.5.Knows legal bases with regard to those with special needs. (A1.1, B1.2, B2.2, D4.5 )*

*C5.6.Prepare customised curricula.*

*C5.7.Diversifies testing and assessment approaches by considering individual differences. (D1.3, B2.4)*

*C5.8.Uses technologies promoting student centred strategies considering different student needs.*

# C

## TEACHING AND LEARNING PROCESS

The teacher plans, implements and manages the teaching and learning processes. The teacher ensures active involvement of students in the learning process.

### Sub-competency

## C6. Time Management

The teacher should be able to make good use of the allocated time for teaching and learning by considering sections of the course and guide his/her students in using their time efficiently in class activities and extra-curricular activities.

### *Performance indicators*

*C6.1.Plans time efficient lessons.*

*C6.2.Uses time efficiently in the teaching-learning process.*

*C6.3.Guides his/her students in using their time efficiently inside and outside the class.*

# C

## TEACHING AND LEARNING PROCESS

The teacher plans, implements and manages the teaching and learning processes. The teacher ensures active involvement of students in the learning process.

### Sub-competency

## C7. Behaviour Management

The teacher should be able to create a democratic platform where students may attain self-control, understand rights and responsibilities of both their own and others, manage their emotions and opinions and express themselves.

### *Performance indicators*

*C7.1. Provides constructive and explanatory feedbacks to his/her students. (D3.4, D3.7)*

*C7.2. Addresses students with their names. (B3.1)*

*C7.3. Highlights achievements of students.*

*C7.4. Takes into account the individual differences in behaviour management.*

*C7.5. Creates an environment where students feel safe and comfortable.*

*C7.6. Determines classroom rules together with students.*

*C7.7. Guides students in managing their emotions and opinions.*

*C7.8. Provides opportunities for students to learn how to motivate themselves.*

*C7.9. Guides students in developing self-control skills.*

*C7.10. Takes precautions for health and safety considerations in learning environments where materials-tools and technology is used.*

*C7.11. Has interpersonal problem-solving skills and guides students in developing these skills.*

# D

## MONITORING AND EVALUATION OF LEARNING AND DEVELOPMENT

The teacher evaluates development and achievement of students with regard to learning. The teacher ensures self-evaluation and peer-to-peer evaluation of students. The teacher uses evaluation results to improve the teaching process and shares the results with students, parents, administrators and other teachers.

### Sub-competency

## D1. Identifying Testing and Assessment Methods and Techniques

The teacher should be able to prepare testing and assessment plan after identifying proper testing strategies and tools for evaluating student achievements.

### *Performance indicators*

***D1.1.****Decides on the aim of testing and assessment.*

***D1.2.****Identifies proper testing tools.(C1.10)*

***D1.3.****Diversifies testing tools. (B2.4, C5.7)*

***D1.4.****Identifies alternative testing tools for a comprehensive assessment (Portfolios, concept maps, trips, observations, interviews and etc.).*

***D1.5.****Plans for testing and assessment.(C1.9)*

# D

## MONITORING AND EVALUATION OF LEARNING AND DEVELOPMENT

The teacher evaluates development and achievement of students with regard to learning. The teacher ensures self-evaluation and peer-to-peer evaluation of students. The teacher uses evaluation results to improve the teaching process and shares the results with students, parents, administrators and other teachers.

### Sub-competency

## D2. Testing Student Learning by Using Different Testing Techniques

The teacher should be able to conduct optimum testing methods and strategies to test students' capacities for attaining learning objectives, and regularly follow up student progress and learning.

### *Performance indicators*

***D2.1.Develops the testing tool.***

***D2.2.Tets validity and reliability of testing tool.***

***D2.3.Applies the testing tool.***

***D2.4.Checks assignments of students (project, homework, etc.).(B1.3)***

***D2.5.Organises individual testing and assessment activities and uses strategies to involve students in these activities.(B2.4)***

***D2.6.Tests performance and progress levels of students regularly.***

# D

## MONITORING AND EVALUATION OF LEARNING AND DEVELOPMENT

The teacher evaluates development and achievement of students with regard to learning. The teacher ensures self-evaluation and peer-to-peer evaluation of students. The teacher uses evaluation results to improve the teaching process and shares the results with students, parents, administrators and other teachers.

### Sub-competency

## D3. Data Analysis and Interpretation, Providing Feedback on Student Learning and Development

The teacher should be able to interpret test results by means of proper techniques, provide feedback by identifying strengths and weaknesses of students and take necessary precautions.

### *Performance indicators*

*D3.1.Selects and applies the proper statistical technique in data analysis.*

*D3.2.Analyses data using information and communication technologies.*

*D3.3.Coverts test results into visual forms such as tables and graphics.*

*D3.4.Interprets test results and provides feedback to students. (A2.5, B4.1, C7.1)*

*D3.5.Gives importance to student reactions concerning test results.*

*D3.6.Rewards achievements and positive behaviours of students. (A2.9)*

*D3.7.Makes constructive comments for negative behaviours.(C7.1)*

*D3.8.Shares assessment results with parents, administrators and other educators by means of information and communication technologies. (B4.5, E5.2)*

# D

## MONITORING AND EVALUATION OF LEARNING AND DEVELOPMENT

The teacher evaluates development and achievement of students with regard to learning. The teacher ensures self-evaluation and peer-to-peer evaluation of students. The teacher uses evaluation results to improve the teaching process and shares the results with students, parents, administrators and other teachers.

Sub-competency

### D4. Reviewing the Teaching-Learning Process according to Results

The teacher should review the teaching-learning process according to results and should be able to make necessary amendments.

*Performance indicators*

***D4.1.Reviews objectives. (A2.4)***

***D4.2.Reviews the learning environment.***

***D4.3.Reviews testing tools.***

***D4.4.Reviews teaching strategies, approaches, methods and techniques.***

***D4.5.Develops alternative materials, strategies and activities when necessary.(A1.1, A2.4, C1.1, C1.2, C5.1, C5.4)***

# E

## SCHOOL, FAMILY AND SOCIETY RELATIONSHIPS

The teacher knows the natural, socio-cultural and economic characteristics of the school environment. The teacher encourages families and the society to participate in the training process and school development activities.

### Sub-competency

## E1. Knowing the Environment

The teacher should be aware of natural, socio-cultural and economic characteristics of the school environment, should be sensitive to important problems of the environment and should be able to reflect these facts on the teaching process.

### *Performance indicators*

***E1.1.Knows his/her environment.***

***E1.2.Examines and notes down characteristics and needs of his/her environment.***

***E1.3.Reflects environmental characteristics on the lesson plan.(C2.7)***

***E1.4.Organises environment trips (museums, factories, natural beauties, etc.). (A2.8, C4.1, C4.2, C4.3, C4.4, C4.5, C4.6)***

***E1.5.Carries out environment trips.(A2.8, C4.1, C4.2, C4.3, C4.4, C4.5, C4.6)***

***E1.6.Adds different chapters or issues on subject-specific curriculum considering characteristics of his/her environment.***

***E1.7.Sensitive to problems of his/her environment.***

# E

## SCHOOL, FAMILY AND SOCIETY RELATIONSHIPS

The teacher knows the natural, socio-cultural and economic characteristics of the school environment. The teacher encourages families and the society to participate in the training process and school development activities.

### Sub-competency

## E2. Making Use of Environmental Opportunities

The teacher should be able to make efficient use of all kinds of environmental opportunities for development of students and the school and cooperate with administrators.

### *Performance indicators*

***E2.1.****Invites professionals from fields such as industry, trade, agriculture, etc. within the same environment to lessons related to their professions. (C5.3)*

***E2.2.****Uses institutions, organisations and natural environments in the vicinity for educational purposes. (C2.7)*

***E2.3.****Makes efforts to ensure that graduates make contributions to the school in cooperation with administrators.*

***E2.4.****Cooperates with non-governmental organisations, leaders of society and education, etc.(A6.6, A6.8)*

***E2.5.****Enriches the teaching process by using materials unique to his/her environment.(C2.7)*

***E2.6.****Serves in the establishment of school development-administration teams and activities of these teams.*

# E

## SCHOOL, FAMILY AND SOCIETY RELATIONSHIPS

The teacher knows the natural, socio-cultural and economic characteristics of the school environment. The teacher encourages families and the society to participate in the training process and school development activities.

### Sub-competency

## E3. Making the School a Culture Centre

The teacher should make efforts and contributions to turn the school into a culture centre of the environment by means of planning and conducting various activities.

### *Performance indicators*

*E3.1.Organises meetings or seminars in accordance with interests and needs of families and students.*

*E3.2.Acts as a leader in organising culture and sports activities.*

*E3.3.Organises programmes to commemorate important persons and events of his/her environment.*

*E3.4.Supports activities for development of school and its environment.*

# E

## SCHOOL, FAMILY AND SOCIETY RELATIONSHIPS

The teacher knows the natural, socio-cultural and economic characteristics of the school environment. The teacher encourages families and the society to participate in the training process and school development activities.

### Sub-competency

## E4. Knowing the Families and Impartiality in Relationships with Families

The teacher should be able to organise various activities for getting familiar with socio-economic and cultural characteristics of families. He/she should be impartial in relationships with families and should be able to clearly share information with families about development and education of students.

### *Performance indicators*

*E4.1.Organises individual parent meetings or meetings in groups to know the families.*

*E4.2.Pays home visits within professional limits to get to know socio-economic and cultural characteristics of families and to observe working environment of the student.(B3.8)*

*E4.3.Collects and notes down information about socio-economic and cultural characteristics of families.(B3.8)*

*E4.4.Organises activities for maintenance of socio-cultural values.*

*E4.5.Shares clear and correct information with families.*

*E4.6.Respects different values and beliefs of families.(B3.7)*

*E4.7.Treats equal to families with different socio-economic and cultural characteristics.*

*E4.8.Keeps private family and student information secret.(B3.2)*

*E4.9.Does not reflect negative experiences with families on the teaching and learning process.*

# E

## SCHOOL, FAMILY AND SOCIETY RELATIONSHIPS

The teacher knows the natural, socio-cultural and economic characteristics of the school environment. The teacher encourages families and the society to participate in the training process and school development activities.

### Sub-competency

## E5. Ensuring Family Involvement and Cooperation

The teacher should carry out activities to encourage families to trust the school and make contributions to the teaching-learning process. He/she should be able to establish cooperation with families by exchanging information about student progress.

### *Performance indicators*

*E5.1. Includes families into school and class activities.*

*E5.2. Performs written/verbal communication with families by means of continuous exchange of information about student progress. (B4.5, D3.8)*

*E5.3. Identifies mutual expectations by talking to families.*

*E5.4. Reflects mutual expectations identified together with families on his/her practices.*

*E5.5. Sensitive to problems that families are going through.*

*E5.6. Guides families by providing information and guidance for solving problems of students in the learning process.*

*E5.7. Informs families about their legal rights and responsibilities with regard to education, and informs them of recent developments.*

*E5.8. Tries to be with families and students by making use of educational opportunities inside and outside the school.*

# F

## KNOWLEDGE OF CURRICULUM AND CONTENT

The teacher knows and implements fundamental values and principles that Turkish National Education System is based on, and approaches, targets, principles and techniques of the subject-specific curriculum.

### Sub-competency

## F1. Objectives and Principles of Turkish National Education

The teacher should know fundamental values and principles that Turkish National Education System is based on and its objectives, and should be able to reflect them on education-training activities.

### Performance indicators

*F1.1.Knows fundamental values and principles that Turkish National Education System is based on.*

*F1.2.Takes Ataturk's principles and revolutions, and Ataturk nationalism as is stated in the Constitution as a reference in preparation and implementation of any curriculum and training activity.*

*F1.3.Believes in the necessity and importance of conducting education-training activities in line with the targets and principles of Turkish National Education.*

*F1.4.Reflects the targets and principles of Turkish National Education on his/her plan and practices.*

*F1.5.Manages the teaching-learning process in accordance with the targets and principles of Turkish National Education.*

# F

## KNOWLEDGE OF CURRICULUM AND CONTENT

The teacher knows and implements fundamental values and principles that Turkish National Education System is based on, and approaches, targets, principles and techniques of the subject-specific curriculum.

### Sub-competency

## F2. Knowledge of Subject-Specific Curriculum and Practice Skills

The teacher should have concrete knowledge and understanding consistent with principles, approaches, targets and content of the subject-specific curriculum. He/she should be able to safely and efficiently organise and use the teaching-learning environment, methods and techniques, course materials and tools with the aim of providing the student with ways to learn required in the subject-specific field. He/she should also be able to organise the teaching-learning process by considering distribution of subject-specific knowledge according to classes and levels.

### *Performance indicators*

*F2.1.Reflects the objective, principle and approach of the subject-specific curriculum on his/her plan.*

*F2.2.Implements principles and approaches of the subject-specific curriculum.*

*F2.3.Provides students with ways to learn required in the subject-specific field.*

*F2.4.Arranges the content gradually in an order according to subject characteristics.*

*F2.5.Organises the teaching process by considering distribution of subject-specific knowledge according to classes and levels.*

*F2.6.Makes efforts to acquire different knowledge and skills required by the subject-specific curriculum.*

# F

## KNOWLEDGE OF CURRICULUM AND CONTENT

The teacher knows and implements fundamental values and principles that Turkish National Education System is based on, and approaches, targets, principles and techniques of the subject-specific curriculum.

### Sub-competency

## F3. Monitoring-Evaluation and Development of Subject-Specific Curriculum

The teacher should be able to follow amendments in the subject-specific curriculum, make suggestions on curriculum development process in the light of problems experienced during implementation, evaluate issues discussed within the scope of the subject-specific curriculum in terms of importance, contribution to student progress, conformity to student needs and levels of development and feel himself/herself responsible concerning these matters. He/she should be able to select and use proper teaching materials to facilitate implementation of the subject-specific curriculum.

### *Performance indicators*

**F3.1.** *Follows changes in the subject-specific curriculum.*

**F3.2.** *Contributes to development process for the subject-specific curriculum through identified needs and suggestions.*

**F3.3.** *Identifies and explains the importance of acquired knowledge within the subject-specific curriculum.*

**F3.4.** *Relates knowledge acquired within the scope of subject-specific curriculum with other curricula.*

**F3.5.** *Explains the contribution of knowledge acquired within the scope of subject-specific curriculum to student learning and development.*

**F3.6.** *Justifies knowledge acquired within the scope of subject-specific curriculum in terms of conformity to student needs.*

**F3.7.** *Identifies issues that students have difficulty in understanding within the scope of subject-specific curriculum.*

**F3.8.** *Evaluates teaching materials (course book, workbook, teacher's book, encyclopaedia, journal, etc.) prepared within the scope of subject-specific curriculum in terms of principles of content arrangement.*

**F3.9.** *Evaluates content of teaching materials (course book, workbook, teacher's book, encyclopaedia, journal, etc.) prepared within the scope of subject-specific curriculum in line with the progress and innovations in the field.*

**F3.10.** *Evaluates content of teaching materials (course book, workbook, teacher's book, encyclopaedia, journal, etc.) prepared within the scope of subject-specific curriculum in terms of scientific accuracy.*